

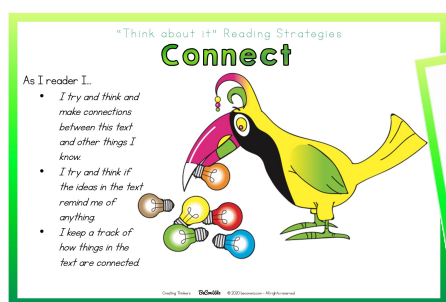


# THINK ABOUT IT

## Investigative reading strategies

Readers take on the role of reviewer and connector. They use reasoning and background knowledge to:

- Form judgements about the text, it's construction, purpose and content
- Explore ideas about fact and opinion
- Understand the meaning of a word within a given context
- Draw inferences from a passage about its contents
- Ability to recognize literary devices
- Link up ideas within a text enabling readers to get meaning from passages and entire texts



Includes

- Overview of all reading strategies across all the layers involved in reading
- Fifteen reading strategy cards with title, prompt and image
- Fifteen simple prompt cards with title and image



Overview of the different reading strategies					
STRATEGY TITLE	Right There	Hide & Seek	Think & search	Beyond the book	Fluency & expression
Best Fit					
Break it up					
Check in					
Check it out					
Comparing					
Connect					
Express yourself!					
Focus and details					
Guess & check					
I remember					
I say					
I think, I imagine...					
I wonder					
Inferencing					
Look & talk					
Picture this					
Picture Walk					
Predict					
Re-read					
Read on					
Scanning					
Skimming					
Sound it out					
Stop Think Share					
Summarizing					
Surfing					
Talk to self					
Talk to each other					
Talk to world					
What if					
Who What Why					
Word connections					
You and I					

## INTERESTS



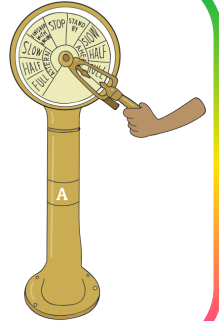
*Prior knowledge and interests:* Providing frameworks for increasing student engagement through prior knowledge connections with student interests



## AGENCY



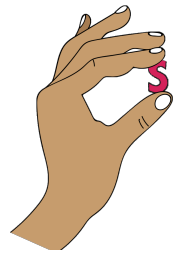
*Developing scaffolds that support voice and choice in the learning process* Learners will have the opportunity to be actively involved and response-abled during the learning process.



## SKILLS



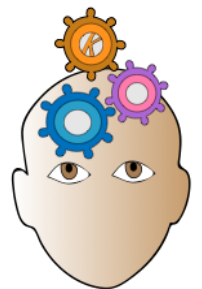
*Skills, processes, strategies and approaches to learning that support learners to learn how to learn.* Learners will have an opportunity to discover the different ways they learn in different situations.



## KNOWLEDGE



*Details, facts and information related to an inquiry or topic.* Learners need to have support accessing relevant information and the time to analyse and comprehend the knowledge.



## UNDERSTANDING



*Concepts and understandings that support learners become meaning makers.*

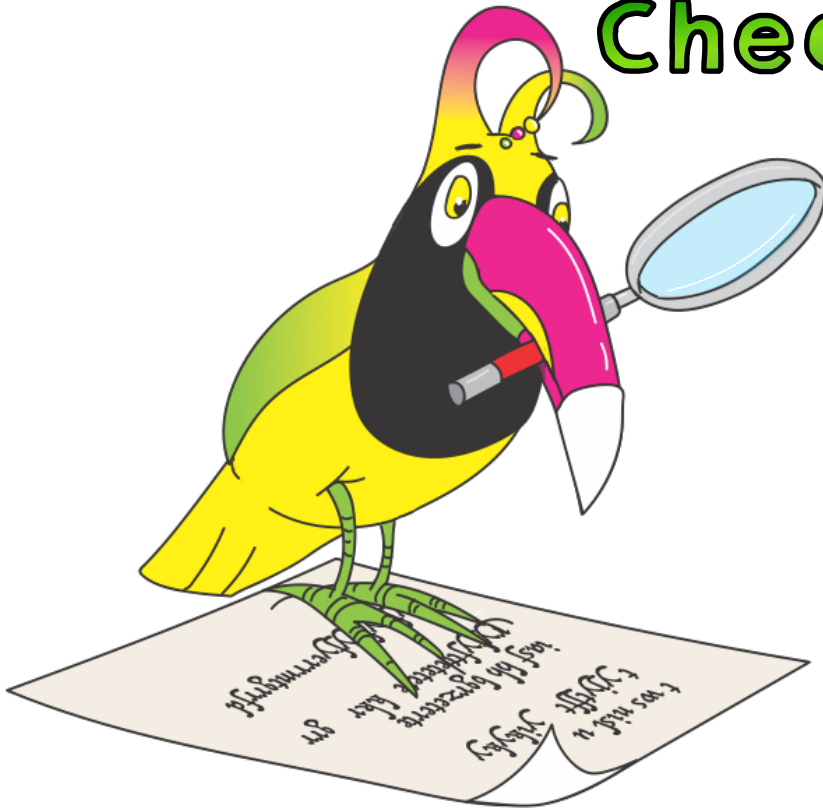
Learners should begin to see that there are themes or ideas that cross across time, place subjects and disciplines.



# Overview of the different reading strategies

STRATEGY TITLE	Right There	Hide & Seek	Think & search	Beyond the book	Fluency & expression
Best Fit					
Break it up					
Check in					
Check it out					
Comparing					
Connect					
Express yourself					
Focus and decide					
Guess & check					
I remember					
I spy					
I think...I imagine...					
I wonder					
Inferring					
Look & talk					
Picture this					
Picture Walk					
Predict					
Re read					
Read on					
Scanning					
Skimming					
Sound it out					
Stop Think Share					
Summarising					
Synthesising					
Text to self					
Text to text					
Text to world					
What if					
Who What Why					
Word connections					
You and I					

# Check it out



As a reader I...

- ask people to help me to get more information
- look in dictionaries to help me understand words
- read other texts to get more ideas
- think about how I can check if I am understanding things clearly

# Comparing

As I reader I...

- think about how or why things are similar or different
- think about how or why things might be the same or different
- wonder how things might be the same or different if something changed

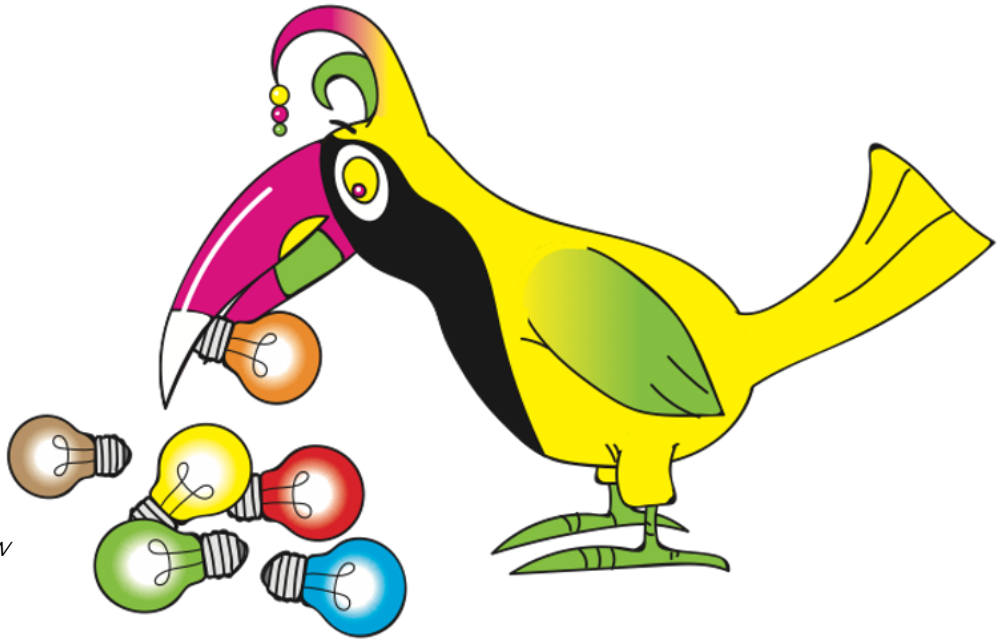




# Connect

As I reader I...

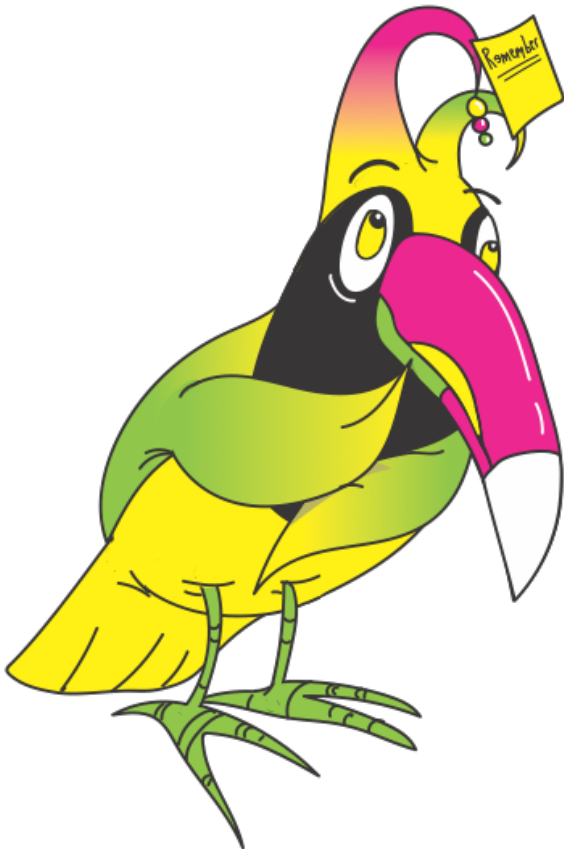
- *try and think and make connections between this text and other things I know*
- *try and think if the ideas in the text remind me of anything*
- *keep a track of how things in the text are connected.*



# I remember

As I reader I...

- reflect on what I read or saw
- think about why I read the text or looked at something
- remember important information from the text or image



# Inferring

As a reader I...

- *think what ideas might be hiding in this text*
- *wonder that if the characters feel a certain way, what might that mean...?*
- *try and see what it might mean if there are connections between different things...*
- *wonder what clues might be hiding in the pictures*

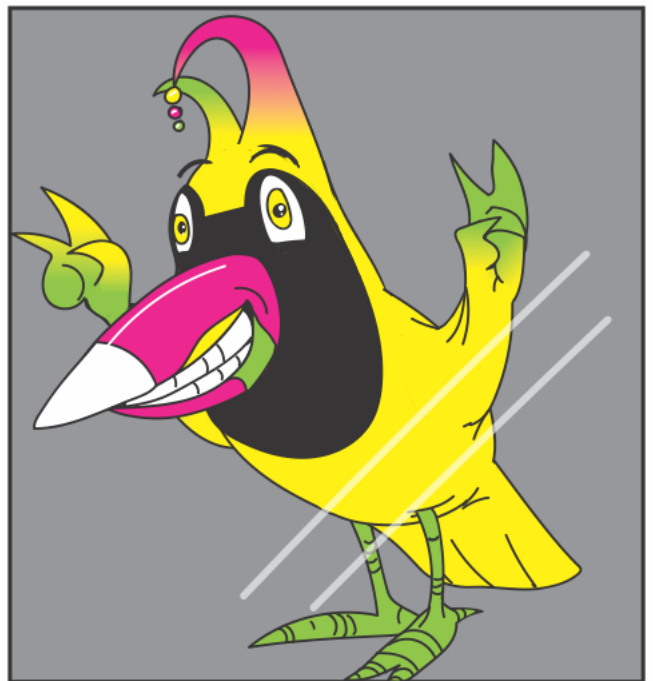


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# Picture this

As a reader I...

- *use words, pictures, feelings and ideas to understand what I am reading*
- *imagine that...*
- *these words have me thinking about a... (smell, taste, feeling, sound, etc.)*

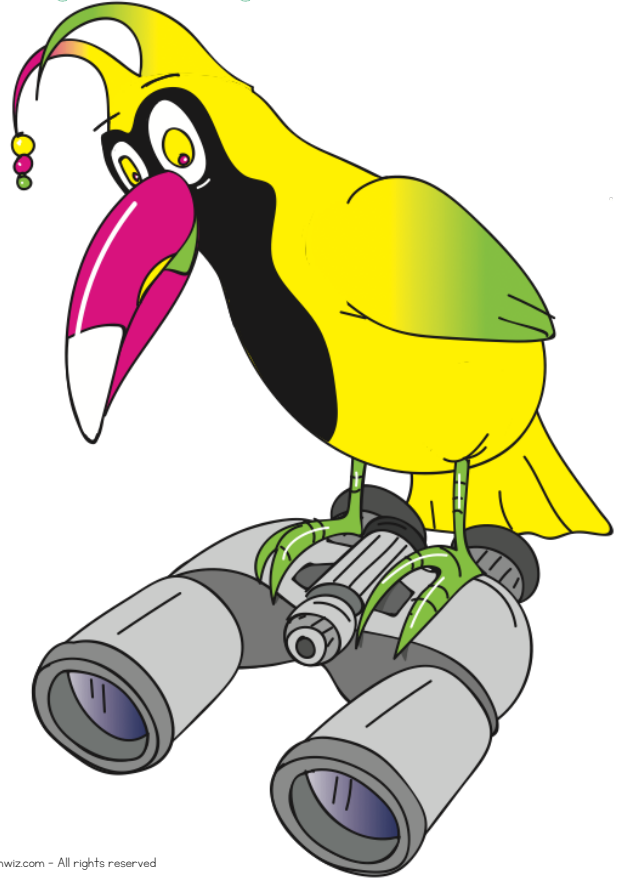


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# Picture Walk

As a reader I ...

- *look at the pictures*
- *talk about what I see*
- *ask questions*
- *share ideas*

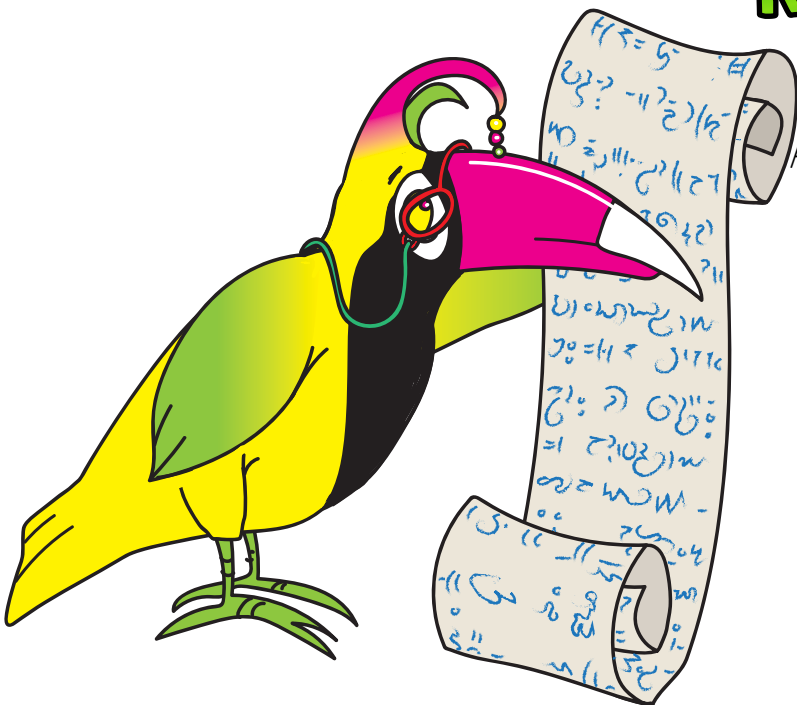


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# Read-on

As a reader I...

- *can skip over unknown words and keep reading*
- *try reading-on to see if I can work out the main idea*
- *try reading-on to see if I can use all the information in a sentence to help me read a word*
- *try reading-on to see if I can use clues to read an unknown word.*



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# Re-read

As I read I...

- *can read something again to check an idea or make sure I understand what I am reading*
- *will read sentences again to check for understanding*
- *use re-reading to help me keep track of the ideas and information*
- *can use re-reading to improve my expression and fluency.*



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# Scanning

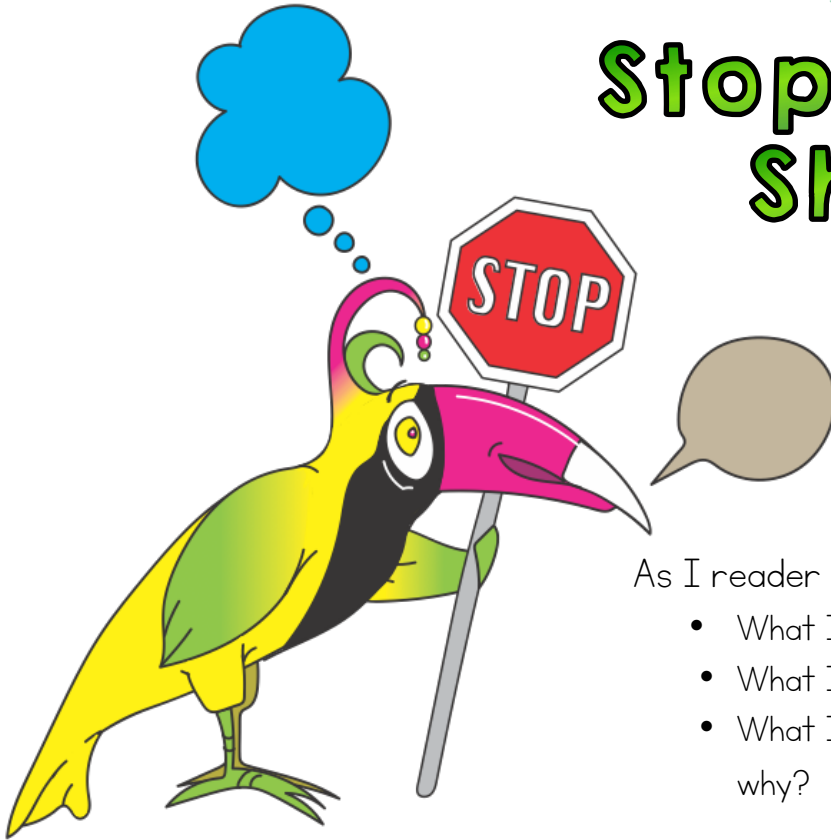
As a reader I ...

- *look for important words or information that will help me decide if this book can help me*
- *think about what information I am looking for*
- *“this looks like it has the information I need because...”*
- *“these words are connected to details I am looking for”*



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# Stop Think Share

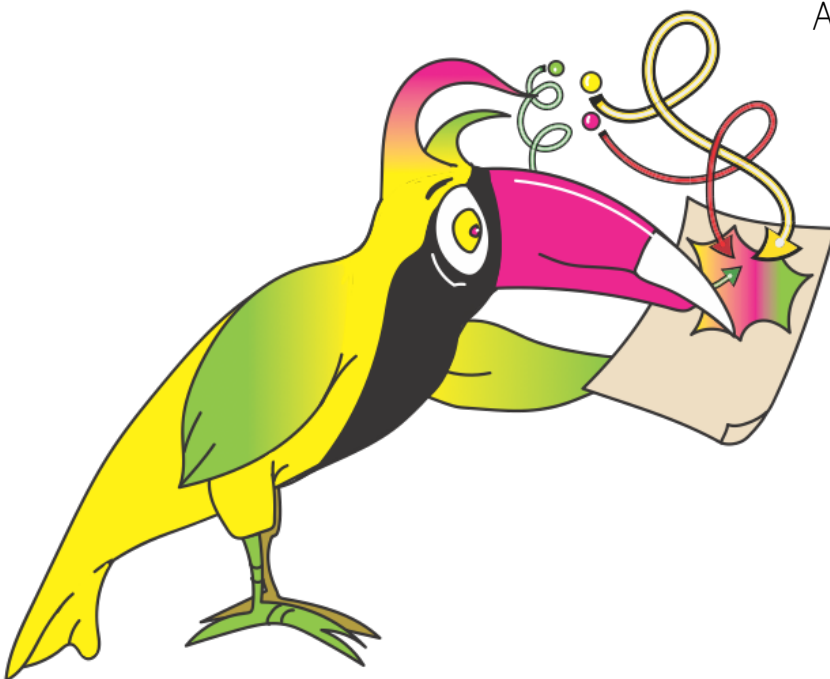


As I read I stop think about:

- What I liked about the story? And why?
- What I didn't like? And why?
- What I would change about the story? And why?

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# Synthesising



As a reader I...

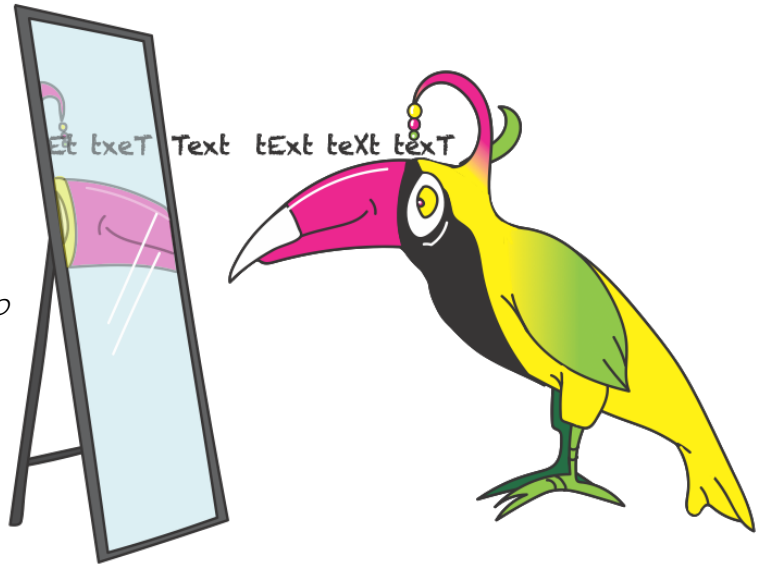
- need to connect all the ideas to find the big idea or uncover the theme of the book
- reflect and connect ideas from the text so I can explain the main idea
- take time to think about what this text might help me understand
- think about what the author/illustrator was trying to share.

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# Text to self

As a reader I...

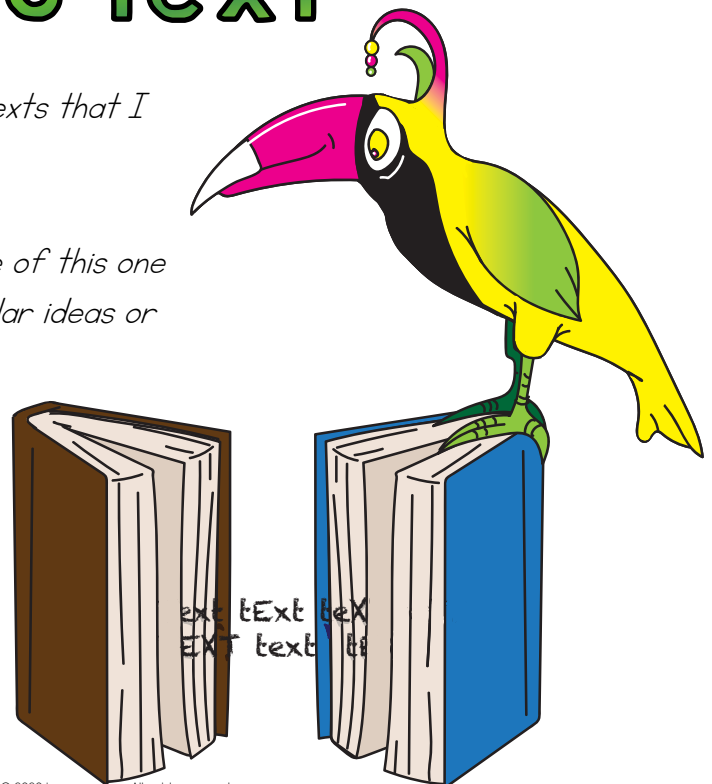
- *try and connect what I know with what I am reading about*
- *think about my own experiences and ask...*
  - *What does this remind me of?*
  - *How does it make me feel?*
  - *What connections can I think of between my life and this book?*



# Text to text

As a reader I ...

- *try and connect ideas in this text to other texts that I know*
- *need to...*
  - *Think about other books that remind me of this one*
  - *Think about other books that share similar ideas or information*
  - *Think about the illustrations and try and remember if they are like illustrations in other books.*

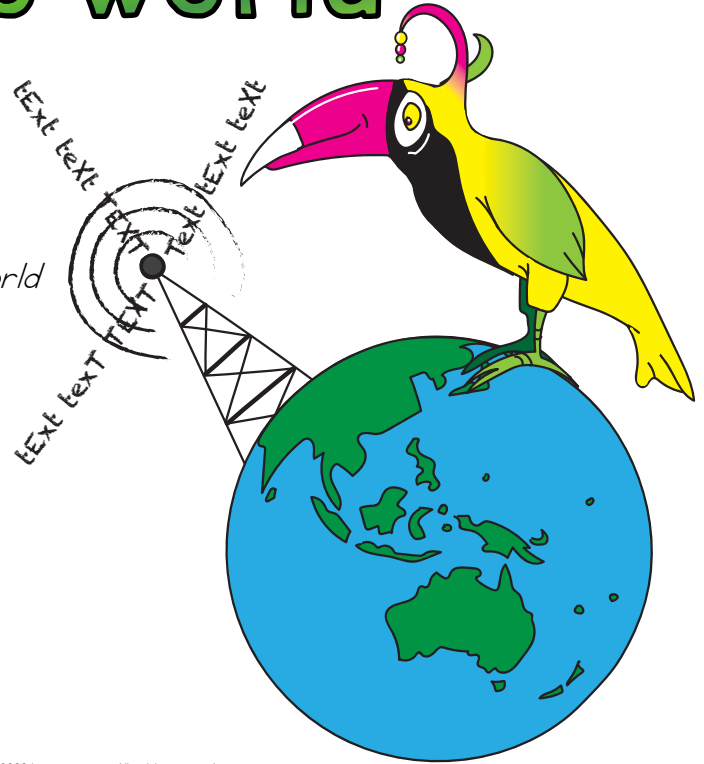




# Text to world

As a reader I ...

- *Try and connect what I am reading to the world around me.*
- *I ask...*
  - *I saw something in a movie like this...*
  - *This makes me think about ...*
  - *On the news last night...*
  - *There was a tv show about...*
  - *There is a game or app that...*

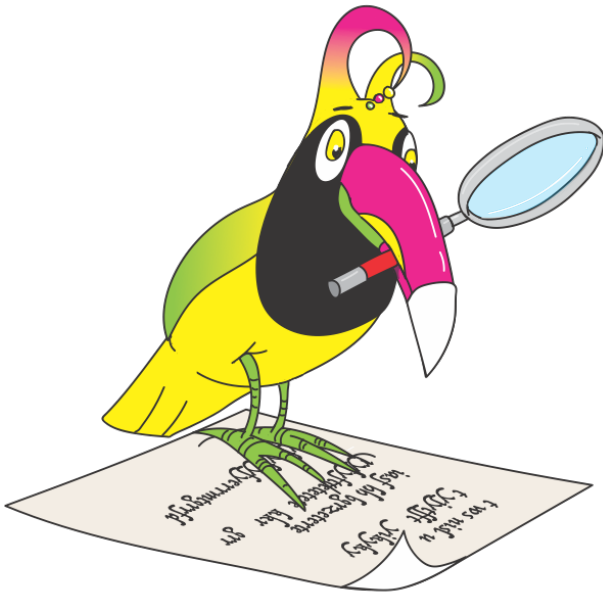


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"Think about it" Reading Strategies

## Check it out



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"Think about it" Reading Strategies

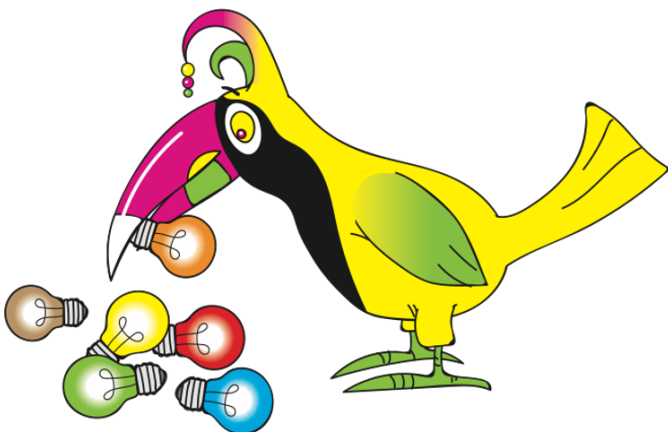
## Comparing



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"Think about it" Reading Strategies

## Connect



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"Think about it" Reading Strategies

## I remember



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"Think about it" Reading Strategies

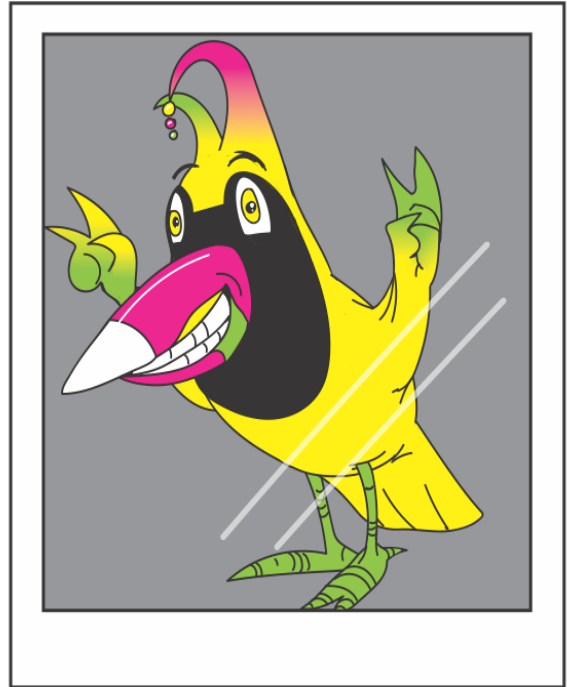
## Inferring



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"Think about it" Reading Strategies

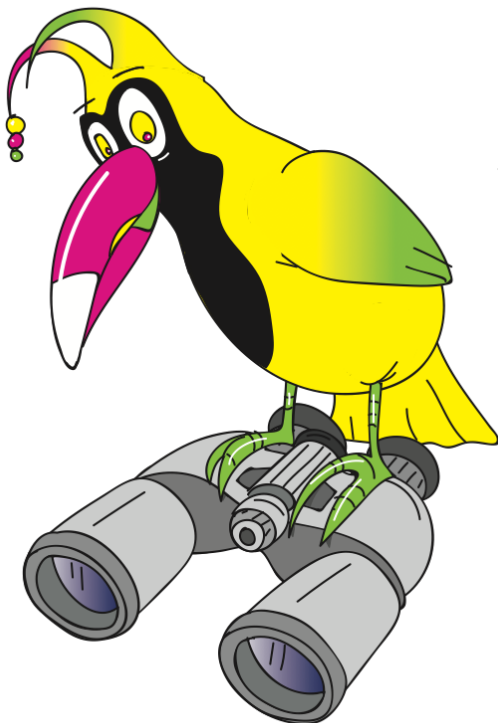
## Picture this



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"Think about it" Reading Strategies

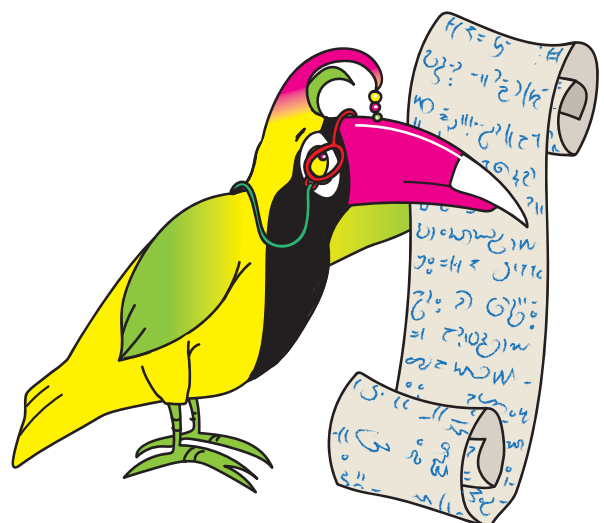
## Picture Walk



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"Think about it" Reading Strategies

## Read-on



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## Re-read



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## Scanning



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"Think about it" Reading Strategies

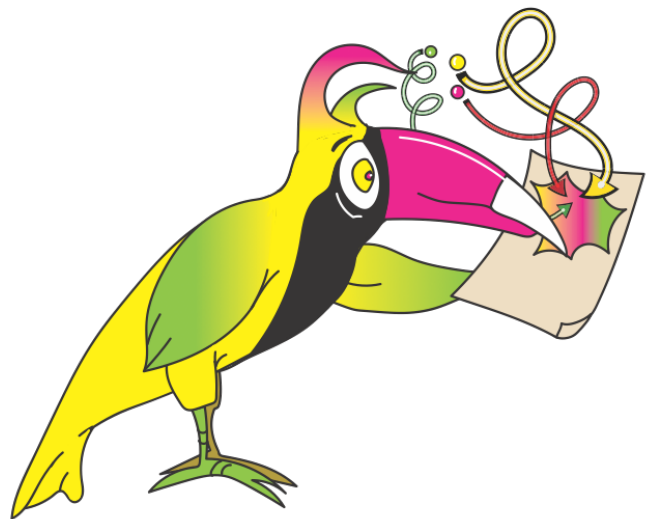
## Stop Think Share



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"Think about it" Reading Strategies

## Synthesising



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“Think about it” Reading Strategies

## Connect



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“Think about it” Reading Strategies

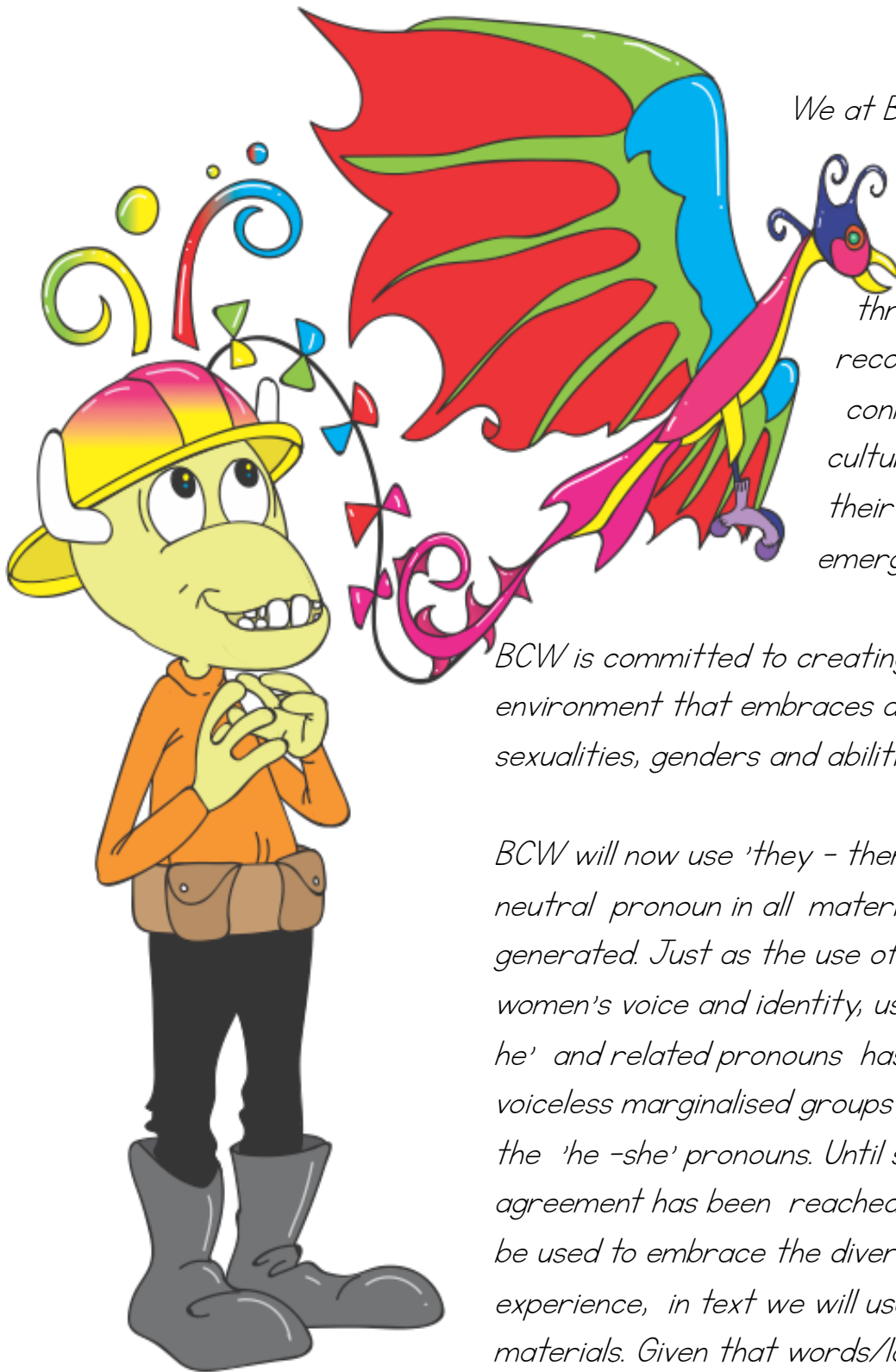
## Inferring



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