**Pay attention to the movie playing in your head as you read as well as what you are thinking and how you are interacting with the text.**

|  |  |
| --- | --- |
| **CONNECT**  **Text-to-Self**  **Text-to-Text**  **Text-to-World**  This reminds me of . . .  I had an experience like this . . .  This is very different from my life . . .  Another text I read, \_\_\_\_\_\_\_\_\_\_\_\_, deals with a similar topic/issue/storyline . . .  This is similar to . . .  I read/saw/listened to/learned something that connects to this text . . . | **QUESTION**  **Ask questions about situations, statements, or words that may be confusing.**  I don’t understanding how . . . because . . .  Does the word \_\_\_\_\_\_\_\_\_\_\_ mean . . .?  I’m confused about why the main  character . . .  **Ask insightful questions about the text**  **-who, what, when, where, how, why, should, could**  I would like to ask the author . . .  I am wondering . . . |
| **PREDICT / INFER**  **Anticipate what might happen next, based on evidence from the text. Make solid guesses about what is not explicitly said in the text.**  I think the main character will . . .  I predict that . . .  Based on . . . I guess that . . .  I think we could infer that . . . because . . .  Because of . . ., I think that . . . | **INTERPRET**  **Decide what the text means as a whole and how the parts work together.**  Since the characters in this text . . . I think that it means . . .  Because the main character believes . . .  he . . .  I think the author wanted to communicate . . . |
| **EXTEND**  **Reflect on the meaning of the text and think about its larger significance. Consider how the text extends to some universal part of human life.**  The main message of this text is . . .  A way this text represents a  universal theme is . . .  An impact this text could have is . . .  This text matters because . . . | **CHALLENGE**  **Evaluate the ideas and arguments of the text**  I agree that . . .  I disagree with . . .  This text would have been more  effective if . . .  An argument that is missing from this  text is . . .  A very effective element of the text is . . .  This couldn’t possibly happen in real life because . . .  I wish this story would have ended differently. I think that . . . |
| **MONITOR**  **Think about your reading performance.**  One strategy I used to help me read this better was . . .  When I got distracted I tried to refocus myself by . . .  When I read today I realized that . . .  I had a hard time understanding . . .  I’ll do better next time if . . . | |

*When possible, MARK YOUR TEXT as you read. This will help you to monitor your reading and read strategically, and it will also help you in discussion and when you go back to review the text.*

Circle or highlight words you want to learn or that you need to learn to be able to understand the text.

Put a box around what you identify as the thesis or main idea.

**UNDERLINE**, then use the following symbols to categorize your reactions. Explain yourself in the margins (or on a sticky note).

= details in the text that support the thesis or main idea

**?** = phrases, sentences, or passages that are confusing to you or make you wonder

or ask a question

**C** = phrases, sentences, or passes that you can connect to your life, to other texts

you have read, or to other things you have seen or learned.

**A** = a part you agree with **D** = a part you disagree with

**WW** = wonderful word **SS** = spectacular sentence

OTHER: