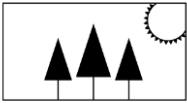






Using the Reading Strategy Bookmark Prompts to Foster Reading Independence



The Reading Strategy Bookmark is intended to foster reading independence by helping readers make sense of text and prevent or fix errors. It is hoped the use of common language will support readers, especially those experiencing difficulty.

Side 1 focuses on prompting readers to develop and sustain in-the-head reading strategies or actions.

Side 2 focuses on prompting readers to ask questions that help them use all three sources of information in a balanced way.




<div> <div>Side 1</div> <div>READING STRATEGIES</div> <div>that readers use to figure out words and make sense of print</div> </div>			
	Sample Primary Talk	Strategy	Sample Intermediate Talk
1.	Look at: -pictures -diagrams -maps Make your own mental picture (visualize)	 <p>Look at the picture for clues.</p>	Look at: -pictures, diagrams -graphs, maps -timelines, etc. Describe characters, settings, information, etc. Visualize your own imagery
2.	What do you already know? What can you connect to? What do you predict? What can you infer? What do you wonder? What do you visualize?	 <p>Think about what makes sense.</p>	What do you already know? What can you connect to? What do you predict? What can you infer? What do you wonder? Compare and contrast Think about cause and effect. Think about problem and solution. Think about sequence.
3.	Reading has to make sense. If it doesn't, you need to go back and read again. See if you missed or misread anything. What new clues can you use? Read again smoothly to develop fluency.	 <p>Go back and reread.</p>	Reading has to make sense. If it doesn't, you need to go back and read again. See if you missed or misread anything. What new clues can you use? Read again smoothly to develop fluency.
4.	What sound does the first letter make? Does the sound match words you know and things you see in the picture? Does it sound right? What makes sense?	 <p>Look at the letter clues.</p>	What letter combinations do you already know? Are there familiar base/root words? Are there silent letters? Try placing the emphasis on a different syllable.
5.	Break the word into chunks. Take off the beginning or ending and see what it says. Now can you figure out the rest of the word?	 <p>Find word parts or chunks you know.</p>	What do the prefixes and suffixes mean? What is the root or base word? Are there cognates you recognize from other languages?

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6.	You've tried lots of strategies and still can't figure out the word. So you don't lose fluency and meaning, skip the word for now, read on, and then go back. Sometimes authors give us other clues. Now what makes sense?	 <p style="text-align: center;">Skip the word, read on, then go back.</p>	You've tried lots of strategies and still can't figure out the word. So you don't lose fluency and meaning, skip the word for now, read on, and then go back. The context of the whole paragraph may help you. Sometimes authors give us other clues. Now what makes sense?
7.	What other sound might the letter or word make? Try a short vowel sound. Try a long vowel sound. Try a soft c or g. Try a hard c or g. Are there any silent letters?	 <p style="text-align: center;">Flip the letter sound</p>	What other sound might the letter or word make? Try a short vowel sound. Try a long vowel sound. Try a soft/hard c or g. Are there any silent letters? Is this a foreign word you know?

Note: The goal is for readers to use and integrate a variety of strategies as needed flexibly and quickly.

*Images 1-6 used with permission from *Catching Readers Before They Fall*, Pat Johnson & Katie Keier, 2010 (p. 234)
Chart created by Lorraine Brookes & Linda Bymoen for SD73 Professional Network Series 2013

SOURCES OF INFORMATION (MSV CUES) <i>that readers use to figure out words and make sense of print</i>			
Side 2	Question	Source of Information	Includes
	Does that make sense?	Meaning	Prior knowledge and experience; pictures; context of story
	Does that sound right?	Structure	Syntax or structure of language; grammatical understandings from oral language
	Does that look right?	Visual	Letters and sounds; graphophonics

Note: The goal is for readers to use a balance of all three sources of information.

Chart adapted from Figure 2-1 from *One Child at a Time*, Pat Johnson, 2006 (p. 16)