

Toolkit Strategies
to Monitor Comprehension,
Activate, and Connect...



Toolkit Part 1

1. Follow your inner conversation and leave tracks of your thinking.

1.) Preview the text.

2.) Create 3 to 6 questions that may be answered in the text.

3.) Write your thinking on Post-it notes as you read.

4.) See if you can answer any of your original questions. (Some of them may be "lingering questions.")

Do all animals taste in the same way?

How do bees use their sense of taste?

I didn't know that catfish have taste buds all over their bodies!

2. Notice when you lose your way and use "fix up" strategies.

Why Meaning breaks down

Distractions or wandering mind

Text is too hard

Text is boring

Some words are difficult

I keep losing my focus

Fix-up strategy

re-read, find a quiet place to read

re-read, choose a different text

Activate prior knowledge, set a purpose

Use a dictionary or context clues / word-part skills

Use sticky notes to keep track of your thinking.

Adjust reading pace

Ask for help

Look for text features.

Head, write, and talk through the text using a "Stop and Jot" strategy.



Stop and Jot

Symbol	Strategy	Thought Starters
V	Visualization (What do you see?)	I had a picture in my head... I could see... I visualized... I pictured... I saw...
S	Sense (What do you hear, feel, smell, or taste?)	I could hear... I could feel/touch... I could smell... I could taste...
♥	Emotion Images (Were you happy, angry, or relieved?)	I felt... It made me feel...
T-S T-T T-W	Connections (Did you experience something like this?)	This reminded me of... I connected to this because...
?	Questions (Do you want to ask something?)	Who, what, where, when, why, how? I wonder...? I want to know...
P	Predictions	I predict...because...
O	Opinion	I think...because...

C	Confusion	I was confused about... I did not understand... I didn't know how to pronounce the word... I didn't know what the word meant...
W	Unknown Word	A key point was... A main event in the story was...
☆	Key Point	Something new I learned was...
L	Something new I learned	Something I already knew or predicted was confirmed when...
☑	Confirmation	I thought...but I was contradicted...the true fact is...
☒	Contradiction	I was wrong about... I was surprised to find out... There was a twist in the story when...
!	Surprise	

3. Read, write, and talk through the text using a "Stop and Jot" strategy.

4. Follow the text Signposts and use nonfiction features to guide learning.

Titles

Headings

Bold and Italic Print

Images

Photographs

Illustrations

Captions

Graphic Aids/Diagrams

Maps

Timelines

Sidebars

Table of Contents

Index and Glossary

5. Merge your thinking with new learning; Read and think about new information.

Surprising Info

Wow!

I can't believe...

No way!

Amazing!

That is sad!

Interesting!

Surprising info often prompts a reaction from you.

New Info

I never knew...

I learned...

That's new to me!

New info often prompts you to ask questions.

6. Connect the new to the known;
Activate and build background
Knowledge.

* When good readers read, they think about what they already know about a topic and keep that background info in mind.

* When we pay attention to what we already know and connect it to new info, we better understand what we read.

What I Know

What I Learned

7. Read to get the "gist." Synthesize your thinking as you go.

* Good readers look for the most essential info and the Big Ideas. They write this info in their own words.

In the Wizard of Oz, Dorothy travels over the rainbow and meets the Scarecrow, Tin Man, and Lion. Together they battle the Wicked Witch and ask the Wizard for their heart's desires.

"Gist"
←

Big Idea
→

Sometimes we don't realize that we already have the things we want most.