

Cognitive Strategies



Making Connections: Readers encounter new information and connect it to their background knowledge to enhance their understanding and remember what they've learned.



Creating Mental Images: Readers create sensory images while reading, which helps them understand and remember what they have read.



Making Inferences & Predictions: Readers use clues from the text and their background knowledge to fill in information that is not directly stated by the author. Readers use clues to think about what might happen next.



Asking & Answering Questions: Readers ask questions while reading to improve their active processing and comprehension of text. Teachers ask questions to guide and monitor student understanding and to advance student learning from reading.



Determining Importance & Summarizing: Readers determine important information while reading based on their purpose for reading. They condense these key ideas, retelling them in their own words.



Monitoring & Clarifying: Readers are aware of instances in which their comprehension breaks down, and employ comprehension strategies to “fix up” their understanding.

“Effective instruction helps readers use comprehension strategies flexibly and in combination. Although it can be helpful to provide students with instruction in individual comprehension strategies, good readers must be able to coordinate and adjust several strategies to assist comprehension”(CIERA, 2003, p. 54).

Strategy Instruction

DIRECT • EXPLICIT • SYSTEMATIC

Gradual Release of Responsibility

1. Use a real-world example to create a context (anchor lesson).
2. Give the strategy a name.
3. Define the strategy, how and when it is used, and how it helps with reading.
4. Give students touchstones, such as a hand gesture or icon, to help them remember the strategy.
5. Think aloud, using the strategy in a variety of contexts.
6. Engage students by providing opportunities for them to share their thinking during the reading. Practice shared application with planned discussion prompts.
7. Scaffold practice, providing opportunities for students to use the strategy while reading, with teacher support and monitoring.
8. Provide accountability measures for students while using the strategy independently.

Ongoing Assessment and Feedback

Ongoing Assessment may include informal assessments such as anecdotal records, observations of class discussion, portfolios, projects, student records of thinking (post-it notes, drawings, and writings), as well as formal assessments.