

Reading Strategies of Independent Strategic Readers

The eight general reading strategies are listed below, along with a brief description of each strategy.

STRATEGY	Description of Strategy
Have strategies to use when you encounter words you don't know.	Students recognize words they don't know and attempt to understand them prior to their reading. As they learn, they continue to refine their understanding of the word beyond just knowing its definition.
Connect new knowledge to what you already know to make meaning.	Prior to reading, students reflect on what they already know or think they know about the topic. They use this prior knowledge to make connections during the reading process. The connections made must be meaningful to the student.
Think ahead to what might be coming in the reading.	Prior to reading, the student identifies what might be coming in the reading, including making predictions about what will be included in the reading. Students use background knowledge to make "educated guesses" about the new reading.
Continually evaluate your own understanding of what is read.	Students pause frequently to review the information they are reading and evaluate what questions they still have about the content and what they do or do not understand. How frequently they evaluate is dependent on how difficult the material is for them personally.
Create images of what is being read.	Images can be visual, auditory or involved movement. These images help enhance the ability of the student to recall the reading and cause them to process the information deeply.
Periodically summarize what is read.	Summarization can take many forms. Students should use the form that makes the most sense to them personally. They should summarize frequently during the reading. Sharing their summaries helps them to determine if they are "on-track" with what they are reading.
Use textual cues, visual and text organization to understand what is read.	Students should be able to explain how the text features, cues and organization help them understand the content. They should be able to identify important text features and organizational patterns and describe how they can use them to increase their understanding of the text.
Have a plan for how to approach the reading task.	Students can identify what they can do pre-, during- and post-instruction to facilitate their reading. The plan includes what strategies and tools they might best use as they process the information.