

supports comprehension and critical thinking

READING BOOKMARKS

includes digital

FINDING THE THEME



The theme is usually unsaid, but can be inferred.

THINKING STEMS

If you are reading on your own, you can use the following thinking stems to help you identify the theme.

- ❖ The problem or main issues _____
- ❖ The characters learned _____
- ❖ This story helps me understand the big idea _____
- ❖ I think the author wants to learn about _____
- ❖ I know the theme is _____ because _____

MAIN IDEA & SUPPORTING DETAILS

What is it?

- ## THINKING STEMS
- If you are reading on your own, you can use the following thinking stems to help you identify the main idea and supporting details.
- ❖ The text is mostly about _____
 - ❖ Some of the details that helped me identify the main idea include _____
 - ❖ _____ doesn't necessarily connect to the main idea.
 - ❖ I know this text is mostly about _____ because _____
 - ❖ _____ helped me identify the main idea.

QUESTION STEM

If you are talking about a book with a friend, here are some questions you could ask about main idea and supporting details.

- ❖ Why did _____

AUTHOR'S PURPOSE

What is it?

When you identify the author's purpose, you determine the reason why the author wrote the book. You determine what the author is trying to _____

- ## THINKING STEMS
- If you are reading on your own, you can use the following thinking stems to help you identify the author's purpose.
- ❖ As I read, the author makes me _____
 - ❖ I think the author included _____ to _____
 - ❖ I think the author's purpose is _____ because _____
 - ❖ I used _____ to help me identify the author's purpose.
 - ❖ I can tell the author's purpose is _____ because of the key words _____

QUESTION STEM

If you are talking about a book with a friend, here are some questions you could ask to discuss the author's purpose.

- ❖ Why did _____

SYNTHESIZING

What is it?

When you synthesize, you are gaining new information from different sources that changes your thinking and makes a new material.

- ## THINKING STEMS
- If you are reading on your own, you can use the following thinking stems to help you synthesize new learning.
- ❖ I'm beginning to think _____ because of _____
 - ❖ I'm changing my mind about _____
 - ❖ As I read, I noticed my thinking change... _____
 - ❖ I used to think _____ I think _____
 - ❖ This text changed my thinking from _____ to _____

QUESTION STEM

If you are talking about a book with a friend, here are some questions you could ask to discuss synthesizing.

- ❖ How did _____

MAKING INFERENCES

Text Clues + **Background Knowledge** = **Inferences**

- ## THINKING STEMS
- If you are reading on your own, you can use the following thinking stems to help you make inferences.
- ❖ Based on what the _____ predict _____
 - ❖ I'm wondering... _____
 - ❖ My background knowledge led me to think _____ next... _____ will happen.
 - ❖ I can conclude that... _____
 - ❖ Because of _____ will happen.

QUESTION STEM

If you are talking about a book with a friend, here are some questions you could ask to discuss making inferences.

- ❖ How did _____

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REASONS TO LOVE THESE READING BOOKMARKS

ENCOURAGES CRITICAL THINKING

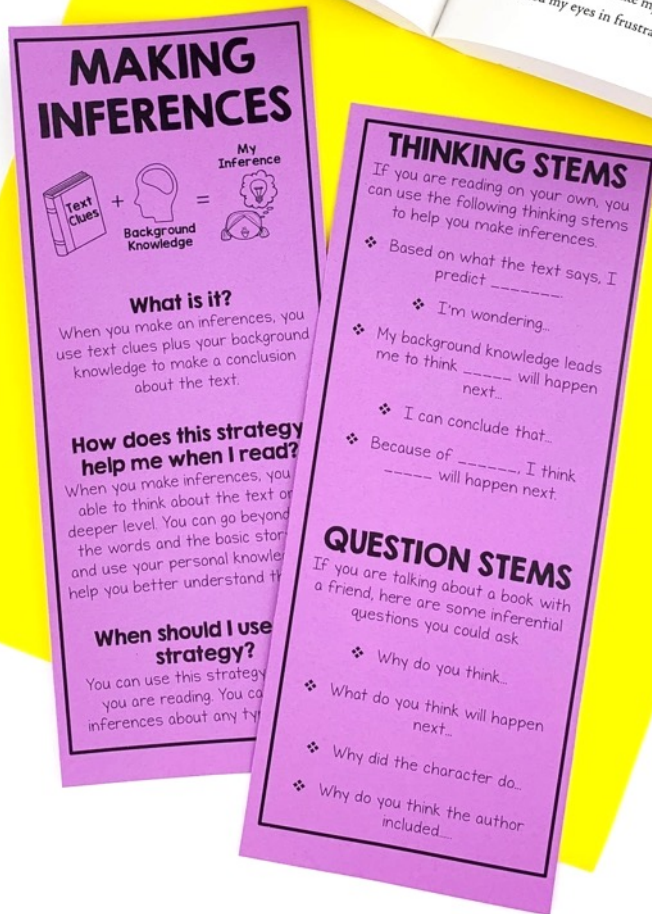
Each bookmark includes thinking and question stems that will encourage students to think critically about any text they are reading.

PROMOTES INDEPENDENCE

These bookmarks will help your students during independent reading time or even during book clubs. They encourage meaningful discussions and thinking about a text without you needing to be there to provide support and guidance.

EASY TO USE

Just print the bookmarks front and back and you've created an engaging tool students can use during independent reading, small groups, or even during whole group discussions.



WHAT'S INCLUDED?

28 READING COMPREHENSION BOOKMARKS

★ 28 Bookmarks (print)

★ 28 Digital Response Sheets

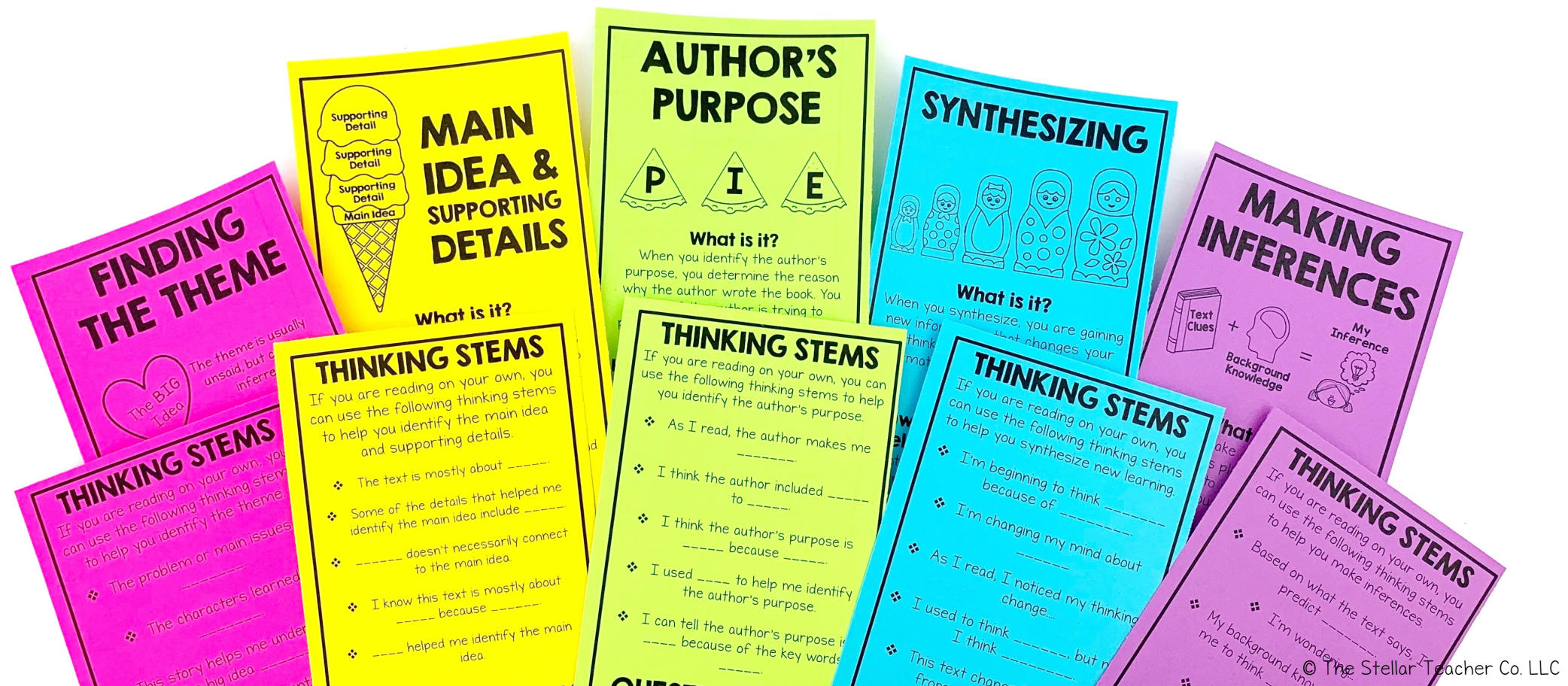
★ Each bookmark includes:

- Explanation of comprehension skill
- Thinking stems
- Question stems



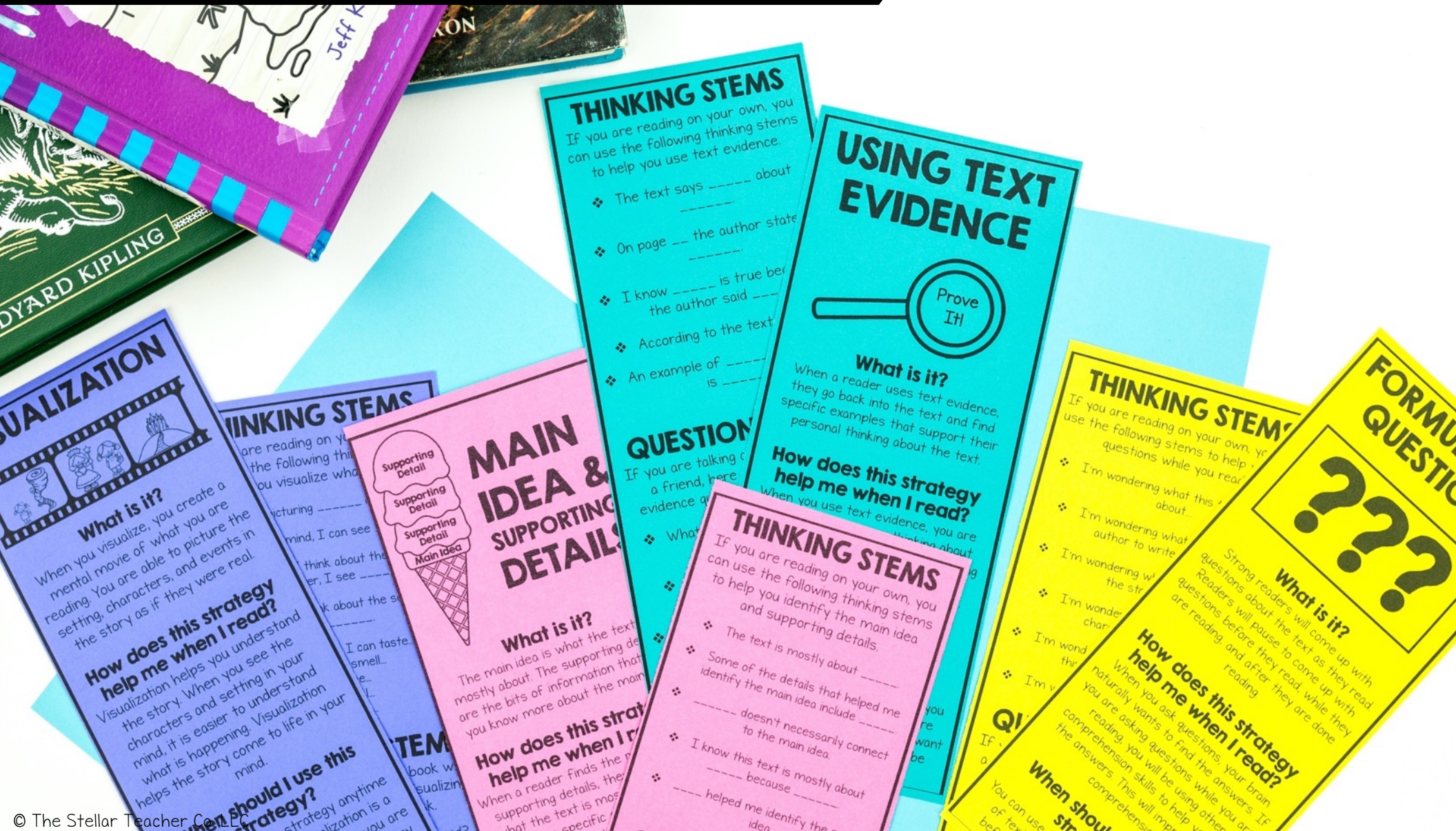
WHAT SKILLS DO THESE BOOKMARKS COVER?

- Author's Purpose
- Background Knowledge
- Backup and Reread
- Cause & Effect
- Characterization
- Close Reading
- Compare & Contrast
- Context Clues
- Determine Importance
- Drawing Conclusions
- Facts & Opinions
- Figurative Language
- Formulating Questions
- Main Idea & Details
- Making Connections
- Making Inferences
- Making Predictions
- Monitoring Comprehension
- Nonfiction Text Features
- Plot Structure
- Point of View
- Sequencing
- Stop and Jot
- Summary
- Synthesizing
- Theme
- Using Text Evidence
- Visualization



Provides accountability, engagement, and focus during independent reading time.

PROMOTES INDEPENDENCE

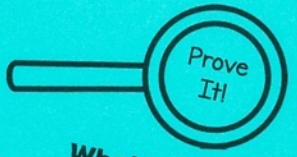


THINKING STEMS

If you are reading on your own, you can use the following thinking stems to help you use text evidence.

- ❖ The text says _____ about _____
- ❖ On page _____ the author states _____
- ❖ I know _____ is true because the author said _____
- ❖ According to the text _____
- ❖ An example of _____ is _____

USING TEXT EVIDENCE



What is it?

When a reader uses text evidence, they go back into the text and find specific examples that support their personal thinking about the text.

How does this strategy help me when I read?

When you use text evidence, you are _____

THINKING STEM

If you are reading on your own, you can use the following stems to help you ask questions while you read.

- ❖ I'm wondering what this _____ is about.
- ❖ I'm wondering what the author is writing about.
- ❖ I'm wondering why the author wrote this.
- ❖ I'm wondering how _____
- ❖ I'm wondering what _____
- ❖ I'm wondering if _____
- ❖ I'm wondering when _____
- ❖ I'm wondering where _____

What is it?

Strong readers will come up with questions about the text as they read. Readers will pause to come up with questions before they read, while they are reading, and after they are done reading.

How does this strategy help me when I read?

When you ask questions, your brain naturally wants to find the answers. If you are asking questions while you are reading, you will be using other comprehension skills to help you find the answers. This will improve your comprehension.

FORMULATED QUESTIONS



VISUALIZATION

What is it?

When you visualize, you create a mental movie of what you are reading. You are able to picture the setting, characters, and events in the story as if they were real.

How does this strategy help me when I read?

Visualization helps you understand the story. When you see the characters and setting in your mind, it is easier to understand what is happening. Visualization helps the story come to life in your mind.

THINKING STEMS

If you are reading on your own, you can use the following thinking stems to help you visualize what you are reading.

- ❖ I can see _____
- ❖ I can hear _____
- ❖ I can taste, smell, or feel _____
- ❖ I can think about the _____
- ❖ I can feel about the _____



MAIN IDEA & SUPPORTING DETAILS

What is it?

The main idea is what the text is mostly about. The supporting details are the bits of information that you know more about the main idea.

How does this strategy help me when I read?

When a reader finds the supporting details, they know what the text is mostly about.

QUESTION

If you are talking to a friend, here are some questions you can ask.

- ❖ What _____
- ❖ The text is mostly about _____
- ❖ Some of the details that helped me identify the main idea include _____
- ❖ _____ doesn't necessarily connect to the main idea.
- ❖ I know this text is mostly about _____ because _____
- ❖ _____ helped me identify the main idea.

THINKING STEMS

If you are reading on your own, you can use the following thinking stems to help you identify the main idea and supporting details.

- ❖ The text is mostly about _____
- ❖ Some of the details that helped me identify the main idea include _____
- ❖ _____ doesn't necessarily connect to the main idea.
- ❖ I know this text is mostly about _____ because _____
- ❖ _____ helped me identify the main idea.

TAKE A CLOSER LOOK...


ON THE FRONT OF EVERY BOOKMARK...

There is a definition and explanation of what the comprehension skill is.

There is an explanation of how that comprehension focus will help students when they read.

There is an explanation of when students should use that specific comprehension skill.

MAKING CONNECTIONS



What is it?
When you make a connection to the text, you find similarities between the text and your personal life. This is called a text-to-self connection. You can also make a text-to-text and text-to-world connection.

How does this strategy help me when I read?
When you make connections to what you are reading, you are thinking beyond the text. You are finding ways to relate to and understand what is happening in the text. Making connections improves understanding.

When should I use this strategy?
You can use this strategy anytime you are reading. You can make connections before, while, and after you read. You can also make connections to any type of text.

TAKE A CLOSER LOOK...

ON THE BACK OF EVERY BOOKMARK...

There is a set of thinking stems and prompts that students can consider when they are reading independently.



THINKING STEMS

If you are reading on your own, you can use the following thinking stems to help you think about point of view.

- ❖ The person telling the story is _____.
- ❖ I notice the narrator is _____.
- ❖ The narrator is helping me have a better understanding of _____.
- ❖ I would describe the narrator as _____.
- ❖ This story is told in _____ person.

There is a set of question stems that students can use during book club or if they are discussing a text with a classmate.

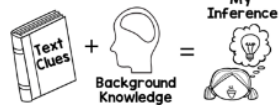


QUESTION STEMS

If you are talking about a book with a friend, here are some point of view questions you could ask.

- ❖ Who is telling the story? How do you know?
- ❖ What role does the narrator play in the text?
- ❖ Why do you think the author chose to write the book with this point of view?
- ❖ What point of view is the story told from? How does that impact the story?

MAKING INFERENCES



What is it?

When you make an inferences, you use text clues plus your background knowledge to make a conclusion about the text.

How does this strategy help me when I read?

When you make inferences, you are able to think about the text on a deeper level. You can go beyond just the words and the basic storyline and use your personal knowledge to help you better understand the text.

When should I use this strategy?

You can use this strategy anytime you are reading. You can make inferences about any type of text.

READING RESPONSE

Pick one of the thinking stems to the right, use it to share your thinking about a text you just read.

A large, empty rectangular box with a thin black border, intended for students to write their reading response.

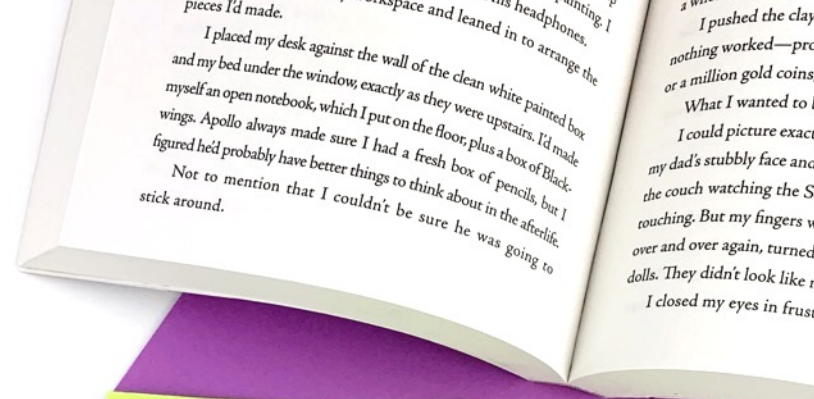
Pick one of the questions stems to the right, use it to share your thinking about a text you just read.

A second large, empty rectangular box with a thin black border, identical to the one above, for another reading response.

works in both
VIRTUAL &
In person
CLASSROOMS



“Great reminder for my students that I can leave with them after our reading conferences. I love all of the options available.”
- Heather L.



AUTHOR'S PURPOSE

What is it?
When you identify the author's purpose, you determine the reason why the author wrote the book. You know if the author is trying to persuade, inform, or entertain your reader.

How does this strategy help me when I read?
When you know the author's purpose, it helps you understand what you should get from reading the text. If the author wrote the book to inform the reader, then you should look for new information. If the author wrote the text to entertain, then you should look for an emotional response.

When should I use this strategy?
You can identify the author's purpose for any text you are reading. You can figure out the author's purpose towards the beginning, middle, or end of the text.

THINKING STEMS

If you are reading on your own, you can use the following thinking stems to help you identify the author's purpose.

- ❖ As I read, the author makes me _____
- ❖ I think the author included _____ to _____
- ❖ I think the author's purpose is _____ because _____
- ❖ I used _____ to help me identify the author's purpose.
- ❖ I can tell the author's purpose is _____ because of the key words _____

QUESTION STEMS

If you are talking about a book with a friend, here are some questions you could ask to discuss the author's purpose.

- ❖ Why did the author write this text?
- ❖ What clues helped you figure out the author's purpose?
- ❖ Why did you want to read this text?
- ❖ What experience(s) do you think the author had that helped them write this book?



“My students really enjoyed the bookmarks. I would use them in small groups and also made a reward system for when the students read books on their own and completed a bookmark task.”
- Jammy D.

USING TEXT EVIDENCE

Prove
It!

What is it?
A reader uses text evidence, goes back into the text and find examples that support their thinking about the text.

When does this strategy help me?
When you are reading text evidence, you are thinking about...

THINKING STEMS

On your own, you use thinking stems to find the main idea and details.

about _____

of helped me _____

to connect _____

about _____

main _____

S _____

THINKING STEMS

If you are reading on your own, you use the following stems to help you ask questions while you read.

❖ I'm wondering what this is about...

❖ I'm wondering what the author is writing about...

❖ I'm wondering what the strategy is...

❖ I'm wondering what the character is doing...

❖ I'm wondering what the author is trying to say...

❖ I'm wondering what the main idea is...

❖ I'm wondering what the details are...

❖ I'm wondering what the author is trying to say...

❖ I'm wondering what the main idea is...

❖ I'm wondering what the details are...

❖ I'm wondering what the author is trying to say...

❖ I'm wondering what the main idea is...

❖ I'm wondering what the details are...

❖ I'm wondering what the author is trying to say...

❖ I'm wondering what the main idea is...

❖ I'm wondering what the details are...

❖ I'm wondering what the author is trying to say...

❖ I'm wondering what the main idea is...

❖ I'm wondering what the details are...

❖ I'm wondering what the author is trying to say...

FORMULATING QUESTIONS

???

What is it?

Strong readers will come up with questions about the text as they read. Readers will pause to come up with questions before they read, while they are reading, and after they are done reading.

How does this strategy help me when I read?

When you ask questions, your brain naturally wants to find the answers. If you are asking questions while you are reading, you will be using other comprehension skills to help you find the answers. This will improve your comprehension.

When should I use this strategy?

You can use this strategy for any type of text. You should ask questions before, during, and after reading.

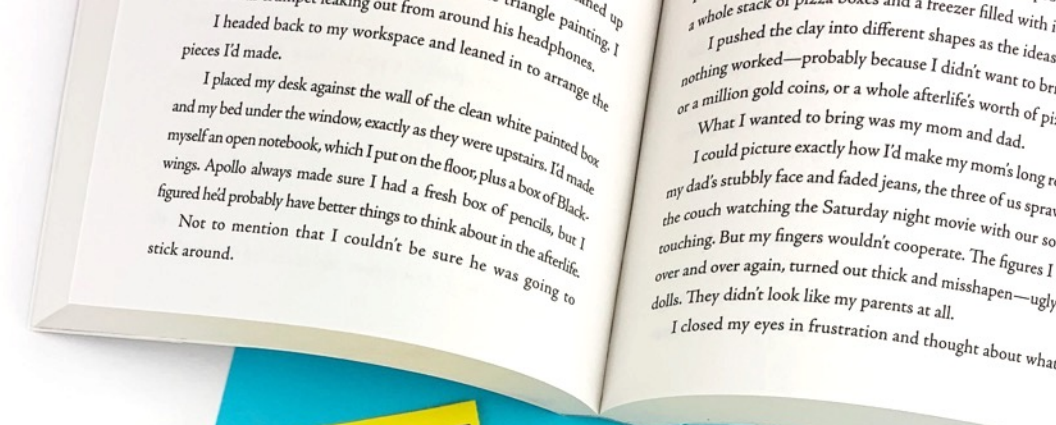
❖ What questions did you ask before you were reading?

❖ What questions did you ask during you were reading?

❖ How did asking questions while you were reading help improve your comprehension?



“My students loved using this resource. They are able to use it to help them work independently and also as a reminder during whole group work. Great resource!!!”
- Sarah W.



MAIN IDEA & SUPPORTING DETAILS

What is it?
The main idea is what the text is mostly about. The supporting details are the bits of information that help you know more about the main idea.

How does this strategy help me when I read?
When a reader finds the main idea and supporting details, they can tell what the text is mostly about and can share specific details about the topic. Being able to identify the main idea and supporting details helps understand the text.

When should I use this strategy?
Most nonfiction texts have a main idea and supporting details. Find the main idea and supporting details of just a paragraph or the entire text.

THINKING STEMS

If you are reading on your own, you can use the following thinking stems to help you identify the main idea and supporting details.

- ❖ The text is mostly about _____
- ❖ Some of the details that helped me identify the main idea include _____
- ❖ _____ doesn't necessarily connect to the main idea.
- ❖ I know this text is mostly about _____ because _____
- ❖ _____ helped me identify the main idea.


QUESTION STEMS

If you are talking about a book with a friend, here are some questions you could ask about main idea and supporting details.

- ❖ What is the main idea of the text?
- ❖ What are some details that support the main idea?
- ❖ What details are included, but aren't necessarily supporting details?
- ❖ How did identifying the main idea and supporting details help you understand the text?

LOOKING FOR OTHER READING COMPREHENSION RESOURCES?

If you're looking for more comprehension resources, check out this comprehension bundle.



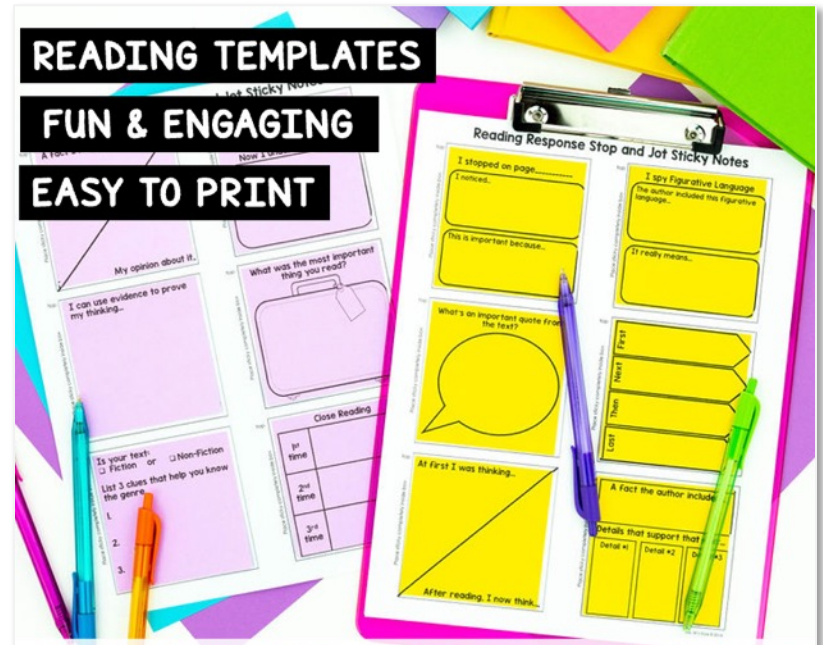
17 reading resources

COMPREHENSION MEGA BUNDLE

student and teacher resources to promote reading comprehension

Click [HERE](#) to check out this comprehension bundle!

These sticky notes are such a fun and engaging way for students to respond to any text they read.



READING TEMPLATES

FUN & ENGAGING

EASY TO PRINT

GRAPHIC ORGANIZERS

Sticky Note Templates

Click [HERE](#) to check out these reading sticky notes.

LET'S CONNECT

 My favorite way to help support and encourage teachers is with my weekly podcast! Have you tuned in yet?

**STELLAR
TEACHER
PODCAST**
with Sara Marye



Each week I share actionable tips and easy strategies that you can implement immediately. Tune in on your drive to work or as your setting up your classroom for the day.

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