<table>
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<th>Strategies</th>
<th>Definition</th>
<th>What Good Readers Are Thinking…</th>
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| Monitoring for Meaning  | Good readers stop to think about their reading and know what to do when they don’t understand. | • Is this making sense?  
• Wait, what’s going on here?  
• What have I learned?  
• Should I slow down? Speed up? Do I need to reread?  
• How do I say this word?  
• What does this word mean?  
• What text clues help me fill in missing information? |
| Schema                  | Good readers connect what they know with what they are reading.            | • Does this remind me of something?  
• Has this ever happened to me?  
• Do I know someone like him or her? Am I like this character?  
• Have I ever felt this way?  
• What do I already know that will help me understand what I’m reading?  
• Does this information confirm or conflict with what I’ve read in other sources? |
| Questioning             | Good readers ask themselves questions when they read.                     | • What is the author saying?  
• Why is that happening?  
• Why did this character…?  
• Is this important?  
• This makes me wonder _____.  
• How does this information connect with what I have already read? |
| Mental Images           | Good readers picture what is happening while they read.                    | • What are the pictures/scenes in my mind?  
• What do I hear, taste, smell, or feel?  
• What do the characters, setting, and the events of the story look like in my mind?  
• Can I picture this new information? |
| Inferring               | Good readers create personal meaning from the text using schema and information from the text. Readers must use this meaning to form ideas that are not in the text. | • Since ______happened, I think ______ will happen.  
• I’m guessing this will be about ______.  
• This title/heading/picture makes me think _______.  
• Although the author hasn’t told me this, I think ______. |
| Determining Importance  | Good readers identify the most important ideas and restate them in their own words.   | • This story is mainly about…  
• How is the story organized?  
• The author’s most important ideas were…  
• How does the text’s organization help me?  
• What are the key words?  
• Are the ideas in the text supported with convincing evidence? |
| Synthesizing            | Good readers can put all the pieces together to create understanding.      | • How can I take what I just read and connect it to what I already know?  
• What do I understand now that I didn’t understand before?  
• How has the story changed your way of thinking about the characters/topic/situation? |