

4th Grade ELA – Reading Strategies Chart

The chart below lists skills and strategies to be used to build comprehension. Many skills and strategies may be used before, during and / or after reading.

| <b>Reading Strategies Chart</b> |                                     |  |
|---------------------------------|-------------------------------------|--|
| Before Reading                  | Build Background Information        | Graphic Organizers (e. g. KWL Chart)     |
|                                 | Activate/Connect Prior Knowledge    | Set a Purpose                            |
|                                 | Connect to personal lives           | Development Vocabulary                   |
|                                 | Make predictions                    | High Frequency Words                     |
| During Reading                  | Return to Purpose                   | Express Personal Opinions                |
|                                 | Main Idea                           | Connect to Other Text                    |
|                                 | Identify Details                    | Question & Clarify at Critical Junctures |
|                                 | Sequence                            | Question the Author                      |
|                                 | Cause/Effect                        | Interpret Character Motivation           |
|                                 | Compare & Contrast                  | Speculate                                |
|                                 | Draw Conclusions                    |  |
| After Reading                   | Summarize                           | Make Judgments                           |
|                                 | Retell                              | Graphic Organizers                       |
|                                 | Story Structure                     | Act-Out or Illustrate                    |
|                                 | Connect to Personal Lives           | Connect to Other Text                    |
|                                 | Discuss/Interpret Author Motivation |  |