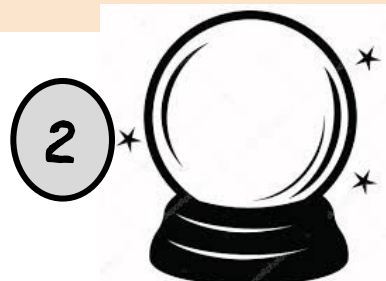


Good readers use tools or strategies to help them better understand what they are reading. Here are some reading strategies you may be familiar with...Can you guess what they are using the picture and clues below it?

Discuss what is going on in each picture!



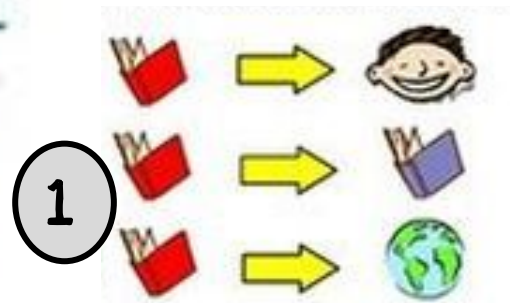
2

P - - - - -



4

R - - - - -



1

C - - - - -



3

V - - - - -



5

Q - - - - -

# Visualizing- Forming a mental image of what you are reading.

Picture what you are reading in your mind- make a movie including smells, sounds, sights and feelings.

## THINKING STEMS:



- This description makes me visualize...
- The way the author describes this smell makes me picture...
- The way the author describes this texture makes me picture...
- The sounds described here makes me picture...
- The way the author describes the characters yelling/whispering in this scene helps me picture...
- The words the author chose to describe this makes me visualize...





# Questioning

Wondering about things in your reading.

Asking things to help make sense of what you're reading

Finding words or phrases that are unclear



## THINKING STEMS:

- I wonder why...?
- What is the purpose of...?
- Why did that character...?
- When did...?
- What caused...?
- What are some clues...?
- What does this tell me about...?
- What if...?
- How does the character feel about...?
- What will happen...?
- Is this important?





**Reacting:** Having an emotional response to what you are reading.



I can't believe he said that to him! That is so rude.

I feel bad for him in this moment. He is really sad and confused.

Awww. He is so nice to his little brother <3.

LOL! The part where she fell in the puddle made me laugh out loud.



# Predicting:

Using what you already know and your own common sense to guess about the future of the text.

-not only what will happen next but predictions about character motives and possible conflicts and resolutions.



*What does good predicting look like?*

I think he is going to tell his brother what happened at the court because he seems really upset by it.

I bet Aaron knew the car was stolen because he probably wanted Charlie to get in trouble.

*I don't think he is in a gang because he didn't want to be there and didn't go through with it.*



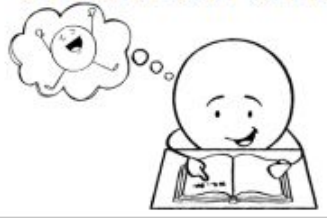
## THINKING STEMS:

- Based on clues from the story...
- I think \_\_\_\_\_ will happen...
  - I can predict that... because...
  - Next, I think the characters will...
  - Since \_\_\_\_\_ happened, I think...
  - My guess is...

# Connecting



## Good Readers Make: TEXT TO SELF CONNECTIONS



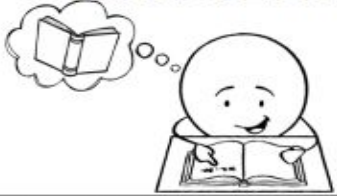
A text to self connection connects what you are reading in a text to your own life experiences.

### THINKING STEMS:



- I felt the same way as this character when...
- This part of the story reminds me of the time I...
- This same thing happened to me when...
- This setting makes me think of a place I went to...
- I can understand how this character feels, because I had a similar experience when...
- This makes me remember the time when...
- I can relate to this book, because...

## Good Readers Make: TEXT TO TEXT CONNECTIONS



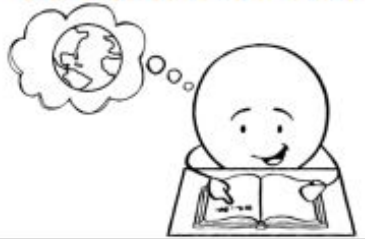
A text to text connection connects what you are reading in a text to another text you have read.

### THINKING STEMS:



- The character in this story is similar to the character in..."
- "This problem is just like what happened in..."
- "The way this author writes reminds me of the writing in..."
- "This event reminds me of...because..."
- "This setting sounds similar to..."
- "I read another book where..."
- "These two stories are alike, because..."

## Good Readers Make: TEXT TO WORLD CONNECTIONS



A text to world connection connects what you are reading to the real world.

### THINKING STEMS:



- I know about this, because...
- This is like something I heard on the news when...
- This part relates to the world around me...
- This part does not relate to the world around me, because...
- I heard about this happening in another country where...
- This is just like an event in history when...


## PHASE 1- FIRST READ: VISUALIZING

READ THE PARAGRAPH TO GET A BASIC UNDERSTANDING.

we are GOING TO PRACTICE annotating using STICKY NOTES. FOR THE FIRST read, create a YELLOW STICKY NOTE. OUR ANNOTATIONS SHOULD FOCUS ON VISUALIZING.

WHILE READING, THINK ABOUT VISUALIZING THE CHARACTERS, SETTING, CONFLICT, RESOLUTION.

WHAT IS THE TEXT MOSTLY ABOUT? WHAT DID YOU PICTURE?

 \*TRY USING a sentence stem TO BEGIN YOUR STICKY NOTE.

### THINKING STEMS:



- This description makes me visualize...
- The way the author describes this smell makes me picture...
- The way the author describes this texture makes me picture...
- The sounds described here makes me picture...
- The way the author describes the characters yelling/whispering in this scene helps me picture...
- The words the author chose to describe this makes me visualize...

Newcharlie checked himself out for a moment without saying anything. He's light brown with thick black eyebrows and Mama's nose. He winked at him-self, then caught me watching him in the mirror and gave me the finger. I looked away from him without giving him the finger back.

*What changed you, Cha? I wanted to ask him. What made you cold?*

"Ya'll don't go to church no more "  
Aaron nosed.

I swallowed and caught Newcharlie's eye. He looked back at me for a second, then frowned.

"Church is for little boys," he said.  
"Little mama's boys. I look like a little mama's boy to you?" Aaron shrugged.

## PHASE 1- FIRST READ: QUESTIONING

READ THE PARAGRAPH TO GET A BASIC UNDERSTANDING.

we are GOING TO PRACTICE annotating using STICKY NOTES. FOR THE FIRST read, create a YELLOW STICKY NOTE. our annotations SHOULD FOCUS ON QUESTIONING.

### THINKING STEMS:

- I wonder why...?
- What is the purpose of...?
- Why did that character...?
- When did...?
- What caused...?
- What are some clues...?
- What does this tell me about...?
- What if...?
- How does the character feel about...?
- What will happen...?
- Is this important?



WHILE reading, THINK ABOUT QUESTIONING. DO YOU HAVE QUESTIONS ABOUT THE CHARACTERS, SETTING, CONFLICT, RESOLUTION.

WHAT IS THE TEXT MOSTLY ABOUT? WHAT are YOU STILL WONDERING ABOUT?

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*What changed you, Cha?* I wanted to ask him. *What made you cold?*

"Ya'll don't go to church no more 7" Aaron nosed.

I swallowed and caught Newcharlie's eye. He looked back at me for a second, then frowned.

"Church is for little boys," he said. "Little mama's boys. I look like a little mama's boy to you?" Aaron shrugged.



## PHASE 2- SECOND READ: ZOOMING IN

READ THE PARAGRAPH AND FOCUS ON WHAT WORDS AND PHRASES THE AUTHOR IS USING TO GIVE US MEANING.

WE ARE GOING TO PRACTICE ANNOTATING USING STICKY NOTES. FOR THE SECOND READ, CREATE A GREEN STICKY NOTE. OUR ANNOTATIONS SHOULD FOCUS ON REACTING.

WHILE READING, THINK ABOUT YOUR REACTIONS/ EMOTIONS. DID ANY WORDS OR PHRASES STICK OUT TO YOU? DID YOU READ ANYTHING THAT MADE YOU SHOCKED, ANGRY, SAD, HAPPY, LAUGH, CONFUSED, ETC?

WHAT DO YOU THINK THE MOOD IN THE ROOM IS RIGHT NOW?

\*TRY USING A SENTENCE FRAME TO BEGIN YOUR STICKY NOTE. "I FEEL...."

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- My guess is...

### PHASE 3- THIRD READ: WHY DOES IT MATTER?

READ THE PARAGRAPH, ZOOM OUT AND BEGIN DRAWING CONCLUSIONS USING CONNECTIONS YOU MADE.

we are GOING TO PRACTICE ANNOTATING USING STICKY NOTES. FOR THE THIRD READ, CREATE A BLUE STICKY NOTE. our annotations should focus on connecting.

WHILE READING, ASK YOURSELF "WHAT IS IMPORTANT ABOUT THIS TEXT" OR "WHAT AM I SUPPOSED TO TAKE AWAY FROM THIS".

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Ty'ree touched the swollen eye and Newcharlie jerked back and frowned. Then Ty'ree touched his lip, real gentle, and Newcharlie let him.

"It's okay," Ty'ree whispered.

*You just hold on, Charlie. The pain always goes away.*

Ty'ree kept telling Newcharlie it was gonna be okay. It felt like the moment had frozen, like we were all stuck that way-me standing a little bit away from them, Ty'ree looking like he wanted to hug Newcharlie but was scared to and Newcharlie doing everything he could not to cry.

"I ain't do nothing, 'T," Newcharlie whispered, his words coming out slow and muffled because of his lip. "I swear I didn't. I didn't know nothing about it. I swear I didn't steal that car."



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