Inferences
Readers
Answer Questions
Read, read, read the text.
Question while you go.
Predict what will happen next.
Infer
Read on so you'll know.
Confirm
Adjust
Compare Texts

Inferences
Readers
Answer Questions
Read, read, read the text.
Question while you go.
Predict what will happen next.
Infer
Read on so you'll know.
Confirm
Adjust
Compare Texts

Readers
Answer Questions
Read, read, read the text.
Question while you go.
Predict what will happen next.
Infer
detail
detail
detail
I'm thinking... It reminds me of...
Prediction
Read on so you'll know.
Confirm
Adjust

Readers Ask & Answer Questions
Preview
Read, read, read the text.
Question while you go.
Confused
Wonder
Glossary
Glossary Vocabulary Box
Picture Clues
This means... This is... It's called...
Word Clues
Word Parts
Then what? Why? How?
Predict what will happen next.
Infer
detail
detail
detail
I'm thinking... It reminds me of...
Prediction
Read on so you'll know.
Confirm
Adjust

Readers Ask & Answer Questions
Preview
Read, read, read the text.
Question while you go.
Confused
Wonder
Then what? Why? How?
Predict what will happen next.
Infer
Read on so you'll know.
Confirm
Adjust
Inferences
Compare Texts

READING VOICE

THINKING VOICE

TEXT CLUES + BACKGROUND KNOWLEDGE = INFERENCE

Readers **summarize** literature

BEGINNING

MIDDLE

END

READING VOICE
THINKING VOICE
TEXT CLUES + BACKGROUND KNOWLEDGE = INFERENCE
THE COMPREHENSION PLAYBOOK
READERS
SUMMARIZE INFORMATION
SKILL PURPOSE
More than just recalling individual details about a text, readers must infer the **most important** information and the big ideas. This requires the *Thinking Voice* to **summarize** after reading.
However, as texts get longer, readers recognize the value in stopping after each **section** *during* reading to execute a mini-summary. This aids their overall comprehension and helps them to determine the text's **main idea** *after* reading.

THE COMPREHENSION PLAYBOOK

READERS

SUMMARIZE INFORMATION

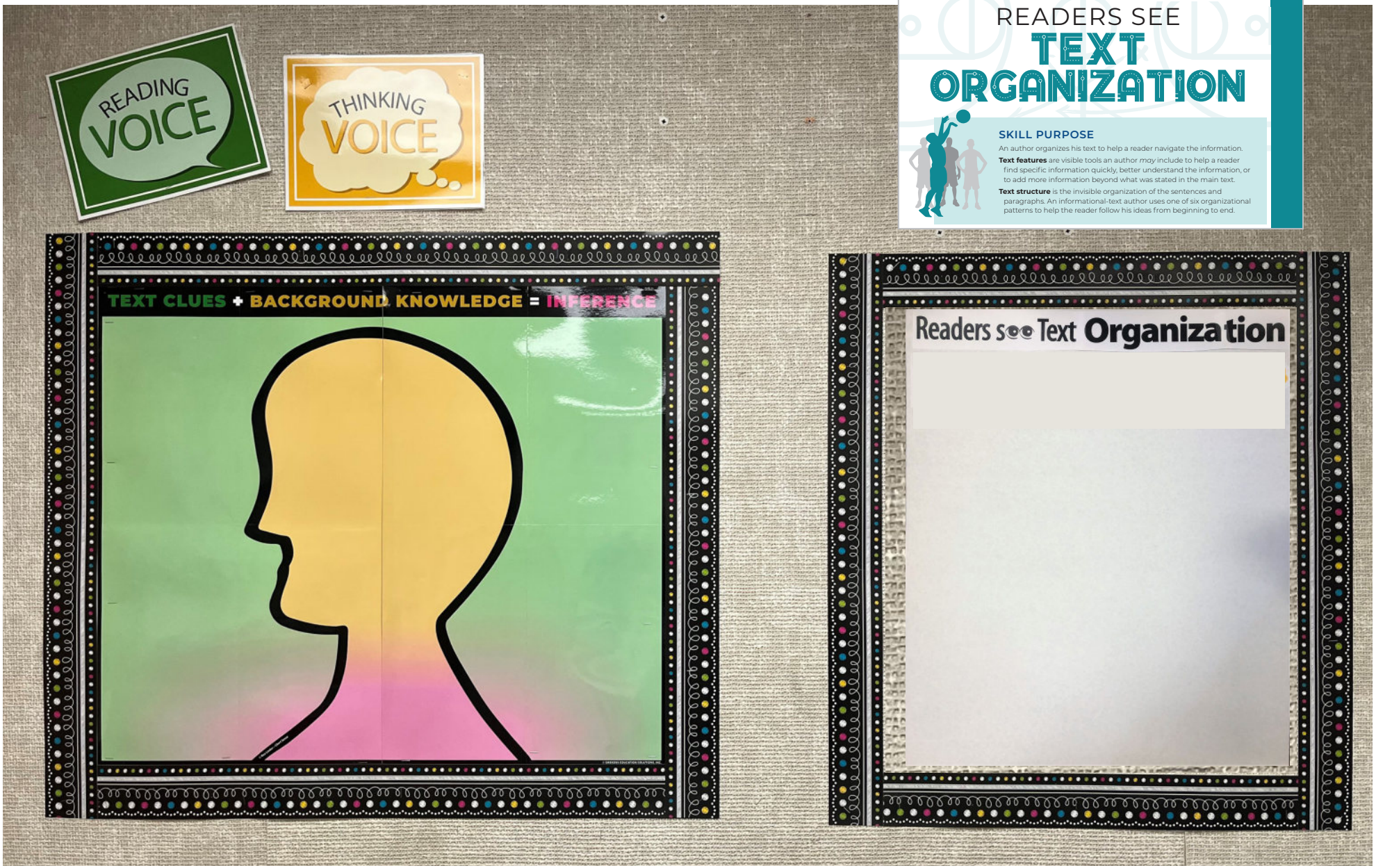
SKILL PURPOSE

More than just recalling individual details about a text, readers must infer the **most important** information and the big ideas. This requires the *Thinking Voice* to **summarize** after reading.

However, as texts get longer, readers recognize the value in stopping after each **section** *during* reading to execute a mini-summary. This aids their overall comprehension and helps them to determine the text's **main idea** *after* reading.

READING VOICE
THINKING VOICE
TEXT CLUES + BACKGROUND KNOWLEDGE = INFERENCE
THE COMPREHENSION PLAYBOOK
READERS
SUMMARIZE INFORMATION
SKILL PURPOSE
More than just recalling individual details about a text, readers must infer the most important information and the big ideas. This requires the Thinking Voice to summarize after reading.
However, as texts get longer, readers recognize the value in stopping after each section during reading to execute a mini-summary. This aids their overall comprehension and helps them to determine the text's main idea after reading.
Readers Summarize information
Original
Summary
Most important info only
+
Retold in order.
1-3 word label
1-3 word label
1-3 word label
1-3 word label
1-3 word label
1-3 word label

READING VOICE
THINKING VOICE
TEXT CLUES + BACKGROUND KNOWLEDGE = INFERENCE
THE COMPREHENSION PLAYBOOK
READERS SEE
TEXT ORGANIZATION
SKILL PURPOSE
An author organizes his text to help a reader navigate the information.
Text features are visible tools an author may include to help a reader find specific information quickly, better understand the information, or to add more information beyond what was stated in the main text.
Text structure is the invisible organization of the sentences and paragraphs. An informational-text author uses one of six organizational patterns to help the reader follow his ideas from beginning to end.



THE COMPREHENSION PLAYBOOK

READERS SEE

TEXT ORGANIZATION

SKILL PURPOSE

An author organizes his text to help a reader navigate the information.

Text features are visible tools an author *may* include to help a reader find specific information quickly, better understand the information, or to add more information beyond what was stated in the main text.

Text structure is the invisible organization of the sentences and paragraphs. An informational-text author uses one of six organizational patterns to help the reader follow his ideas from beginning to end.