

What are Reading Strategies?

Reading strategies indicate how readers conceive of a task, how they make sense of what they read, and what they do when they don't understand. Such strategies are used by the reader to enhance reading comprehension and overcome comprehension failure. We use reading strategies so that we are more effective and efficient as readers. The following is a list of some reading behaviors or reading strategies successful readers use when reading.

STRATEGY TYPE	STRATEGY BEHAVIOR	DESCRIPTION
Cognitive	Paraphrasing/Summarizing	The reader rephrases content using different words but retains the same sense.
Cognitive	Anticipating/Predicting	The reader predicts what content will occur in succeeding portions of the text.
Cognitive	Previewing Text	The reader previews the text to see how it is organized and related to what they know.
Cognitive	Employing Context Clues	The reader uses clues in the story in order to make predictions or increase understanding.
Cognitive	Repeating Words	The reader repeats unknown words.
Cognitive	Analyzing	The reader analyzes word structure, grammatical structures or expressions to determine the meanings of these words/sentences/expressions.
Cognitive	Word Division	The reader divides the words into parts to make it comprehensible.
Cognitive	Using Illustrations	The reader uses illustrations/graphs, etc. in order to facilitate understanding of the text.
Cognitive	Using Titles	The reader uses titles/headings to facilitate understanding of the text.
Cognitive	Using Connectors	The reader uses connectors to identify continuing ideas.
Cognitive	Rereading	The reader rereads parts of a text several times in order to facilitate comprehension.
Compensation	Guessing/Hypothesizing	The reader guesses the general meaning of a word by using context clues.
Memory	Associating	The reader creates an association between new material and what is already known.

Memory	Word Grouping	The reader places the new words in a group with other similar known words to determine meaning.
Memory	Word Associating	The reader associates a word with a known word in order to determine meaning.
Memory	First Language Associating-Cognates	The reader remembers a new word by identifying it with a word in their first language.
Metacognitive	Monitoring	The reader self-monitors their own understanding/pacing/pronunciation of words.
Metacognitive	Correcting Errors	The reader tries to correct their language/reading errors.
Metacognitive	Word Recognition	The reader is able to recognize unknown words by repeating them.
Metacognitive	Recognizing/Important	The reader recognizes what is important and not important and can skip those words or information
Affective	Self-Encouragement	The reader makes encouraging statements to his/herself and pays attention to factors that may interfere with performance or comprehension.
Social	Clarifying	The reader asks for clarification when something is not understood.
Social	Verifying	The reader asks for verification that something has been understood or said correctly.
Social	Seeking Feedback.	The reader asks others for feedback about his or reading, responses, etc.
Textual	Reacting to Text	The reader can react to a text and express opinions about the text and characters.
Textual	Interpreting Text	The reader draws a conclusion about the text in terms of theme or interpretation of text.
Textual	Emotional Reaction	The reader reacts emotionally to the text.