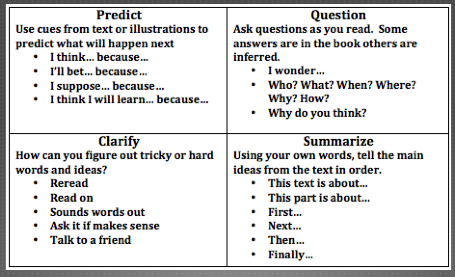
1. **Questioning**: Questioning involves the identification of information, themes, and ideas that are central and important enough to warrant further consideration. The central or important information, themes, or ideas are used to generate questions that are then used as self-tests for the reader. Questioning provides a context for exploring the text more deeply and assuring the construction of meaning.

2. **Summarizing**: Summarizing is the process of identifying the important information, themes, and ideas within a text and integrating these into a clear and concise statement that communicates the essential meaning of the text. Summarizing may be based on a single paragraph, a section of text, or an entire passage. Summarizing provides the impetus to create a context for understanding the specifics of a text.

3. **Clarifying**: Clarifying involves the identification and clarification of unclear, difficult, or unfamiliar aspects of a text. These aspects may include awkward sentence or passage structure, unfamiliar vocabulary, unclear references, or obscure concepts. Clarifying provides the motivation to remediate confusion through re-reading, the use of context in which the text was written and/or read, and the use of external resources (e.g., dictionary or thesaurus).

4. **Predicting**: Predicting involves combining the reader’s prior knowledge, new knowledge from the text, and the text’s structure to create hypotheses related to the direction of the text and the author’s intent in writing. Predicting provides an overall rationale for reading – to confirm or disconfirm self-generated hypotheses.



**Overcoming Difficulties with the above processes:**

For problems predicting:

* Making inferences not based on contextual cues? Try modeling predictions using think-alouds and text cues.
* Making simple surface level predictions? Try modeling surface-level predictions and below surface-level predictions.
* Not using prior events to predict in fiction? Periodically summarize what has happened so far and add "Now I think… because..."
* Not using text features to predict in nonfiction? Ask student to preview illustrations and headings and think about what they will learn from expository text.
* Prompt students to return to predictions after reading to check accuracy.

For problems questioning:

* Asking only literal, trivial, or superficial questions? Try modeling how to formulate different types of questions.
* Not asking any inferential questions? Try modeling higher level questions that require using textual cues and prior knowledge. Also try asking students to reflect: How does this question help us to understand this text. Provide question starters (e.g. "Why do you think...")
* Younger students may not understand what a question is. Try having students alternate roles, one student reads aloud and the other student asks a question.

For problems clarifying:

* Skipping the clarifying step because they think there is nothing to clarify. Try modeling words and ideas to clarify. Use the prompt "I don't get the [word, idea, character] so I..."
* Clarifying words not ideas. Try requiring every student to provide an example (if they have nothing to clarify, ask them to choose an idea a younger student might have trouble with)
* Confusing clarifying with questioning. Try Giving student copy of text and having students underline words to clarify in one color and sentences to clarify in another.
* Letter the teacher to all the clarifying. Try modeling the difference between questioning and clarifying.

For problems summarizing:

* Giving summaries that are word by word retellings, Try having students contribute to a teacher guided summary.
* Providing summaries that miss the main points or are too long or rarely including main themes in summaries.
  + Teach strategies for summarizing
    - Delete material that is trivial or redundant
    - Substitute a superordinate term for a list of items/actions (e.g. pets for cats, dogs goldfish, gerbils, and parrots.)
    - Select a topic sentence, if there is no topic sentence invent your own.