
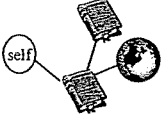

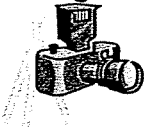
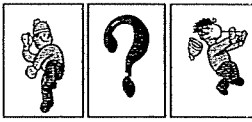

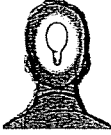
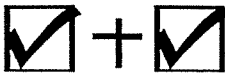


<p><b>What I know</b></p> 	<p><b>Access prior knowledge (show what you know).</b> This strategy encourages learners to think about their experiences and their knowledge. Readers use what they already know to increase their understanding of the text they are about to read.</p> <p><i>Your mind is like a filing cabinet. Let's take out the file that says, 'earthquakes'. What's in your file already? What images, connections, questions, do you already have when you think about 'earthquakes'? After our work with 'earthquakes' you will have more information to add to your knowledge.</i></p>
<p><b>Connections</b></p> 	<p><b>Make connections.</b> This strategy encourages learners to make connections between what is known and the new information. These connections may be made to personal experience, to events happening around them or in the world, or to other texts or materials – including television, movies ....</p> <p><i>What personal, text, or world connections do you make when you think about 'earthquakes'? For example, can you make connections to your life, books or research materials, or world events? How are your connections stretching your thinking?</i></p>
<p><b>Questions</b></p> 	<p><b>Ask questions.</b> This strategy engages learners by encouraging them to wonder about the content, the ideas, or the author's purpose. A learner who can design a thoughtful question is well on the way to providing an insightful answer.</p> <p><i>What are you wondering? What sparked that idea? If the writer/expert were here, what would you ask him or her? What are you thinking about as you ask that question? What connections and inferences are you making as a result of your questions?</i></p>
<p><b>Images</b></p> 	<p><b>Generate images.</b> This strategy helps learners 'step inside the text' and notice details (sounds, textures, scents, sizes, shapes, colours, motion, feelings, and relationships) – providing a way of processing information that leads to deeper understanding.</p> <p><i>Think of yourself as a photographer. What images are coming into your thinking? How are your images expanding your thinking? How can you show your new understanding in an image?</i></p>
<p><b>Infer</b></p> 	<p><b>Infer (read between the lines).</b> This strategy helps learners to identify and make sense of clues so they can predict, or draw conclusions and consider underlying messages and themes.</p> <p><i>Let's look at some of the pictures/diagrams, the cover, some of the headings and think like experts. Based on given information, what do you anticipate will happen? Does your prediction/hypothesis make sense? Why?</i></p> <p>After making an inference, a learner interacts with the text and makes two kinds of connections. If the inference is proven in the text, the thinking is reinforced. If the inference is different the learner adjusts his or her thinking.</p>
<p><b>What's Important</b></p> 	<p><b>Determine what is important.</b> This strategy helps learners summarize key points by sifting the main ideas from the details. Learners are able to choose what to remember, isolate variables, and explain and justify which ideas are the most important.</p> <p><i>What's important to remember? Why is that important? (when readers offer their reasons or ideas, you might ask the question again) And why is that important? (as this kind of talking stretches their thinking into bigger ideas.)</i></p>
<p><b>Big Ideas</b></p> 	<p><b>Synthesize (big ideas).</b> Young children begin by re-telling what they have read, often repeating actual words and sentences from the text. As learners begin to analyze what they read, they summarize by separating out unimportant details and putting the important ideas into their own language. At a higher level, learners synthesize information, refining their thinking, so they are able to state the theme, big idea, or concept.</p> <p><i>Based on what you have learned, what is the big idea about 'earthquakes'? How do you know? What new perspective or insight do you have?</i></p>
<p><b>Check and Recheck</b></p> 	<p><b>Monitor and repair understanding (check and re-check).</b> This strategy involves knowing when the text is not making sense – and knowing what to do about it: stopping and re-reading for clarification, reading on to check and extend meaning, and reflecting to set goals for further reading.</p> <p><i>If you are unable to tap into what you already know, make connections, ask questions, generate images, infer, determine what's important, or synthesize ... these are signals that you need to re-check your understanding.</i></p>

Allington, 2001; Fielding & Pearson, 1994; Ogle, 1986; Harvey & Goudvis, 1999; Levine, 2002, 2001; Lyon, 1988; Braunger & Lewis, 1997; Anderson & Pearson, 1984; McCabe & Peterson, 1991; Nagy, 1988; Tierney & Cunningham, 1984; Pressley, 2002, 1998; Worthington, 2002; Siegel, 1999.