

Thinking Strategies for Readers, Writers and Thinkers

Researchers who have studied the reading processes of proficient readers conclude that if teachers taught these strategies explicitly, students who use the strategies would be better equipped to deal with a variety of texts independently (Keene and Zimmerman, 1997; Pearson, Roehler, Dole, and Duffy, 1992).

Using prior knowledge helps readers to:

- relate text to their world knowledge, text knowledge, and personal experience.
- enhance their understanding of text and store text information in long-term memory with related information.
- know when their prior knowledge for a topic or text format is inadequate and know how to create necessary background knowledge.

Asking questions allows readers to:

- clarify meaning.
- make predictions.
- locate a specific answer in the text.
- focus their attention on important elements of the text.

Determining importance in text helps readers to:

- identify key ideas or themes and identify the details that relate to these ideas or themes.
- utilize text structure and text features to distinguish important from unimportant information.

Drawing inferences helps readers to:

- use their prior knowledge and textual information to draw conclusions and form unique interpretations from text
- make predictions about text, confirm their predictions, and test their developing meaning as they read on.
- develop answers to unanswered questions in a text.

Synthesizing information enables readers to:

- combine information from different sources to create both summaries and interpretations of text.
- understand more clearly what they have read.
- extend their synthesis of the literal meaning of a text to the inferential level.

Evoking sensory images is a way for readers to:

- draw conclusions and create unique interpretations of the text.
- clarify and enhance comprehension.

adapted from Denver, CO's Public Education and Business Coalition [LINK]