

Schema	Inference	Visualizing
Using your background knowledge to think deeper about what you are reading	The thinking skill readers use to read between the lines to understand what the author is trying to convey.	When readers visualize they deepen how engaged they are in their reading. Good readers read themselves AWAKE!
<ul style="list-style-type: none"> • This reminds me of... • I'm remembering • One time... • When I was little... 	<ul style="list-style-type: none"> • Maybe... • Perhaps... • I think this means... • I hope this means... 	<ul style="list-style-type: none"> • I am imaging... • I can hear, see, feel, taste, touch... • My mental images include...

Schema Jot Examples:

- On page 18, Ally remembers how she used to really love math, but now that so many math problems have word problems, she feels like she can no longer succeed. Reading this part of the story reminded me of when we first started doing word problems in second grade. I struggled with the math because I was so distracted by the story in the word problem.
- The main character in *Fish in a Tree* is so much like the main character Greg from *Diary of a Wimpy Kid*. Both Ally and Greg use drawing as an escape from the real world or whatever it is that they are dealing with. Their art is creative and adds humor to the story.

Inference Example

EVIDENCE	SCHEMA	Inference
“She’s such a freak, Shay says in one of those loud whispers that everyone is meant to hear.” (p. 4.)	Someone’s feelings would be hurt if they were to be called a freak. It would hurt even worse if someone was putting someone else down so others could hear.	I can infer that Ally would describe Shay as antagonistic as they do not have a good relationship. Shay has put her down in front of others. An example of this is when she called her a “freak.”
“No matter how many times I have prayed and worked and hoped, reading for me is still like trying to make sense of a can of alphabet soup that’s been dumped on a plate.” (p. 10.)	If I had to figure out or make sense of those letters being dumped on a plate, I would be confused, frustrated, and angry. I probably would feel like giving up and hating school.	I can infer that Ally would describe herself as not smart since she can’t seem to make sense of any of her work, especially when it comes to reading words on a page.

Visualization Jot Example:

My mental images include Ally daydreaming/doodling in class as a method to avoid her work. This passage is important because it demonstrates Ally’s relationship with school.

I can just imagine Ally reaching out to touch Keisha’s hair in the scene where she is staring at her head and says “I stare at her hair full of thin braids and I think it must have taken three days to do all of that-so beautiful. I just love it. Not like my boring hair that just hangs there. I reach out to touch it- what are you doing? She asks. “Oh. sorry” I can’t believe I just did that. It is like my arm has its own brain.” **I can feel** her embarrassment in this moment and her attempt to cover up what she was doing.

Questioning	Determining Importance	Synthesizing
<p>Good readers ask THICK questions to propel them through the book. Readers ask questions to:</p> <ul style="list-style-type: none"> • Determine the author's purpose. • Activate their schema • Think deeper about a character or plot. 	<p>When a reader can find a symbol or idea or event that seems really important, it can minimize distractions.</p>	<p>Good Readers <u>synthesize</u> by using textual <u>evidence</u> to <u>change</u> their ideas throughout the book. <i>Readers who synthesize expand their thinking in layers through the book.</i></p>
<ul style="list-style-type: none"> • I am wondering why the author... • I am curious to about... • I wonder why... 	<ul style="list-style-type: none"> • One thing I want to remember is... • I really notice... • Something that is repeating is... • It is important that.... 	<ul style="list-style-type: none"> • I used to think _____ • My thinking has changed_____ • I'm beginning to think_____

Questioning Jot Examples

- As I am reading, I find myself wondering **why** the author always references *Alice in Wonderland*. I know the book is important to Ally because it is from her grandfather, but I am starting to wonder if there is a deeper meaning behind the use of this particular title. I think the author may be comparing Ally to Alice.
- Is Mr. Daniels going to help Ally with her reading problem? When Ally is pretending to read during the writing assignment, she says "I open my eyes a bit to watch the others write. I look at the page again. I even try to read some. I really do. But I can't help wondering why Mr. Daniels keep looking at me" (p.90) He seems to be the type of character/teacher who will make an impact in his student's lives.

Determining Importance Jot Example:

- Something that is repeating in the book *Fish in a Tree* is that every time Allie tries to read or write, she has a physical reaction. For example, she says the letters "dance on the page". I think it is important that she brings this up so often, and it will have a bigger part to the story.
- I want to remember the scene where Keisha says to Ally "Ally Nickerson, if I didn't love you after the flower thing you pulled, I think I may love you for that" (107). I think it is an important moment in the story, because even though Keisha is referring to something Ally did to Shay, I don't think Ally has ever had a friend tell her that they feel love and admiration for her. This could be a turning point in the story for Ally.

Synthesis Jot Example:

- **At first, I was thinking that** Albert appears to act like he doesn't care what other people think or how they treat him. He often has responses that sound intelligent and make it seem like he only cares about academics. **My thinking about his character is starting to change**, and I am starting to think that Albert does really care about what people think about him. This became clear to me when he was explaining his Flint shirt to Ally and Keisha. He tells them that shirt represents his favorite *Star Trek* character, Flint, who "retreats from Earth and the company of unpleasant people." He then says "I can see that. I can see why someone would want to void being with other people. A great number of them are not very nice to me... and, well..." (p.100). Now, **I am starting to think** that Albert cares deeply about how others treat him, but probably doesn't know what do about it or how to fix things.

