

The “Big 7” Reading Strategies

“Pearson et al. (1992) recommended a comprehension curriculum structured around seven strategies that thoughtful readers use. All readers, from emergent to proficient, use combinations of the strategies that follow as they read to make meaning and remember.” - L. Robb, 2000.

1. Making Connections (MC)

- Readers spontaneously activate relevant prior knowledge before, during, and after reading text.
- Readers can make two types of connections to further understand and gain interest in the reading:
 1. Text to text
 2. Text to self
 3. Text to world

2. Asking Questions (Q)

- Readers spontaneously generate questions before, during, and after reading.
- Readers use questions to focus their attention on important components of text.
- Readers ask questions to clarify meaning, to understand the author, to locate a specific answer in the text, and to create their own purpose and motivation for reading.

3. Visualizing (V)

- Readers create sensory images during and after reading. These images may include visual, auditory, and other sensory modes as well as emotional connections to the text and are rooted in prior knowledge.

4. Inferring (I)

- Readers draw conclusions.
- Readers make predictions about text and then confirm their predictions.
- Readers form unique interpretations from the text.

5. Determining Importance (DI)

- Readers identify key ideas or themes as they read and distinguish important information in relation to these key ideas or themes.
- Readers identify text structure and text features (i.e. literary elements, author’s style, etc.) to help them distinguish important information from unimportant information.

6. Synthesizing/Summarizing (S)

- Readers retell or synthesize what they have read to understand it better. They attend to the most important information and to the clarity of the retelling itself.
- Readers respond to text in a variety of ways.

7. Monitoring Comprehension (no annotation needed)

- Readers monitor their comprehension during reading. They know when the text they are reading or listening to makes sense, when it does not, what does not make sense, and whether the unclear portions are critical to the overall understanding of the piece. (*Can I retell what I just read with detail?*)
- Readers can identify confusing ideas and/or surface elements (words, sentences, or text structures) and can suggest a variety of different means to solve the problems they have. (*Do I need to re-read? Take notes?*)
- Readers are aware of what they need to comprehend in relation to their purpose for reading (Keene and Zimmerman 1997). (*Is what I just read important to understanding the key ideas and themes of the text?*)