

## Noticing When Reading

Readers always have a plan for their reading. They are strategic—they notice things in the text and respond to what they notice. They think about what they notice and ask themselves questions. They ask who, what, when, why where, and how questions.

Readers practice applying the strategies each time they read.

Reading Behaviors to support noticing important textual clues	Narrative Texts	Expository Text; 5WH: Who. What, When, Where- Why, & How	“Making More” of what readers notice
Pause to think, stop & Jot-take notes	Clues in title, illustrations, and blurbs	Convert title and headings into 5WH questions.	Patterns of Character’s Actions Interactions Change feelings Thoughts
		Clues in title, illustrations/photos, and blurbs	Recurring words, images, or behaviors
Highlight important parts of the text	Any large, colorful, italics, or bold treatments to font	Dates—especially if stressed or connected to an important event	Determine the Character’s main Problem What the character wants or needs
	Analyze Character’s Actions Interactions Change feelings Thoughts <b>FACT!:</b> An acronym to help students remember what to notice.	If an historical event or invention, notice when and how it began, how it changed over time, and how we know it today	Apply TEKS functionally in authentic text: Cause/effect Problem/solution Compare/Contrast
Fix-up reading problems—identify what caused the reading blockage	Determine the Character’s main Problem What the character wants or needs	Headings and sub-headings—change these to questions, ask:—who, what, when, why, and how	Notice and analyze the events that the author has planted in the text.
	Study the events that take place as the character works to solve the problem or obtain what is wanted or needed		Expository text:

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Use comprehension strategies to problem solve: Infer Summarize Synthesize Ask Questions predict ask questions	Character: When character does anything unexpected or surprising, gets advice, asks tough questions, remembers something that may explain current problem or circumstance, when character realizes something that shifts the action or understanding of self, others, or world around the character.	Bulleted lists, graphs, charts, maps, tables,	Identify the character's accomplishment(s).
	Setting-time and place-how it may affect the character.	Captions and diagrams	
Write notes in the margin for the key or main ideas		The first and last paragraph	
Write summaries as needed	How suspense is built	Important or technical words	
Reread	The way the author organizes the story problem/solution	Questions in the text or at the end of a chapter	
Have a goal/plan for reading the text	How the author hooks the reader	Text type-describes, problem/solution, persuasive and know how each works	
Notice and respond to punctuation	The Big Idea-the lesson the character learns/the lesson the author wants the reader to learn.	What the author is teaching	
Read fluently with expression/prosody, appropriate rate, intonation, etc.	When something is repeated again and again-word, phrase, image	Turn heads and subheads into questions-who, what, when, why, how	
	Notice mood and tone of text	Text type and how it works	

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	Dialogue		
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- Teach students to summarize as they read gathering and keeping the key ideas during reading.  
Summary is not just and after reading tactic-it's ongoing during the reading process.
- Teach students to synthesize in-order to hold on to what they read.
- Note taking in a student's own words is paramount for summary and synthesis.

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