STRATEGY 1
☑ Select a book you want to read.

The reason(s) I chose to read this book (check all that apply):

☑ The cover seemed interesting.
☑ I scanned a few pages and liked it.
☑ I like this author.
☑ I like this kind of book (genre).
☑ I like this subject.

☑ My teacher recommended it to me.
☑ A friend recommended it to me.
☑ A family member recommended it to me.
☑ I saw the movie version first.
☑ It was the only book I could find.

☑ Another reason (explain): ________________________________

STRATEGY 2
☑ Make a plan and monitor your progress.

This book is ________ pages long.

My plan is to read ________ pages per day for ________ days.

If I stick with it, I can finish this book by ____________________

So far I am reading

☑ The pages per day that I planned
☑ More pages per day than I planned
☑ Fewer pages per day than I planned

So far this book is

☑ As good as I expected it to be
☑ Better than I expected it to be
☑ Not as good as I expected it to be

STRATEGY 3
☑ Consider your reading environment.

As I am reading this book, I am noticing these things about where and when I like to read (circle one response per question):

Where are you sitting when you enjoy reading the most?

at a table or desk  on a rug/on the floor  in a soft chair or on a sofa  somewhere outdoors

When do you enjoy reading the most?

eyearly in the morning  during class  after school  before bed

What sounds do you prefer to have around you while reading?

classical music or jazz  my favorite songs  nature sounds  total silence

What people are around when you enjoy reading the most?

friends or peers  adults  pets or stuffed animals  just me

Strategy-Building Bookmarks to Use With Any Text © Lambert, Scholastic Teaching Resources
STRATEGY 4
☑ Consider your reading habits.

As I am reading this book, I am noticing these things about how I read (check all that apply):

☐ I am easily distracted when I read.
☐ I skip words I can’t pronounce.
☐ If I don’t know the meaning of a word, I skip it.
☐ I stop reading when I don’t understand.
☐ Sometimes I can’t remember what I’ve read.

When it comes to reading, I need to work on:

☐ I make pictures in my mind when I read.
☐ I break down the words I can’t pronounce.
☐ If I don’t know the meaning of a word, I find out.
☐ I reread when I don’t understand.
☐ I often stop and summarize as I read.

When it comes to reading, I’m good at:

---

Set a SMART Goal

When it comes to reading, what is one specific thing you want to be able to do?

What measurement tool will you use to determine how close you are to accomplishing this goal?
Select one thing or add your own idea.

Can you attain this goal? Is it reasonable?
Make sure your goal is not too high (or too low)?

How relevant is this goal to making you a better reader, writer, or thinker?
How will doing this one specific thing change you?

What is your time frame for accomplishing this goal?
Write down the exact date by which you plan on achieving this goal.

<table>
<thead>
<tr>
<th>number of books read</th>
<th>average quiz grade</th>
<th>improved attitude about reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>number of minutes read</td>
<td>other idea:</td>
<td></td>
</tr>
<tr>
<td>It's too high.</td>
<td>It's just right.</td>
<td>It's too low.</td>
</tr>
</tbody>
</table>

When I reach this goal, I will be better at . . .

<table>
<thead>
<tr>
<th>Month</th>
<th>Day</th>
<th>Year</th>
</tr>
</thead>
</table>

Strategy-Building Bookmark for ________________________________

I am reading ________________________________

Written by ________________________________
Visualize

Design an original cover for the book you are reading.

To help me identify and analyze sensory images while reading, I did the following (check all that apply):

- Predicted images before I read.
- Collected sensory words from the text.
- Illustrated images while I was reading.
- Selected real actors, music, background, and props.
- Another idea (explain): ______________

What music or sounds would you play in the background?

Where would you go to film it? What props would you need?
**STRATEGY 1**

- **Predict images before reading.**

  Before reading, write or draw images you expect to picture as you read this text.

<table>
<thead>
<tr>
<th>I expect to see</th>
<th>Have those images changed after reading? How?</th>
</tr>
</thead>
<tbody>
<tr>
<td>I expect to hear</td>
<td></td>
</tr>
<tr>
<td>I expect to taste</td>
<td></td>
</tr>
<tr>
<td>I expect to smell</td>
<td></td>
</tr>
<tr>
<td>I expect to feel or touch</td>
<td></td>
</tr>
</tbody>
</table>

**STRATEGY 2**

- **Collect sensory words from the text.**

  During reading, collect any words that make you think of one of the five senses.

<table>
<thead>
<tr>
<th>Sight</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Sound</td>
<td></td>
</tr>
<tr>
<td>Taste</td>
<td></td>
</tr>
<tr>
<td>Smell</td>
<td></td>
</tr>
<tr>
<td>Touch</td>
<td></td>
</tr>
</tbody>
</table>

**STRATEGY 3**

- **Illustrate images during reading.**

  During reading, use symbols, simple pictures of familiar objects, and other graphics to illustrate sensory images in your mind as you are reading.
Clarify Vocabulary

During reading, identify a word that is unfamiliar to you.

Write the word here:

What does the new word mean?

To determine the meaning of an unfamiliar or unknown word, I did the following (check all that apply):

☐ Substituted a synonym for the unknown word
☐ Used a prefix, suffix, or root stem to understand the unknown word
☐ Used clues from other words around the word to understand the unknown word
☐ Looked in a dictionary for the meaning of the unknown word
☐ Another method (explain):

 Clarify words and learn new vocabulary while reading
**STRATEGY 1**

☑ Substitute a synonym for the unfamiliar word.

During reading, copy a sentence containing a word that is unfamiliar to you. Underline that word.

Think of a word that might work in place of the unfamiliar word.

Write the word here:

Now rewrite the sentence, but this time replace the unfamiliar word with the word you know.

Does the new sentence ☐ Yes ☐ No make sense?

If you checked Yes, what do you think the new word means?

**STRATEGY 2**

☑ Identify a prefix, suffix, or root word within the unfamiliar word.

During reading, identify a word that is unfamiliar to you.

Write the word here:

Circle any parts of the unfamiliar word that you already know, like a prefix at the beginning, a suffix at the end, or a root stem within the word. What do you know about the meaning of that prefix, suffix, or root?

Think of other words with similar prefixes, suffixes, or root stems. List them here:

Using what you already ☐ Yes ☐ No know, can you determine the meaning for the new word as it is used in the text?

If you checked Yes, what do you think the new word means?

**STRATEGY 3**

☑ Use clues from other words around the unfamiliar word.

During reading, identify a word that is unfamiliar to you.

Write the word here:

Think of other words from sentences before or after the unfamiliar word that might give you a clue to the meaning of the new word. List them here:

Can you determine the ☐ Yes ☐ No meaning of the new word using words around it?

If you checked Yes, what do you think the new word means?
Read for Details

After reading, close your book and write down seven details you can remember about the text.

1. 
2. 
3. 
4. 
5. 
6. 
7. 

To identify the supporting details, I did the following (check all that apply):

- Determined the main idea
- Asked Who, What, When, Where, Why, and How about the main idea
- Chose facts and bits of information that support the main idea
- Selected quotes from the book that support the main idea
- Another idea (explain): ______________

Think Small

Identify supporting details
STRATEGY 1
☑ Determine the main idea.

Try one or more of these strategies to determine the main idea:

- Look for repeated words or ideas.
- Turn the title or heading into a question and answer it.
- Create your own title for the text.
- Determine the author’s purpose.
- Look for changes in font style, size, or color.
- Highlight the five most important words in the text.

The main idea of this book is:

---

STRATEGY 2
☑ Ask the 5Ws and How about the main idea.

The main idea is ______________________

Identify any questions about the main idea that might be answered during reading. After reading, answer any questions you can in as few words as possible.

<table>
<thead>
<tr>
<th>Who</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What</td>
<td></td>
</tr>
<tr>
<td>When</td>
<td></td>
</tr>
<tr>
<td>Where</td>
<td></td>
</tr>
<tr>
<td>Why</td>
<td></td>
</tr>
<tr>
<td>How</td>
<td></td>
</tr>
</tbody>
</table>

---

STRATEGY 3
☑ Choose facts and bits of information that support the main idea.

The main idea is ______________________

During reading, identify facts, examples, or other bits of information that support the main idea.

Facts

Examples

Other bits of information
STRATEGY 4

Look for font changes. Choose words to highlight.

During reading, list any words that are in boldface or a different font style, size, or color.

If there are no words in boldface or a different font style, size, or color, highlight the five words or phrases you think are the most important to understanding the text.

Find the Main Idea

The main idea of this book is:

To determine the main idea, I did the following (check all that apply):

☐ Looked for repeated words or ideas
☐ Turned the title or heading into a question and answered it
☐ Created my own title for what I read
☐ Determined the author's purpose
☐ Looked for changes in font style, size, or color or chose words to highlight
☐ Another idea (explain): ____________

Strategy-Building Bookmark for

I am reading _______________

_____________________

Written by ______________

Think BIG

Identify the main idea
**Strategy 1**

- Look for repeated words, images, or ideas.

During reading, list any words, phrases, images, or ideas that are repeated.

**Strategy 2**

- Turn the title or heading into a question.

Before reading, turn the chapter title or a heading or into a question.

**Strategy 3**

- Determine the author's purpose.

During reading, ask yourself, “Why did the author write this?” (Check all that apply.)

- To persuade or convince us to agree with him/her
- To inform us or teach us about something
- To entertain us with a story
- To describe something to us
- To explain something to us
- To inspire us or make us think
- To ________________

Explain your response below.
STRATEGY 4
☐ Use your connections to remember what you read.

After reading, list one connection you made during reading.

Come to think of it this reminds me of . . .

Now use that connection to help you remember what you've read.

Come to think of it, I remember . . .

Use Your Connections

Explain one or more connections you made during reading.

Because I used the connections I made, my reading changed in the following ways (check all that apply):

☐ I enjoyed reading more because I already knew something about the topic.

☐ I understood the plot, setting, characters, or information better because I thought about my own experiences and knowledge.

☐ I cleared up confusions because I connected what I knew to what was written in the text.

☐ I remembered more about what I read because my connections gave me a better purpose for reading.

Strategy-Building Bookmark for

I am reading

Written by

Come to THINK of It . . .

Make and use text-to-reader connections
STRATEGY 1
☐ Jog your memory before you read.

Before reading, list everything you already know about this topic, author, setting, or genre.

Come to think of it, I already know . . .

STRATEGY 2
☐ Jiggle your memory as you read.

During reading, think about experiences and facts you can link to the text. Check one idea and explain below.

Come to think of it, this reminds me of . . .
☐ an experience that happened to me
☐ an experience that happened to someone I know
☐ something I always say
☐ something I heard someone else say
☐ a fact I know about the real world
☐ information I learned in another class
☐ another text with similar structure
☐ another text with similar information
☐ another text with similar characters
☐ another text with similar plot
☐ another text by this same author

Explain:

After reading, review your brainstorming list. Place a check next to everything about which you were right.

STRATEGY 3
☑ Use your connections to clear up confusion.

During reading, list any part of the text that seems confusing.

I don't understand when the text says . . .

Now list anything at all you know about this to make sense of it.

Come to think of it, I know . . .

Now combine what the text says and what you know. What do you think the author means?
Summarize

Write a brief summary of what you read.

According to the author...

To write my summary, I did the following (check all that apply):

☐ Recognized the organizational structure of the text
☐ Reread the text chunk by chunk, visualizing as I read
☐ Recapped the text using the author's organizational structure
☐ Revised the summary so that it is in my own words, but not my opinion

Think Back

Summarize the most important information
During reading, select a chunk of the text (such as one paragraph or page). Think about how the author organizes most of the information. Select one of the following structures.

- The author puts the facts or events in order based on what happened first, next, etc., or their level of importance (sequence).

- The author explains how two or more things are alike and different (compare and contrast).

- The author shows how something can happen or has happened (result, or effect) because of something else (reason, or cause) (cause and effect).

- The author gives a list of facts or features of something (list of ideas).

During rereading, visualize a chunk of the text. Record your symbols or images in one of the organizers below.

<table>
<thead>
<tr>
<th>Sequence</th>
<th>First</th>
<th>Then</th>
<th>Finally</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Compare and Contrast</th>
</tr>
</thead>
<tbody>
<tr>
<td>Item 1</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cause and Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cause (reason)</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>List of Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td>*</td>
</tr>
<tr>
<td>*</td>
</tr>
<tr>
<td>*</td>
</tr>
</tbody>
</table>

After rereading, use the same organizational structure as the author to retell or recap. Choose one of the following:

<table>
<thead>
<tr>
<th>Sequence</th>
</tr>
</thead>
<tbody>
<tr>
<td>First</td>
</tr>
<tr>
<td>Then</td>
</tr>
<tr>
<td>Finally</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Compare and Contrast</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>both</td>
</tr>
<tr>
<td>but they are different in the way they</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Cause and Effect</th>
</tr>
</thead>
<tbody>
<tr>
<td>because</td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>List of Ideas</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>
**Compare & Contrast**

After reading, write a summary comparing and contrasting two items from the book you are reading. Use signal words to connect the similarities and differences.

**Item #1**

**Item #2**

After reading, identify a characteristic that is unique to one item. Use one or both of the sentence frames below to record your thoughts.

**Item #1 is**

_________________________

_________________________

but **Item #2 is**

_________________________

_________________________

**Item #1 is**

_________________________

_________________________

but **Item #2 is**

_________________________

_________________________

To compare and contrast, I did the following (check all that apply):

- Looked for words that signaled similarities and differences
- Identified two items to compare and contrast
- Listed shared traits of the two items
- Listed unique traits of the two items
- Another idea (explain): __________________
STRATEGY 1
☑ Look for words that signal similarities or differences.

STRATEGY 2
☑ Identify two items being compared or contrasted.

STRATEGY 3
☑ List shared traits of two items.

During reading, identify two items (characters, settings, authors, events, or processes) to compare and contrast. After reading, list important characteristics of each item.

During reading, look for these words and phrases that signal similarities. Check any you come across while reading.

- like
- at the same time
- in the same way
- likewise
- similar
- both

Add other words you discover while reading that signal...

<table>
<thead>
<tr>
<th>Similairties</th>
<th>Differences</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

During reading, identify two items to compare.

After reading, identify a characteristic that both of the items have.

<table>
<thead>
<tr>
<th>Item #1</th>
<th>Item #2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Item #1</th>
<th>Item #2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>both</th>
</tr>
</thead>
</table>
Cause & Effect

After reading, write a summary explaining a cause-and-effect relationship from what you read today. Remember to use a signal word to connect the cause and effect.

To identify a cause-and-effect relationship, I did the following (check all that apply):

- Looked for words that signaled cause and effect
- Asked what happened
- Asked why it happened
- Connected the cause and effect with signal words
- Another idea (explain): _____________

Think Relationships

Identify cause-and-effect relationships
**Strategy 1**

- Look for words that signal cause and effect.

Cause-and-effect relationships happen when one event or thing makes another event or thing occur. The reason is the cause. The result is the effect.

During reading, look for these words that signal cause and effect. Check any that you come across:

- accordingly
- consequently
- if... then
- so that
- as a result of
- due to
- nevertheless
- therefore
- because
- effect
- results in
- thus
- cause
- for that reason
- since
- why

**Strategy 2**

- Ask what happened. Identify the reason(s) it happened.

During reading, identify one important thing that happened in the text. This is the effect.

**Strategy 3**

- Ask why it happened. Identify the result(s) of its having happened.

During reading, identify one important reason things happened. This is the cause.

**What happened? (effect)**

- because
- because
- because

After reading, think about the reasons it happened. These are the causes.

**Why did things happen as they did? (cause)**

- therefore
- therefore
- therefore

After reading, think about one or more results of this cause. These are the effects.
## Make Inferences

After reading, explain one inference you made about the setting, characters, or plot of your narrative text. Include evidence from the text to support your thinking.

<table>
<thead>
<tr>
<th>Setting</th>
<th>Suggest logical answers to your questions.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Characters</td>
<td></td>
</tr>
<tr>
<td>Plot</td>
<td></td>
</tr>
</tbody>
</table>

I made an inference about:
- [] the setting
- [] one or more characters
- [] the plot

To make the inference, I did the following (check all that apply):
- [] Collected details about the setting
- [] Collected snapshots of character(s)
- [] Collected connections to the plot
- [] Asked the author questions and suggested logical answers
- [] Another idea (explain): ____________
**STRATEGY 1**

☐ Collect details about the setting.

During reading, collect details about the setting of the story using the author's words only.

<table>
<thead>
<tr>
<th>Where does it take place?</th>
<th>When does it take place?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

After reading, add details about the setting using what you know—even though the author didn't tell you directly.

<table>
<thead>
<tr>
<th>Where does it take place?</th>
<th>When does it take place?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**STRATEGY 2**

☐ Collect snapshots of major characters.

Before reading, select a major character to focus on.

Write his/her name here:


After reading, check one or more of the following characteristics that best describe this character.

- Caring
- Mean
- Wise
- Foolish
- Energetic
- Lazy
- Confident
- Timid
- Patient
- Panicky

Select one characteristic you checked above, and give a specific example from the text as to how the character acts this way.

How do you think the author feels about this character? Explain.

**STRATEGY 3**

☐ Collect connections to the plot.

During reading, identify one event that has either happened to you before or happened to someone you know or you have read about.

After reading, use that connection between the text and your personal knowledge to predict what will happen next in the text.
**Analyze Character**

After reading, write a sketch or brief description of the character you are focusing on. Include details showing how the character acts, speaks, thinks, feels, looks, and changes in the story.

To analyze this character, I did the following (check all that apply):
- Created a character profile
- Let the character talk
- Let other characters talk about the character
- Analyzed character changes
- Another idea (explain): __________

Before reading, visualize the character you are focusing on.
During reading, think about how the character has changed from the beginning of the story to the end.
After reading, answer these questions:

How did the character change? If there was no change, explain.

Did this change or lack of change surprise you? Explain.

How did your opinion of the character change? If it did not change, explain.

Now that the character has changed (or not), who does he/she remind you of?
**STRATEGY 1**

- Create a character profile.

During reading, select a major character to focus on as you read this text.

Write his/her name here: ____________________________

After reading, list information you discover about this character in the first few pages or chapters.

Age ______ Height ______ Weight ______
Hair _________ Eyes _________
Address ____________________________
Friends ____________________________
Enemies ____________________________
This character is afraid of _________
This character reminds me of _________

Best word to describe this character: ____________________________

**STRATEGY 2**

- Let the character talk.

Before reading, visualize the character you are focusing on.

During reading, write down one meaningful thing the character said or thought.

During reading, ask the character an important question.

Write down how you think the character would respond, based on what you have read about the character.

**STRATEGY 3**

- Let other characters talk about the character.

Before reading, visualize the character you are focusing on.

During reading, consider how other characters feel about the character you are focusing on. Predict their comments and cite evidence from the text to support your thinking.

<table>
<thead>
<tr>
<th>Name:</th>
<th>Name:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feels this way:</td>
<td>Feels this way:</td>
</tr>
<tr>
<td>Textual evidence:</td>
<td>Textual evidence:</td>
</tr>
</tbody>
</table>

How do you think the author feels about this character? Explain. ____________________________
Analyze Plot

After reading, write a summary of the plot of a chapter of your book. Be sure your summary includes the problem, attempts to solve the problem, the turning point, and the resolution to the problem.

To summarize the plot, I did the following (check all that apply):
- Asked what was wrong
- Identified the attempts to solve the problem
- Watched for the most intense part
- Asked if and how the problem was solved
- Another idea (explain): ________________

I Think We Have a Problem

Stop and Think

Analyze plot
STRATEGY 1
☑ Ask what's wrong.
Starting Page to Ending Page
To identify the story's main problem, answer these questions during and after reading.

At the beginning of the story, what's different "today" that makes it unlike any other day in the characters' lives?

What does the major character want or need?

Who or what is getting in his/her way?

So what is the main problem?

This problem is a conflict between the major character(s) and (check one):
☑ another character
☑ the laws or beliefs of society
☑ the environment or nature
☑ himself/herself

STRATEGY 2
☑ Identify attempts to solve the problem.
Starting Page to Ending Page
Before reading, write the main problem or conflict (in 15 words or fewer).

During reading, list a few attempts to solve the problem and how successful they were.

<table>
<thead>
<tr>
<th>Attempts to solve problem</th>
<th>How successful was it?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

STRATEGY 3
☑ Watch for the most intense part.
Starting Page to Ending Page
Before reading, write the main problem or conflict (in 15 words or fewer).

During reading, look for the event to which you can answer yes to most of these questions:
Compared with the rest of the story...

<table>
<thead>
<tr>
<th>Is the problem or conflict at its worst during this event?</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>Is this the most suspenseful part?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is this the most surprising part of the story?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Is the tension at its highest point here?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

You've probably identified the turning point. Describe it in 15 words or fewer.
STRATEGY 4

☐ Connect the lesson learned to people in general.

Before reading, identify the general topic of the text.

During reading, identify a lesson or more characters learned about this topic. Make inferences as needed.

After reading, take out that characters' names and apply the lesson learned to people in general. What's the author's point?

Is the lesson for one group of people or all people?

After reading this story, how do you feel about the topic?

☐ Encouraged  ☐ Afraid
☐ Discouraged  ☐ Guilty
☐ Angry  ☐ Sad
☐

Analyze Theme

After reading, write a statement that summarizes the theme of your book.

To write my theme statement, I did the following (check all that apply):

☐ Identified the general topic(s) of text
☐ Connected character(s) to the topic
☐ Connected passage(s) to the topic
☐ Connected lesson(s) learned to people in general
☐ Another idea (explain): ___________

I Think I Get It

Analyze theme
STRATEGY 1
- Identify a general topic for the text.

After reading, circle one or two possible topics for this book. Remember these are topics, not themes. Add your own ideas.

- Love
- Courage
- Family
- Faith
- Health
- Growing up
- Loyalty
- Freedom
- Race relations
- Environment
- Gangs
- Creativity
- Hate
- Fear
- Friendship
- Betrayal
- Death
- Independence
- Discipline
- War
- Patriotism
- Technology
- Violence
- Entertainment

Don't confuse theme with plot or topic.

STRATEGY 2
- Connect characters to the topic.

Before reading, identify the general topic of the text.

Select one or two characters (major or minor) to focus on. During reading, list any quotes, actions, or specific details that show how each character is related to the topic.

<table>
<thead>
<tr>
<th>Character #1:</th>
<th>Character #2:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quotes:</td>
<td>Quotes:</td>
</tr>
<tr>
<td>Actions:</td>
<td>Actions:</td>
</tr>
<tr>
<td>Other details:</td>
<td>Other details:</td>
</tr>
</tbody>
</table>

STRATEGY 3
- Connect important passages to the topic.

Before reading, identify the general topic of the text.

During reading, select two passages that you think best express how the author feels about the topic. Write those passages below.
Sequence Events

After reading, write a summary of a portion of your book. Use signal words from Strategy 1 to keep key events or details in logical order.

To sequence events in logical order, I did the following (check all that apply):
- Looked for signal words
- Visualized key events or details
- Created a flow chart for images
- Used flow chart to write summary
- Another idea (explain): __________

Think of It This Way

I. ______
II. ______
III. ______

Sequence events in logical order
**Strategy 1**
- Look for words that signal order of time or importance.

During reading, look for these words and phrases that signal the order of time or importance. Check any that you come across as you read.

- first
- most important
- next
- eventually
- last
- last but not least
- in the beginning
- after
- after that
- finally
- to begin with
- before long
- later
- in the end
- at the start
- then
- eventually
- in conclusion

Add other signal words or phrases you discover while reading.

**Strategy 2**
- Visualize key events or details.

During reading, sketch images of key events or details in the order in which they are presented in the text.

**Strategy 3**
- Create a flow chart for your images.

During reading, sketch images of key events or details in the order in which they actually occur or in order of importance.

How are the events presented?
- In the order of what happens first, next, and last
- In the order of what is most important to what is least important (or vice versa)
STRATEGY 1
☑ List titles of favorite books.

List your favorite three books read this grading period. Write one comment about each.

1

2

3

STRATEGY 2
☑ Rate level of confidence for key skills.

For the following skills, rate your level of confidence from 10 (very) to 1 (not at all):

☐ Identifying and analyzing sensory images
☐ Making and using text-to-reader connections
☐ Identifying the main idea
☐ Identifying supporting details
☐ Clarifying unknown words
☐ Summarizing text

☐ Sequencing events
☐ Comparing and contrasting details, characters, and events
☐ Identifying cause-and-effect relationships
☐ Making inferences

STRATEGY 3
☑ Reconsider your reading environment.

Over the past few weeks, I have noticed these things about where and when I like to read (circle one response per question):

Where are you sitting when you enjoy reading the most?
- at a table or desk
- on a rug/on the floor
- in a soft chair or on a sofa
- somewhere outdoors

When do you enjoy reading the most?
- early in the morning
- during class
- after school
- before bed

What sounds do you prefer to have around you while reading?
- classical music or jazz
- my favorite songs
- nature sounds
- total silence

What people are around when you enjoy reading the most?
- friends or peers
- adults
- pets or stuffed animals
- just me
STRATEGY 4
☐ Reconsider your reading habits.

Over the past three weeks, I have noticed these things about how I read (check all that apply):

☐ I am easily distracted when I read.
☐ I skip words I can't pronounce.
☐ If I don't know the meaning of a word, I skip it.
☐ I stop reading when I don't understand.
☐ Sometimes I can't remember what I've read.

When it comes to reading, I need to work on:

☐ I make pictures in my mind when I read.
☐ I break down the words I can't pronounce.
☐ If I don't know the meaning of a word, I find out.
☐ I reread when I don't understand.
☐ I often stop and summarize as I read.

When it comes to reading, I'm good at:

Set a New SMART Goal

Did you meet your last SMART goal? Explain.

When it comes to reading, what is one Specific thing you want to be able to do?

What Measurement tool will you use to determine how close you are to accomplishing this goal? Select one thing or add your own idea.

Can you Attain this goal? Is it reasonable?

How Relevant is this goal to making you a better reader, writer, or thinker? How will doing this one specific thing change you?

What is your Time frame for accomplishing this goal? Write down exact date by which you plan on achieving this goal.

<table>
<thead>
<tr>
<th>number of books read</th>
<th>average quiz grade</th>
<th>improved attitude about reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>number of minutes read</td>
<td>other idea</td>
<td></td>
</tr>
</tbody>
</table>

It's too high.          It's just right.         It's too low.

When I reach this goal, I will be better at

<table>
<thead>
<tr>
<th>Month</th>
<th>Day</th>
<th>Year</th>
</tr>
</thead>
</table>

Strategy-Building Bookmark for ____________________________

I am reading ____________________________

Written by ____________________________

Evaluate personal reading habits and attitudes

Final Thoughts