**Notes about Strategies**

1. **Story Impression (Story Chain) It is a instructional strategy that arouses curiosity and allows students to anticipate story content. This strategy s often used with narrative text; however it can also be used to create “text impressions.” in content areas other than English Language Arts.**

**Use the table of content to get the phrases**

**Have helpers write phrases on the**

1. **Guided Imagery (Purpose Visual Imagery: Student’s ability to visualize what they are reading is an important component for developing comprehension. Guided imagery allows students to explore concepts by creating mental image, researchers recommend guided imagery as a means to;**

**Build an experience base for inquiry, discussion, and group work**

**Exploring and stretching concepts**

**Solving and clarifying problems**

**Exploring history and the future**

**Exploring other lands and worlds .Use the half sheet**

1. **ReQuest- called reciprocal teaching: ReQuest encourages (RTI) I use this a lot. ) students to ask their own questions about the content material under study. Students and teacher read a certain section of a selection, and then the students question the teacher about the passage. And vise versa. It allows one to teach children how to ask higher order questions. Students who struggle with reading comprehension can do two or three sentences.**
2. **Reciprocal teaching using dialog to build comprehension skills . Reading Rockets and use the story of Manattees.**
3. **5. QtA- Question the Author. Helpds students ask questions while reading.**
4. **What is the author trying to say?**
5. **What is the authors message?**
6. **What is the suthor talking about?**
7. **This is what he says , but what does it mean?**
8. **How does all of the text connect?**
9. **Does the author make sense here?**
10. **It dos along with the QAR**

**KWHL: What do we know?**

**What do we we want to find out?**

**How do we find out what we want to learn?**

**What did we learn and still need to learn?**

**Intra-Act\_ Reflective discussion: Students engage in a process of valuing what they have read. Respond with taught and feeling.**

**4 Parts - Comprehension\_ Read Everyone**

**2. Relating: personal responses to the article: real life**

**3. Valuation: Write agree or disagree**

**4. Reflection: Score and reflect and compare.**

**Place your name first and them your team members vote.**

**DR-TA- prediction, verification, interpretation, and judgement.**

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**3-Level reading Guide Literal level. Influential level, applied level**