Predicting Outcomes

Make a prediction, then test it against the text.

THE READING MOVE

1 NOTICE CLUES

Look for choices, patterns, foreshadowing, and unresolved problems.

2 PREDICT

Say what might happen and why the clues support it.

3 CHECK & REVISE

Keep reading. Confirm or change the prediction using new evidence.

SEE IT IN A TEXT

PREDICTION IN ACTION

Clue: The character hides a key and avoids the attic. Prediction: Someone may discover what is locked upstairs. I will read on to test it.

YOUR TURN

What might happen next? Which exact detail makes your prediction reasonable?

Making Connections

Use what you know to deepen what the text means.

THE READING MOVE

1 TEXT TO SELF

Connect an event or idea to an experience you have had.

2 TEXT TO TEXT

Compare a character, idea, or theme with another text.

3 TEXT TO WORLD

Connect the text with a historical or current-world issue.

SEE IT IN A TEXT

EXAMPLE CONNECTION

A character changes schools and struggles to fit in. I connect this to another story about belonging. Both characters want acceptance, but respond differently.

YOUR TURN

How does your connection help you understand the text rather than distract you?

Reading Across Cultures

Read with curiosity, context, and respect.

THE READING MOVE

1 NOTICE

Identify details about traditions, places, language, and relationships.

2 RESEARCH

Use reliable sources to learn about unfamiliar cultural context.

3 QUESTION

Ask what is the narrator's view and whose experiences may be missing.

4 REFLECT

Avoid assuming one character represents an entire culture.

SEE IT IN A TEXT

CULTURAL CONTEXT

A story mentions a community celebration I do not recognize. Before interpreting its meaning, I investigate its history and look for clues about what it means to the character.

YOUR TURN

Which details need context? What can we learn without making stereotypes?

Asking Better Questions

Move from literal questions to deeper thinking.

THE READING MOVE

1

RIGHT THERE

What happened? Who said it? Find the answer directly.

2

BETWEEN THE LINES

Why might this happen? Combine clues to infer an answer.

3

BEYOND THE TEXT

What larger issue does this raise? Support your view.

SEE IT IN A TEXT

THREE LEVELS

Right there: Who found the letter? Between the lines: Why did she hide it? Beyond the text: When might secrecy protect someone?

YOUR TURN

Write one of each question about the chapter you just read.

Main Idea + Details

Separate the big point from the evidence supporting it.

THE READING MOVE

1 MAIN IDEA

State what the whole paragraph or text is mostly about.

2 DETAIL ONE

Choose a fact, explanation, or example that supports it.

3 DETAIL TWO

Find another relevant supporting point.

4 CHECK

Ask if both details really belong under your main idea.

SEE IT IN A TEXT

INFORMATIONAL EXAMPLE

Main idea: Urban trees benefit communities. Detail 1: Their shade cools streets. Detail 2: Their roots help absorb rainwater.

YOUR TURN

State the main idea in one sentence. Which two details support it?

Character Traits

Make a claim about a character. Prove it.

THE READING MOVE

1 ACTION

What does the character do when a problem appears?

2 WORDS

What does dialogue reveal about priorities and beliefs?

3 THOUGHTS

What does the narrator show about inner feelings?

4 EVIDENCE

Pair your trait with a specific passage or event.

SEE IT IN A TEXT

CHARACTER CLAIM

Trait: Courageous. Evidence: Despite being afraid, Amira tells the truth when a friend is blamed. Her decision shows courage through action.

YOUR TURN

Which trait fits this character? What precise evidence supports it?

Story Elements

See how the parts of a story work together.

THE READING MOVE

1 SETTING

Where and when does the story happen?

2 CHARACTER

Who acts, wants something, and changes?

3 CONFLICT

What struggle drives the plot forward?

4 PLOT + THEME

What events unfold, and what larger idea emerges?

SEE IT IN A TEXT

STORY SNAPSHOT

Setting: A stormy island. Character: A stranded sibling. Conflict: Reaching safety. Plot: A search for shelter. Emerging theme: Cooperation helps us survive.

YOUR TURN

How would changing the setting change the conflict or choices?

Cause and Effect

Follow the relationship between actions and outcomes.

THE READING MOVE

1

CAUSE

Identify what happened first and made a difference.

2

EFFECT

Explain the result that followed.

3

CONNECT

Use because, therefore, or as a result to show the link.

SEE IT IN A TEXT

CAUSE -> EFFECT

Cause: The river floods after heavy rain. Effect: The bridge closes.
Sentence: The bridge closes because the river floods.

YOUR TURN

Which event caused the change? Could another factor also matter?

Fact or Opinion?

Decide what can be verified and what is judged.

THE READING MOVE

1 FACT

A claim checkable with reliable evidence: The book has 12 chapters.

2 OPINION

A judgment or preference: The ending is the best part.

3 MIXED CLAIM

Some statements include both facts and interpretations; separate them.

4 SOURCE CHECK

Ask where the claim came from and how it is supported.

SEE IT IN A TEXT

TRY SORTING

“The article was published in March” = verifiable fact. “The article is inspiring” = opinion. “Most students prefer it” = a testable claim requiring data.

YOUR TURN

Highlight the exact words that make the statement factual, testable, or evaluative.

Making Inferences

Combine textual evidence and background knowledge.

THE READING MOVE

1

OBSERVE

Notice actions, dialogue, setting, and telling details.

2

CONNECT

Add relevant background knowledge without inventing facts.

3

INFER

Explain the likely meaning, and acknowledge uncertainty.

SEE IT IN A TEXT

READ BETWEEN THE LINES

Text: Jordan checks the hallway twice before opening the envelope.
Inference: Jordan may be nervous about being seen because the repeated checks suggest caution.

YOUR TURN

What can you infer? Which words provide the strongest clues?

Sequencing Events

Track what happens—and why the order matters.

THE READING MOVE

1 BEGINNING

Identify the starting situation or trigger.

2 MIDDLE

Notice turning points and important changes.

3 ENDING

Explain the outcome and its significance.

SEE IT IN A TEXT

MINI TIMELINE

First, Lina misses her train. Next, she asks a stranger for directions. Finally, she reaches the interview on time. Her problem-solving connects the events.

YOUR TURN

Retell three key events in order. Which event changes the story most?

Summarizing a Text

Keep the essential ideas. Leave out the extras.

THE READING MOVE

1 WHO / WHAT

Identify the main subject, issue, or character.

2 MOST IMPORTANT

Select the central events or supporting ideas.

3 IN YOUR WORDS

Combine ideas into a short, neutral summary.

4 REMOVE

Cut repetition, minor details, and personal opinions.

SEE IT IN A TEXT

SHORT SUMMARY

Long version: Several paragraphs describe a young inventor testing materials. Summary: An inventor repeatedly revises a design after failures, eventually producing a stronger bridge.

YOUR TURN

Can you summarize this paragraph in two sentences without adding your opinion?

Finding Theme

A theme is a message about life—not one word.

THE READING MOVE

1 TOPIC

Name the subject: loyalty, identity, greed, or change.

2 PATTERN

Notice choices, conflicts, consequences, and repeated images.

3 STATEMENT

Write a complete insight about the topic.

4 PROVE IT

Support the theme statement with events from the story.

SEE IT IN A TEXT

TOPIC VS. THEME

Topic: Friendship. Theme statement: True friendship sometimes requires honest disagreement. Evidence: A character tells a friend a difficult truth instead of agreeing.

YOUR TURN

What message develops across the story? Which two moments support it?

Figurative Language

Notice comparisons and language beyond the literal.

THE READING MOVE

1 SIMILE

Comparison with like or as: Her voice was like thunder.

2 METAPHOR

Direct comparison: The hallway was a river of students.

3 PERSONIFICATION

Human traits: The old floorboards complained.

4 EFFECT

Explain the image, tone, or feeling the choice creates.

SEE IT IN A TEXT

NAME + EXPLAIN

"The hallway was a river of students" is a metaphor. It helps us imagine a crowded, fast-moving stream of people.

YOUR TURN

Find one device and explain why the writer used it—not just its name.

Point of View

Ask: Who tells the story, and what can they know?

THE READING MOVE

1 FIRST PERSON

I / we: A narrator tells events from their own viewpoint.

2 THIRD LIMITED

He / she / they: Follows one character's inner experience.

3 THIRD OMNISCIENT

Narrator may reveal thoughts of several characters.

4 RELIABILITY

Consider bias, memory, gaps, and what is not known.

SEE IT IN A TEXT

COMPARE THE LENS

"I thought the room was empty" limits us to the speaker. "Maya entered, unaware that Sam was hiding" gives readers information Maya lacks.

YOUR TURN

Whose thoughts can readers access? What remains hidden?

Context Clues

Unlock unfamiliar words without guessing wildly.

THE READING MOVE

1 READ AROUND

Look at the words and sentences before and after.

2 SPOT A CLUE

Notice definition, restatement, example, contrast, or cause.

3 TRY A MEANING

Substitute a possible definition and reread.

4 VERIFY

Check the meaning with a dictionary if unsure.

SEE IT IN A TEXT

EXAMPLE SENTENCE

“Unlike his gregarious sister, Theo avoided big parties.” Contrast clue: unlike. Likely meaning of gregarious: sociable or outgoing.

YOUR TURN

Which clue helped you infer the word? Does your meaning fit the sentence?

Nonfiction Text Features

Use the page design to locate and understand information.

THE READING MOVE

1 HEADINGS

Preview the sections and anticipate the topic.

2 CAPTIONS

Connect photos, diagrams, and charts to nearby ideas.

3 SIDEBARS

Find definitions, examples, and extra context.

4 GRAPHS

Read labels, units, and trends—not just the picture.

SEE IT IN A TEXT

FEATURE IN ACTION

A caption explains that a photo shows floodwater one day after a storm. The image and caption work together to support the article's explanation.

YOUR TURN

Which text feature helps you answer your reading question most quickly?

Recognizing Genres

Identify a genre by its features and purpose.

THE READING MOVE

1 FICTION

Invented characters and events; often builds conflict and theme.

2 NONFICTION

Presents information and claims about the real world.

3 POETRY

Uses deliberate lines, sound, imagery, and figurative choices.

4 DRAMA

Uses dialogue and stage directions for performance.

SEE IT IN A TEXT

GENRE CLUE

A text with character names before lines, stage directions in parentheses, and a scene setting is likely a play—even if the story is imagined.

YOUR TURN

What three features help you classify this text?

Growing Vocabulary

Learn new words deeply enough to use them.

THE READING MOVE

1 CONTEXT

Notice how the author uses the word.

2 MEANING

Write a short, accurate definition in your own words.

3 CONNECTION

Record a synonym, antonym, word family, or image.

4 USE IT

Write a new sentence that shows the meaning.

SEE IT IN A TEXT

WORD STUDY

Word: meticulous. Meaning: very careful about details. Synonym: thorough. My sentence: “Her meticulous notes helped us solve the problem.”

YOUR TURN

Can you use the new word correctly in a fresh sentence?

Mood and Tone

Mood is the feeling created; tone is the writer's attitude.

THE READING MOVE

1 TONE

The writer's or narrator's attitude: playful, bitter, admiring.

2 MOOD

The feeling the reader experiences: tense, calm, hopeful.

3 CLUES

Use diction, imagery, punctuation, setting, and sound.

4 EVIDENCE

Explain how specific language creates the effect.

SEE IT IN A TEXT

COMPARE THE TWO

"Footsteps echoed in the empty stairwell" may create an uneasy mood. The narrator's clipped, wary descriptions establish an anxious tone.

YOUR TURN

Which exact words create the mood? What attitude do you hear?

Reading Poetry

Read for voice, images, sounds, and layered meaning.

THE READING MOVE

1 FIRST READ

Read once for the overall impression and speaker.

2 HEAR IT

Read aloud; notice rhythm, repetition, and pauses.

3 LOOK CLOSER

Track line breaks, images, comparisons, and word choices.

4 INTERPRET

Explain a possible meaning using specific lines.

SEE IT IN A TEXT

POETRY MOVE

A poem repeats “again” at the end of three lines. The repetition may suggest persistence or frustration. The surrounding words help us decide.

YOUR TURN

Where does the poem slow you down, surprise you, or invite another reading?

Author's Purpose

Authors may inform, persuade, entertain—and do more.

THE READING MOVE

1 INFORM

Explain ideas using facts, examples, or descriptions.

2 PERSUADE

Advance a position and support it with reasons.

3 ENTERTAIN

Engage readers through story, humor, suspense, or style.

4 MULTIPLE PURPOSES

A text can inform while also persuading or entertaining.

SEE IT IN A TEXT

PURPOSE IN ACTION

A newspaper opinion piece about public transit gives statistics (inform) to convince readers to support a proposal (persuade).

YOUR TURN

What response does the author want from readers? Which details reveal that goal?

Synonyms and Antonyms

Compare meanings precisely—not just roughly.

THE READING MOVE

1 SYNONYM

A word with a similar meaning: joyful / delighted.

2 ANTONYM

A word with an opposite meaning: joyful / miserable.

3 SHADE OF MEANING

“Angry,” “irritated,” and “furious” differ in intensity.

4 BEST FIT

Choose the word that matches the author’s context.

SEE IT IN A TEXT

WORD CHOICE MATTERS

“She whispered” and “she murmured” are related, but not identical. “Whispered” points to low volume; “murmured” may suggest softness or uncertainty.

YOUR TURN

Which replacement preserves the original meaning and tone?

Homophones + Homographs

Same sound or spelling does not mean same meaning.

THE READING MOVE

1 HOMOPHONES

Sound alike: there / their / they're.

2 HOMOGRAPHS

Spelled alike: bat (animal) / bat (sports equipment).

3 CONTEXT

Use grammar and surrounding ideas to select the meaning.

4 PROOFREAD

Check whether your word makes sense in the sentence.

SEE IT IN A TEXT

COMPARE SENTENCES

"They left their books there." THEIR signals ownership; THERE indicates a place. "The bat flew away" uses BAT as an animal.

YOUR TURN

Which meaning or spelling fits here? How can you tell?

Active Reading

Interact with the text for a clear purpose.

THE READING MOVE

1 BEFORE

Preview and set one reading question or goal.

2 DURING

Underline evidence, note confusion, and ask questions.

3 AFTER

Summarize, explain, and revisit the key question.

SEE IT IN A TEXT

PURPOSEFUL MARKUP

Question: Why does the narrator distrust Alex? During reading, mark each suspicious action. After reading, choose the strongest two pieces of evidence.

YOUR TURN

What are you looking for as you read? What did you discover?

Decoding Long Words

Break a long word into meaningful, readable parts.

THE READING MOVE

1 LOOK FOR PARTS

Notice prefixes, suffixes, roots, and syllable patterns.

2 BLEND

Pronounce sections in order; adjust sounds as needed.

3 CHECK MEANING

Put the word back into the sentence and confirm it fits.

SEE IT IN A TEXT

WORD ATTACK

unbelievable -> un + believe + able. Prefix un- signals “not”; -able means “capable of.” The full word means hard to believe.

YOUR TURN

What familiar word parts help you read and understand this word?

Nonfiction Text Structures

Spot the pattern an author uses to organize ideas.

THE READING MOVE

1 SEQUENCE

Events or steps appear in time order.

2 COMPARE

Ideas are shown through similarities and differences.

3 CAUSE / EFFECT

The writer explains reasons and consequences.

4 PROBLEM / SOLUTION

An issue is introduced and a response is proposed.

SEE IT IN A TEXT

SIGNAL WORDS

“Because,” “therefore,” and “as a result” often signal cause and effect. “Unlike” and “similarly” often signal comparison.

YOUR TURN

Which structure best describes this paragraph? Where are the clues?

Reading Aloud with Expression

Let punctuation and meaning guide your voice.

THE READING MOVE

1

PHRASE

Read in meaningful groups, not word by word.

2

PAUSE

Use commas, periods, and line breaks thoughtfully.

3

EXPRESS

Match volume, emphasis, and tone to the meaning.

SEE IT IN A TEXT

SAY IT TWO WAYS

"I didn't say SHE took it." Stressing SHE suggests someone else did. Changing emphasis changes what a listener hears.

YOUR TURN

Read one sentence twice. How did pacing or emphasis change its meaning?

Close Reading

Read again with a new, focused question.

THE READING MOVE

1

FIRST READ

Understand the gist: Who? What? What changes?

2

SECOND READ

Notice important words, patterns, and structure.

3

THIRD READ

Analyze meaning using a short, well-chosen quotation.

SEE IT IN A TEXT

CLOSER EACH TIME

First: The speaker is leaving home. Second: Repeated references to “doors” stand out. Third: Those doors might symbolize both opportunity and uncertainty.

YOUR TURN

What detail becomes more important on a second or third reading?

Reading Images + Illustrations

Visual details are part of a text's meaning.

THE READING MOVE

1 OBSERVE

Name what is visible before interpreting it.

2 CONNECT

Relate color, scale, perspective, or labels to the words.

3 INFER

Suggest a meaning and support it with visual evidence.

4 QUESTION

Notice what the image emphasizes or leaves out.

SEE IT IN A TEXT

VISUAL READING

An illustration shows a tiny character beneath towering buildings. The exaggerated scale may make the character appear powerless in the city.

YOUR TURN

Which visual detail most changes your understanding of the words?

Recognizing Bias

Examine framing, evidence, and missing viewpoints.

THE READING MOVE

1 CLAIM

What position does the author encourage readers to accept?

2 LANGUAGE

Find loaded words, emotional appeals, or labels.

3 EVIDENCE

Check whose data or voices are included.

4 OMISSIONS

Ask what relevant perspective or context is missing.

SEE IT IN A TEXT

FRAMING EXAMPLE

“Only careless people waste water” is loaded wording. A fairer analysis would examine usage data, access, and specific actions without stereotyping people.

YOUR TURN

What assumptions shape this message? How could you verify the claims?

Discussion Norms

Make reading conversations thoughtful and safe.

THE READING MOVE

1 PREPARE

Bring a question and one piece of text evidence.

2 LISTEN

Let a speaker finish before you respond.

3 BUILD

Use: “I agree because…” or “I see it differently because…”

4 INVITE

Make space for quieter voices and different interpretations.

SEE IT IN A TEXT

TALK THAT THINKS

Student A: “I think the ending is hopeful because the door opens.”
Student B: “I read it as uncertain because we never see what is beyond it.”

YOUR TURN

What evidence supports your interpretation? What did another reader notice?

Critical Thinking Questions

Move beyond remembering details.

THE READING MOVE

1 ANALYZE

How do the parts of the text work together?

2 EVALUATE

How convincing is the evidence? Why?

3 SYNTHESIZE

How would ideas change in a new situation?

4 REFLECT

What information would change your mind?

SEE IT IN A TEXT

MOVE DEEPER

Recall: What decision did the mayor make? Evaluate: Was the mayor's decision justified by the evidence? What are its consequences?

YOUR TURN

Which question requires the strongest reasoning rather than a one-word answer?

Comparing Texts

Make a meaningful comparison with evidence.

THE READING MOVE

1 TEXT A

Identify a claim, theme, technique, or viewpoint.

2 BOTH

Identify a meaningful similarity—not a surface detail.

3 TEXT B

Explain an important difference and its effect.

4 CONCLUDE

Why does comparing the texts matter?

SEE IT IN A TEXT

A VS. B

Two articles discuss city parks. Both value green space; one emphasizes health, while the other emphasizes housing costs. Their priorities affect the solutions proposed.

YOUR TURN

Where do the texts agree? What is the most revealing difference?

Annotating a Text

Use a small system of marks with purpose.

THE READING MOVE

1 ? QUESTION

Mark a point that is confusing or worth investigating.

2 ! SURPRISE

Flag a significant or unexpected detail.

3 * EVIDENCE

Mark a line that supports an important claim.

4 -> CONNECTION

Link a detail to a theme, idea, or other text.

SEE IT IN A TEXT

ANNOTATION SAMPLE

Beside “She locked the door despite the warning,” write: ! risky choice; ? what is she hiding? * possible evidence of her need for control.

YOUR TURN

Could a classmate understand why you marked each part of the text?

Literary Devices

Identify the technique and explain its effect.

THE READING MOVE

1 SYMBOLISM

An object stands for a larger idea.

2 IRONY

An outcome contrasts with expectation.

3 FORESHADOWING

A clue hints at a later development.

4 IMAGERY

Sensory language creates a vivid experience.

SEE IT IN A TEXT

NAME + EFFECT

A cracked mirror reappears whenever a character questions their identity. It may be a symbol of a divided sense of self.

YOUR TURN

How does this device shape meaning, mood, or the reader's expectations?

Building Reading Stamina

Sustain reading through achievable practice.

THE READING MOVE

1 SET A TARGET

Choose a realistic, distraction-light reading interval.

2 PREPARE

Have an accessible text and needed materials ready.

3 FOCUS

Return attention to the reading when it drifts.

4 REFLECT

Record what helped, then adjust the next target.

SEE IT IN A TEXT

SUSTAINABLE GOAL

Week 1: Read attentively for 8 minutes. Week 2: Try 10 minutes if comprehension stays strong. Quality matters more than a timer alone.

YOUR TURN

What routine helps you stay engaged and understand what you read?

Tackling Complex Texts

Reduce confusion without reducing the challenge.

THE READING MOVE

1 PREVIEW

Look at the genre, key terms, and text structure.

2 CHUNK

Read one manageable section at a time.

3 PARAPHRASE

Restate the section clearly in your own words.

4 RECONNECT

Explain how the parts combine into a larger argument.

SEE IT IN A TEXT

TOUGH SENTENCE

Original: “Although the evidence was limited, the committee proceeded.” Paraphrase: The committee kept going even without much evidence.

YOUR TURN

Which sentence is the key to understanding this section? Can you paraphrase it?

Evaluating Sources

Ask whether a source is trustworthy for this purpose.

THE READING MOVE

1 AUTHOR

Who created it? What expertise or perspective do they have?

2 EVIDENCE

Can the facts and quotations be traced to reliable sources?

3 DATE + CONTEXT

Is it current enough? What has changed since publication?

4 CORROBORATE

Do other independent sources support the claim?

SEE IT IN A TEXT

SOURCE CHECK

A claim about current school enrollment cites a 2015 blog post. Check recent official statistics before repeating the number.

YOUR TURN

What makes this source suitable—or unsuitable—for your question?

Rereading for Clarity

Go back with a precise purpose.

THE READING MOVE

1

SPOT CONFUSION

Identify the sentence or idea that stopped making sense.

2

SLOW DOWN

Read a smaller section and trace references or vocabulary.

3

RESTATE

Explain it aloud or in writing using simpler words.

SEE IT IN A TEXT

REPAIR MEANING

“That decision changed everything.” Reread the preceding paragraph to find which decision “that” refers to, then explain what changed.

YOUR TURN

What exactly was unclear, and what did you do to resolve it?

Fables + Life Lessons

Separate what happens from what the story suggests.

THE READING MOVE

1 PLOT

Retell the key choice and its consequence.

2 PATTERN

Notice repeated behavior, contrast, or a character flaw.

3 LESSON

Write a possible lesson in a complete sentence.

4 NUANCE

Ask whether the lesson always applies in real life.

SEE IT IN A TEXT

MORAL IN CONTEXT

A fox repeatedly boasts and ignores advice, then loses a contest. Possible lesson: Overconfidence can keep us from learning.

YOUR TURN

What lesson does the story suggest? Is there more than one reasonable reading?

Reading Rate + Meaning

Adjust speed to the difficulty and your purpose.

THE READING MOVE

1 SKIM

Move quickly to preview organization or locate the topic.

2 READ STEADILY

Maintain a comfortable pace for connected meaning.

3 SLOW / REREAD

Pause for complex ideas, unfamiliar words, or evidence.

4 CHECK

Retell the idea to ensure speed has not reduced understanding.

SEE IT IN A TEXT

MATCH RATE TO PURPOSE

Skim headings to choose a source; read the key paragraph carefully to understand a claim; reread the evidence before citing it.

YOUR TURN

Should you speed up, slow down, or reread this section—and why?

Setting Reading Goals

Choose a goal you can observe and improve.

THE READING MOVE

1 NAME A SKILL

Choose comprehension, fluency, vocabulary, or another target.

2 MAKE IT SPECIFIC

Decide what successful performance would look like.

3 PRACTICE

Use a brief, repeatable reading routine.

4 REVIEW

Use evidence to decide whether to adjust the goal.

SEE IT IN A TEXT

MEASURABLE EXAMPLE

Goal: After reading one page, I will write a two-sentence summary naming the main idea and one supporting detail on four days this week.

YOUR TURN

How will you know whether your reading goal is improving?

Navigating Text Features

Find information quickly using built-in tools.

THE READING MOVE

1 CONTENTS

Find a chapter or section before you read.

2 GLOSSARY

Check subject-specific words and short definitions.

3 INDEX

Locate where an important name or topic appears.

4 FOOTNOTES

Follow an explanation, source, or additional context.

SEE IT IN A TEXT

USE THE RIGHT TOOL

Need the meaning of “photosynthesis”? Try the glossary. Need every mention of pollination? Use the index. Need a source? Check the footnote.

YOUR TURN

Which feature will answer your question fastest?

Understanding Dialogue

Read what characters say—and what they mean.

THE READING MOVE

1 WORDS

Notice direct statements, questions, and repeated phrases.

2 TAGS + ACTIONS

Look at said, whispered, pauses, and gestures.

3 SUBTEXT

Infer feelings or intentions not stated directly.

4 IMPACT

Explain how the exchange shifts the relationship.

SEE IT IN A TEXT

WHAT IS UNSAID?

"Fine," Rosa said, folding the invitation and looking away. The word sounds agreeable, but her actions may reveal disappointment.

YOUR TURN

How do dialogue and body language work together?

Evaluating Endings

Decide how well an ending resolves the story.

THE READING MOVE

1 RESOLUTION

Which conflicts or questions are answered?

2 CHANGE

How is the main character different?

3 THEME

What larger idea does the ending reinforce?

4 OPEN QUESTIONS

What remains unresolved, and to what effect?

SEE IT IN A TEXT

ENDING EFFECT

The story ends with a letter unopened. The plot remains unresolved, which may emphasize uncertainty or the character's fear of change.

YOUR TURN

Is the ending satisfying, surprising, or intentionally unresolved? Prove it.

Reading Drama + Plays

Treat stage directions and performance as evidence.

THE READING MOVE

1 SPEAKERS

Track whose name appears before each line.

2 DIRECTIONS

Notice movements, gestures, scenery, and pauses.

3 CONFLICT

Identify what each character wants in the scene.

4 PERFORM

Test how emphasis or movement changes meaning.

SEE IT IN A TEXT

ON THE PAGE

MAYA: “I knew you would come.” [She steps away.] The words suggest confidence, but the movement may reveal doubt or discomfort.

YOUR TURN

How would you perform this line? Which stage direction supports your choice?

The Role of the Narrator

A storyteller shapes what readers notice and believe.

THE READING MOVE

1 VOICE

Who narrates, and what language choices define their voice?

2 KNOWLEDGE

What events and thoughts can this narrator access?

3 BIAS

What beliefs, motives, or blind spots shape their account?

4 IMPACT

How would the story change with a different narrator?

SEE IT IN A TEXT

SAME EVENT, NEW LENS

Narrator A calls the protest “chaotic.” Narrator B calls it “courageous.” Their word choices frame readers’ judgments differently.

YOUR TURN

What would another character say about this same event?

Book Reviews + Recommendations

Recommend a text with reasons, not just stars.

THE READING MOVE

1 IDENTIFY

Give title, author, and genre without spoilers.

2 DESCRIBE

Summarize the premise in one or two sentences.

3 EVALUATE

Explain strengths with specific examples.

4 MATCH

Say who might appreciate the book, and why.

SEE IT IN A TEXT

USEFUL RECOMMENDATION

If you enjoy fast-paced mysteries with unreliable narrators, you may like this novel. The changing clues create suspense without relying on action scenes.

YOUR TURN

Who is the ideal reader for this book? What evidence supports your recommendation?

Visualizing While Reading

Turn sensory details into a mental scene.

THE READING MOVE

1 FIND DETAILS

Notice sounds, colors, textures, movement, and space.

2 PICTURE IT

Form a mental image based on the author's words.

3 UPDATE

Change the image when new information appears.

4 EXPLAIN

Point to the detail that shaped your visualization.

SEE IT IN A TEXT

CREATE AN IMAGE

Text: "Rain tapped on the metal roof as the narrow path disappeared into fog." I picture a small building, a gray path, and mist hiding the distance.

YOUR TURN

What can you see, hear, or feel? Which words created that image?

Book Club Norms

Help every reader contribute to a richer discussion.

THE READING MOVE

1 PREPARE

Bring a passage, a question, and one observation.

2 PARTICIPATE

Share evidence and invite other interpretations.

3 LISTEN

Allow people to finish; disagree with ideas respectfully.

4 SYNTHESIZE

End by recording what the group learned or still wonders.

SEE IT IN A TEXT

DISCUSSION IN ACTION

"I read the ending differently because of the letter on page 40. What did you notice?" This uses evidence and opens the floor.

YOUR TURN

Whose ideas have we heard? What question should we explore next?