

## EFFECTIVE (MAP) READERS' STRATEGIES

(Reading as Thinking)

Activate Prior Knowledge	Ask Questions (Self Efficacy)	Draw Inferences	Synthesize Information	Visualize	Make Connections
Spark student's/self interests (meet and greet)	Employ a self-monitoring system (questions before, during, and after reading spontaneously)	Read between the lines (inferring and using/blending prior knowledge)	Review, sort, sift to lead to new insights	Use sensory imaging (create pictures in the mind)	Relate prior knowledge ("bridge from the new to the known")
Develop "natural wonderings"	Monitor and repair comprehension or understanding	Make predictions, speculate	Summarize information	Develop "mental maps"	Relate text (map) to self
Promote Questions	Determine important ideas and themes	Create interpretations	Re-tell	Create images spontaneously (visual, auditory, and other sensory connections)	Relate text (map) to text
Make observations (of self/context) in preparation	Discover what is important to know and understand	Make comparisons	Respond	Use images to give depth and details	Relate text (map) to world
Know the reader/self (assessments)	Select appropriate "fix-up" strategies	Draw conclusions, making critical and analytical judgments,	Use knowledge of elements to monitor overall meaning	Adapt and revise images	Integrate and relate knowledge/skills to other subject areas
Determine schemata (new learning fits with the student's different schema)	Ask questions to clarify and focus	Understand the process of questioning (learn from others' questions)	Employ an amalgam of all comprehension strategies	Use imaging to enhance comprehension and incorporate new information	Identify relationships known and unknown
Establish purpose (What, How, Why)	Propel reader/self to find answers, solve problems, find specific information	Create personal meaning not always implicit	Read with the "Big picture" approach	Use imagery to stimulate imaginative thinking	Ask NEW questions
Use the "zone of proximal development" or level of success	Discern a theme, opinion, or perspective	Remember and reapply (create new background knowledge)	Combine or integrate to make generalizations	Envision "self" in the context to enhance meaning	Prepare for NEW learning experiences and NEW texts (maps)

Based on the work of: Carolyn Chapman and Rita King, *Differentiated Instructional Strategies for Reading in the Content Areas* (2003); Ellin Keene and Susan Zimmermann, *Mosaic of Thought: Teaching Comprehension in a Reader's Workshop* (1997); Stephanie Harvey, *Nonfiction Matters* (1998); and Stephanie Harvey and Anne Goudvis, *Strategies That Work* (2000).