



#### Objective

The student will activate prior knowledge.

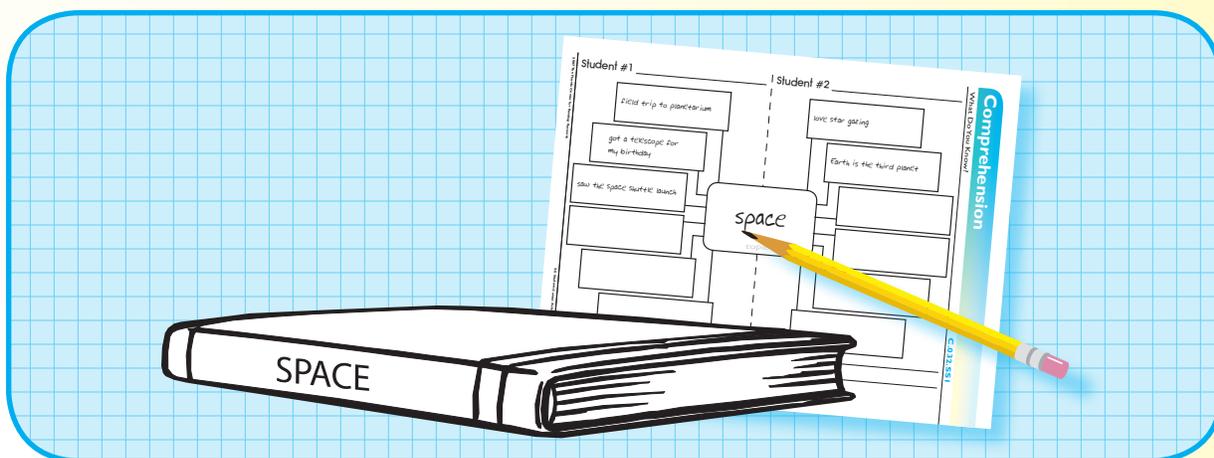
#### Materials

- ▶ Text  
*Choose text within students' instructional-independent reading level range.  
Select target topic from the text and write it in designated box.*
- ▶ Student Sheet (Activity Master C.032.SS1)  
*Write topic or subject on designated line.*
- ▶ Dictionary
- ▶ Pencils

#### Activity

Students share what they already know about a topic.

1. Provide students with one student sheet, two copies of the text, and dictionary.
2. Students read the topic written on the student sheet and browse text to note headings and subheadings. Think about what is already known about the topic (e.g., from personal or learning experiences).
3. Taking turns, write names at the top of the student sheet. Orally share prior knowledge about the topic (e.g., if topic is *space* then student might talk about a class field trip to the planetarium).
4. Write key words and phrases associated with prior knowledge of the topic in the boxes on the student sheet (e.g., planetarium, stars, planets). Write on back of student sheet and use dictionary, if needed.
5. Write a statement at the bottom of the student sheet about something new that was learned from partner.
6. Teacher evaluation



#### Extensions and Adaptations

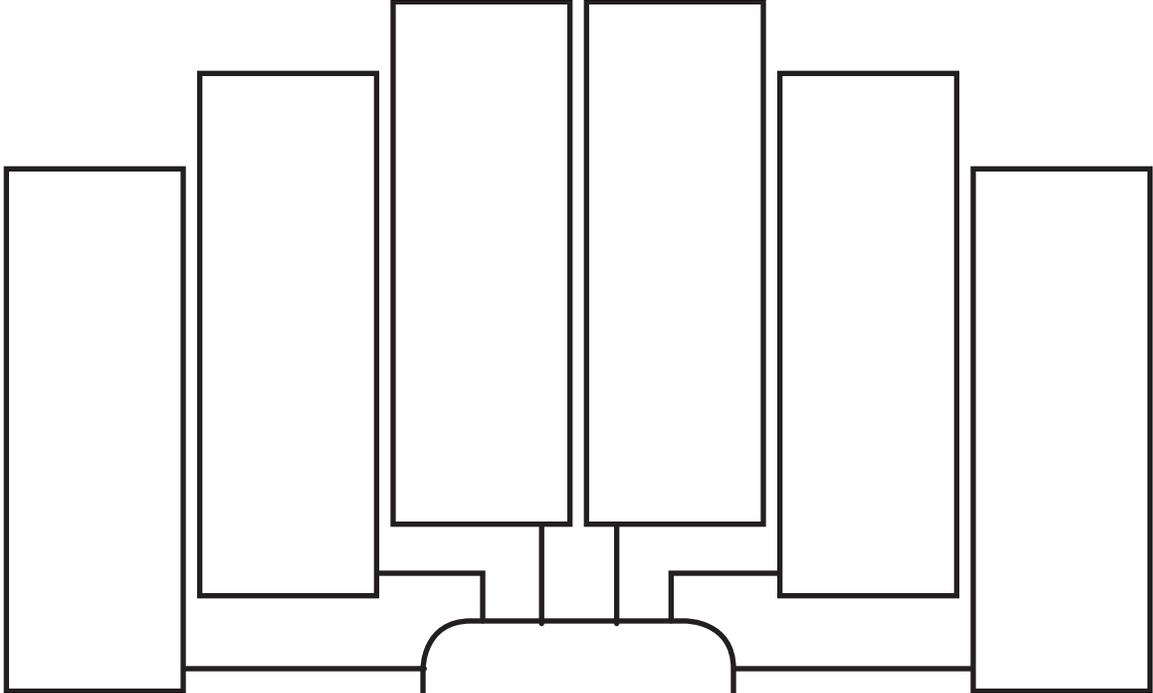
- ▶ Read text and circle words and phrases on the student sheet that correspond to the topic.
- ▶ Complete a prior knowledge inventory (Activity Master C.032.SS2).
- ▶ Write questions based on topic interests and note answers (Activity Master C.032.SS3).
- ▶ Complete KWL chart (Activity Master C.032.SS4).

# Comprehension

What Do You Know?

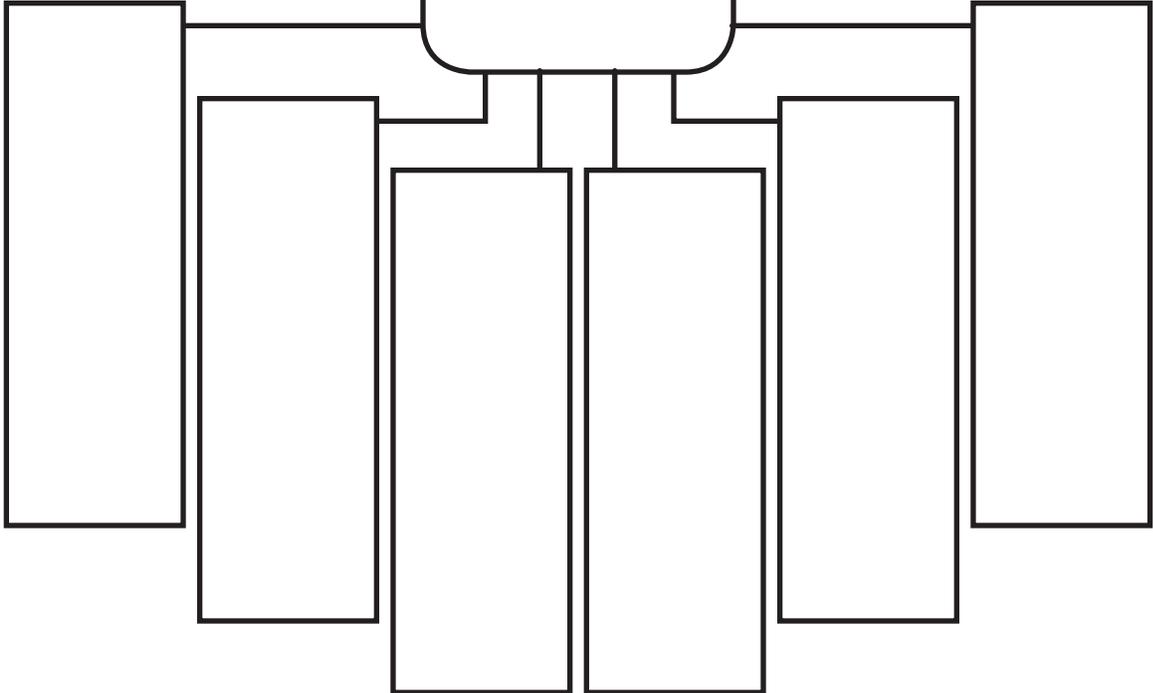
C.032.SSI

Student #2



What I learned:

Student #1



What I learned:

Name \_\_\_\_\_

C.032.SS2

What Do You Know?

## Prior Knowledge Inventory

Topic: \_\_\_\_\_

Words I know related to the topic:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_

Some facts I know about the topic:

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

Experiences that I've had related to the topic:

1. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Is this topic interesting to you?  Yes  No

Why or why not? \_\_\_\_\_  
\_\_\_\_\_

What do you want to know about the topic?

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

**Name** \_\_\_\_\_

What Do You Know?

**C.032.SS3**

Topic: \_\_\_\_\_

My Questions	My Answers
1.	1.
2.	2.
3.	3.
4.	4.
5.	5.

**Name** \_\_\_\_\_

**C.032.SS4**

What Do You Know?

Topic: \_\_\_\_\_

What I/We Know	What I/We Want to Know	What I/We Learned



### Background Check

#### Objective

The student will activate prior knowledge.

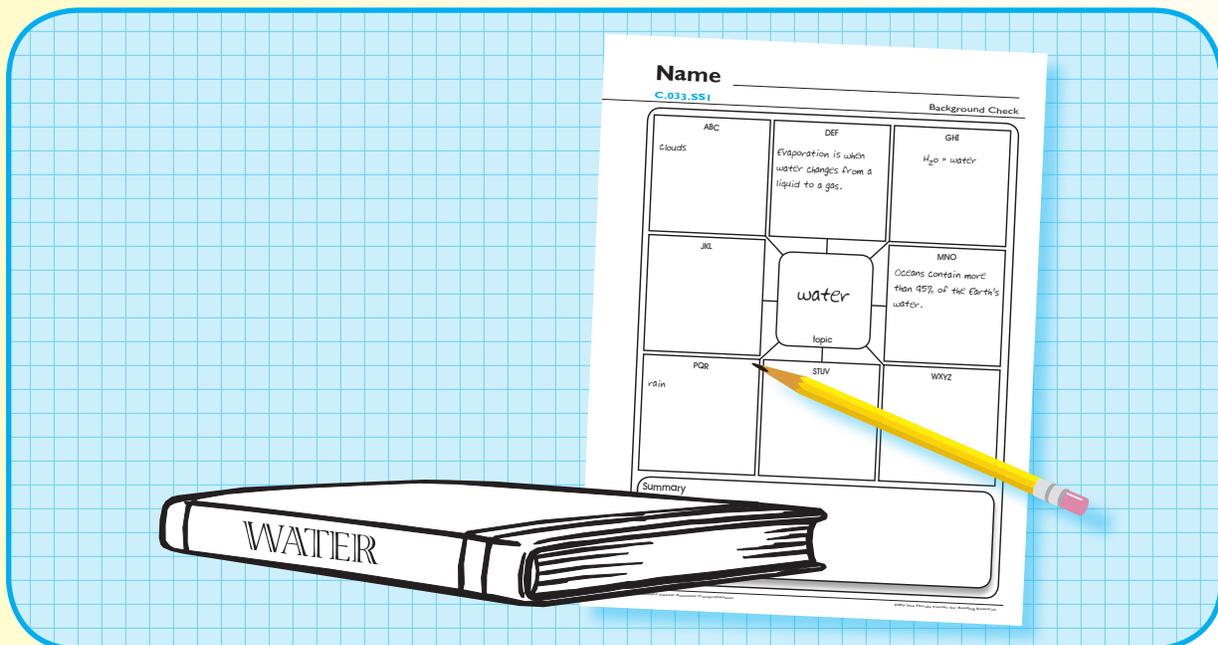
#### Materials

- ▶ Text  
*Choose text within students' instructional-independent reading level range.  
Select target topic from the text.*
- ▶ Student sheet (Activity Master C.033.SS1)  
*Write topic or subject in designated box.*

#### Activity

Students think about what they already know about a topic or subject and write associated words and phrases.

1. Provide the student with a copy of the text and a student sheet.
2. Student reads topic and browses text to note headings and subheadings. Thinks about what is already known about the topic (e.g., from personal or learning experiences).
3. Writes words, ideas, or phrases associated with topic in the box that matches the first letter of the word or phrase.
4. Fills in as many of the boxes as possible.
5. Writes a summary about what is known about the topic by using the words and phrases written on the student sheet.
6. Teacher evaluation



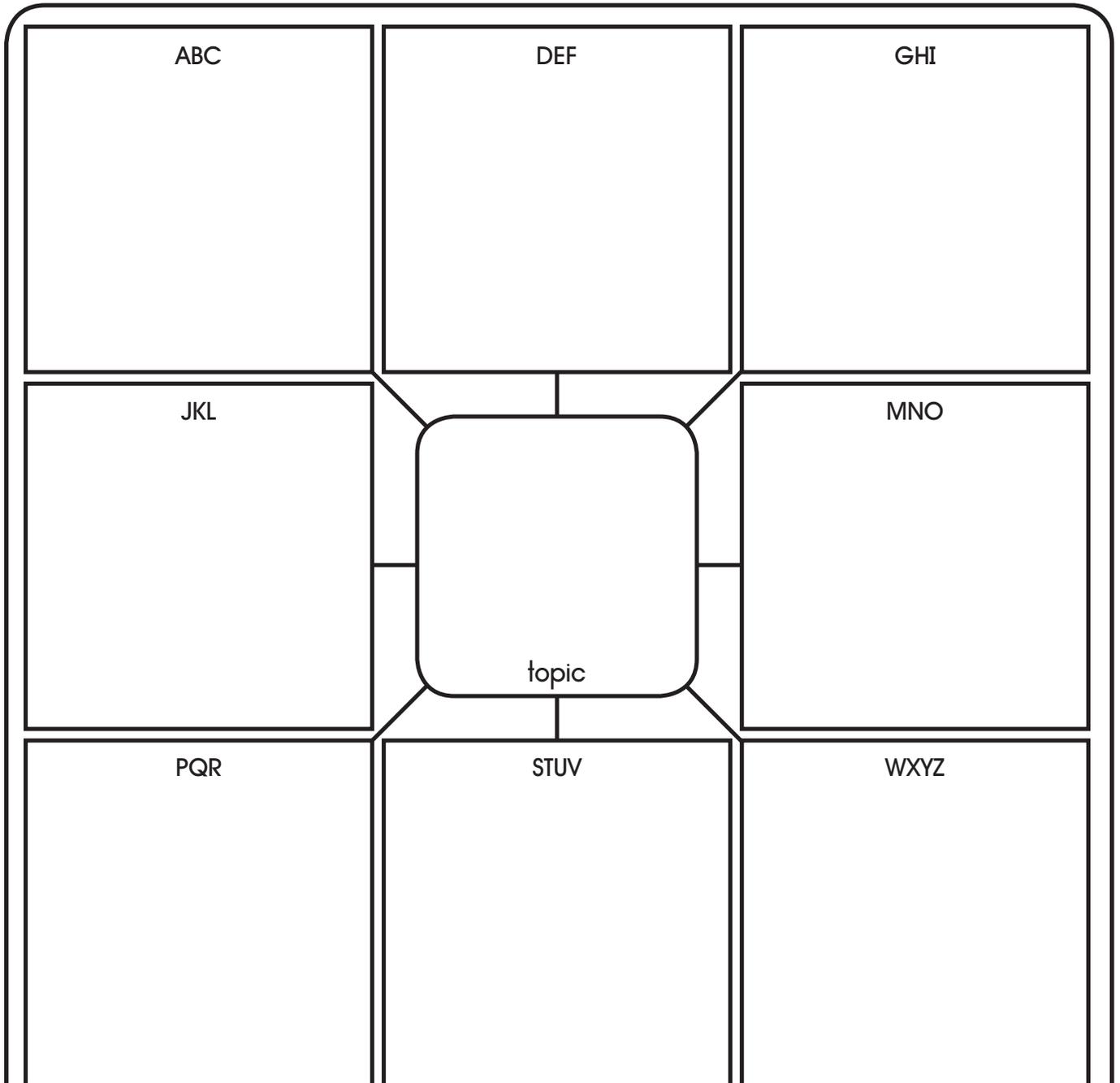
#### Extensions and Adaptations

- ▶ Use student sheet while reading or after reading to record vocabulary important to the topic.
- ▶ Spell the topic vertically and write something that is known for each letter.
- ▶ Organize words from student sheet into categories (Activity Master C.033.SS2). For example, words on sheet may be *clouds, rain, evaporation* that can be classified as *Water Cycle*.

# Name \_\_\_\_\_

C.033.SSI

Background Check



Summary

# Comprehension

Background Check

C.033.SS2

Topic: \_\_\_\_\_

category

category

category

category

category

category

category

category

category



### Objective

The student will use prior knowledge to comprehend text.

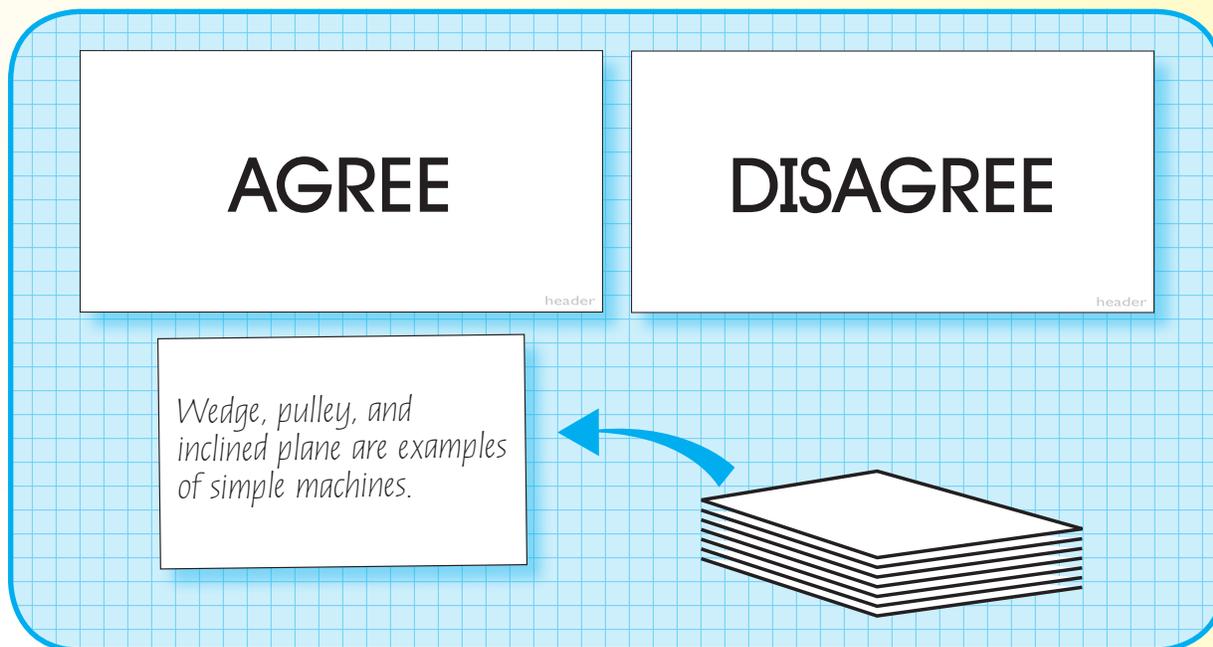
### Materials

- ▶ Text  
*Choose text within students' instructional-independent reading level range.*
- ▶ AGREE and DISAGREE header cards (Activity Master C.034.AM1)
- ▶ Statement cards (Activity Master C.034.AM2)  
*Write eight-to-ten sentences related to the text on cards that students can agree and disagree (one sentence per card). Optional: Write title of text on cards.*

### Activity

Students activate prior knowledge by agreeing or disagreeing with statements based on the text.

1. Place the header cards face up on a flat surface. Place the index cards face down in stack.  
Provide each student with a copy of the text.
2. Taking turns, students select the top card from the stack and read it aloud.
3. Brainstorm and use prior knowledge to decide if agree or disagree with the statement.
4. Place statement under appropriate header.
5. Continue until all cards are sorted.
6. Read the text silently or aloud by taking turns.
7. Confirm or change the placement of the cards as a result of reading the text.
8. Peer evaluation



### Extensions and Adaptations

- ▶ Complete student sheet (Activity Masters C.034.SS1 or C.034.SS2). Note: Teachers write statements related to the text and copy.
- ▶ Mark an "X" on continuum to indicate the degree of agreement or disagreement regarding the text-related statement (Activity Master C.034.SS3).

AGREE

header



DISAGREE

header



# Comprehension

C.034.AM2

Agree to Disagree

---

---

---

statement

---

---

---

statement

---

---

---

statement

---

---

---

statement

statement cards



# Name \_\_\_\_\_

Agree to Disagree

C.034.SSI

Before Reading	After Reading
1. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree statement	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
2. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree statement	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
3. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree statement	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
4. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree statement	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
5. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree statement	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
6. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree statement	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
7. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree statement	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
8. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree statement	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
9. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree statement	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree
10. <input type="checkbox"/> Agree <input type="checkbox"/> Disagree statement	<input type="checkbox"/> Agree <input type="checkbox"/> Disagree

# Name \_\_\_\_\_

C.034.SS2

Agree to Disagree

Before Reading		After Reading		
Statement	Agree or Disagree	Page #	Were you right? (yes/no)	Why?
1.				
2.				
3.				
4.				
5.				
6.				
7.				





#### Objective

The student will use prediction to comprehend text.



#### Materials

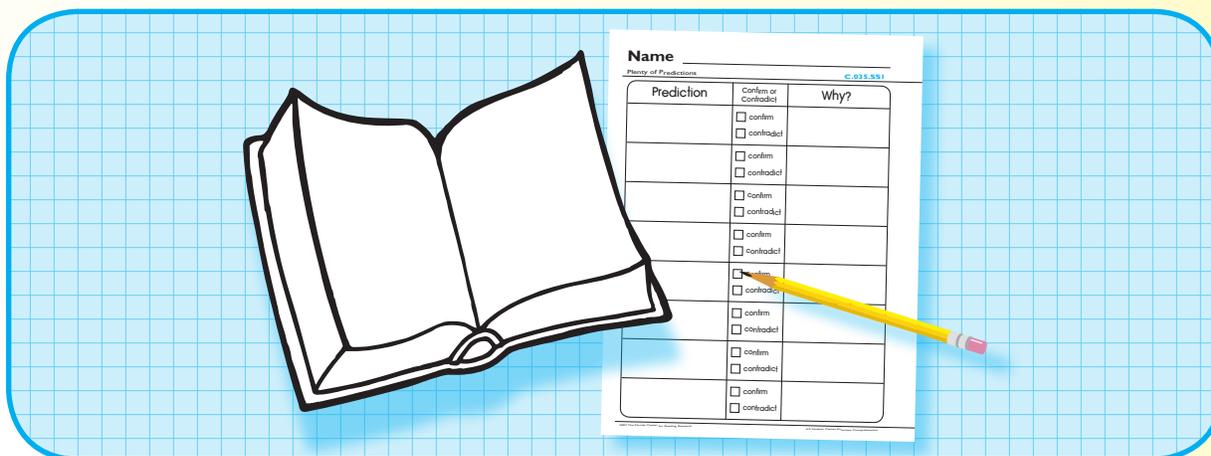
- ▶ Expository or narrative text  
*Choose text within students' instructional-independent reading level range. Divide the text strategically into passages. Use sticky notes to indicate where students are to make a prediction and verify predictions.*
- ▶ Student sheet (Activity Master C.035.SS1)
- ▶ Sticky notes
- ▶ Pencils



#### Activity

Students make, write, and check predictions about text.

1. Provide the student with a copy of the text and a student sheet.
2. The student reads the first selected passage (up to the first sticky note).
3. Thinks about what has been read up to that point and what is already known about the topic (e.g., from personal or learning experiences).
4. Combines what is known with what is read to form a prediction about what is going to be read next in the text.
5. Records prediction on student sheet.
6. Reads the text and stops at the next sticky note to confirm or contradict prediction and records on student sheet. If prediction is confirmed, then writes the evidence from the text that supports the prediction. If the prediction is contradicted, writes why prediction was wrong. Uses back of student sheet, if necessary.
7. Continues until the text is complete.
8. Teacher evaluation



#### Extensions and Adaptations

- ▶ Review predictions and results with a partner.
- ▶ Read other text without sticky notes and make predictions (Activity Master C.035.SS2 or Activity Master C.035.SS3).

Name \_\_\_\_\_

Prediction	Confirm or Contradict	Why?
	<input type="checkbox"/> confirm <input type="checkbox"/> contradict	
	<input type="checkbox"/> confirm <input type="checkbox"/> contradict	
	<input type="checkbox"/> confirm <input type="checkbox"/> contradict	
	<input type="checkbox"/> confirm <input type="checkbox"/> contradict	
	<input type="checkbox"/> confirm <input type="checkbox"/> contradict	
	<input type="checkbox"/> confirm <input type="checkbox"/> contradict	
	<input type="checkbox"/> confirm <input type="checkbox"/> contradict	
	<input type="checkbox"/> confirm <input type="checkbox"/> contradict	

# Name \_\_\_\_\_

C.035.SS2

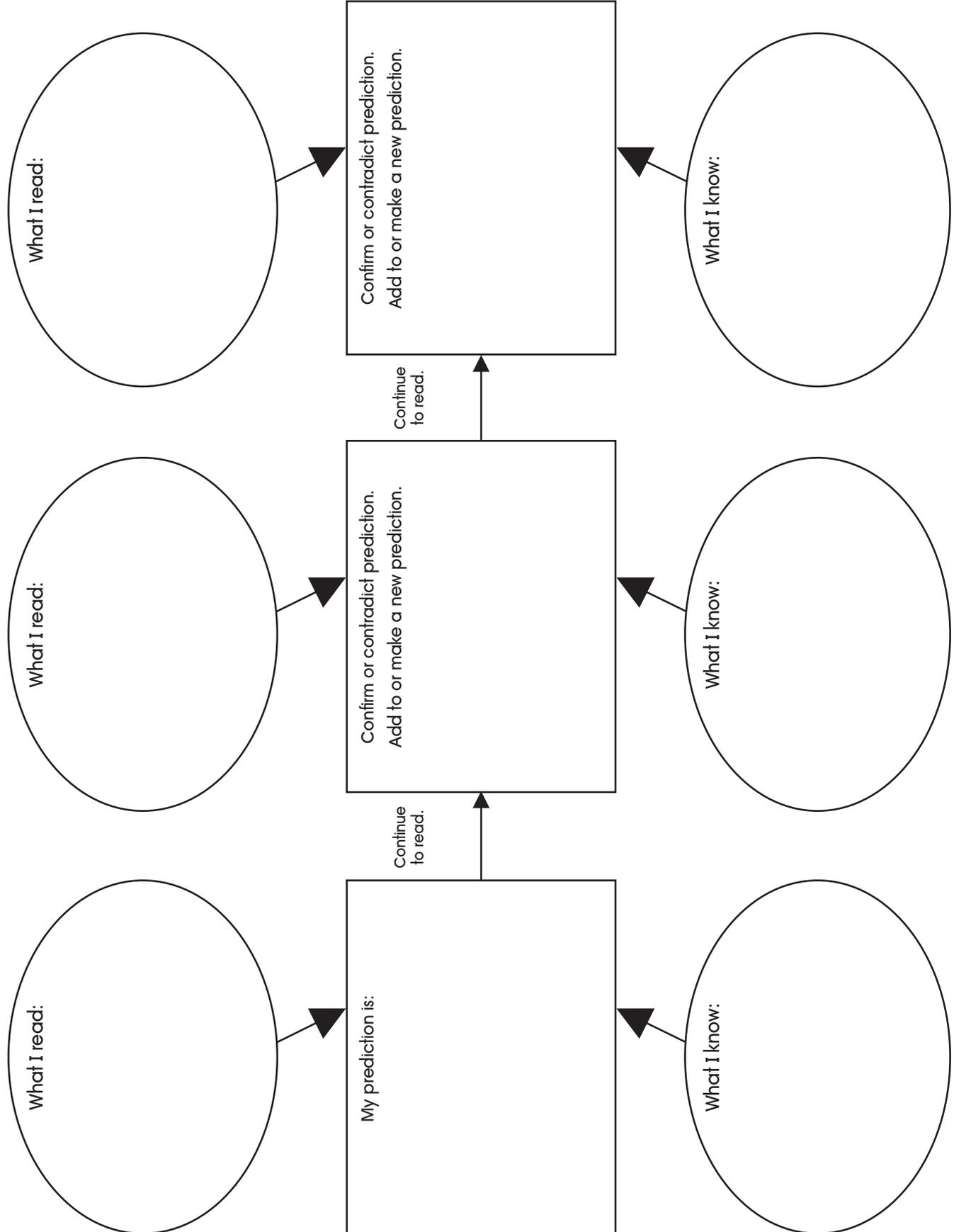
Plenty of Predictions

<b>Confirm Predictions</b> Was your prediction correct? Why or why not?				
<b>Support Predictions</b> What supports your prediction? (i.e., prior knowledge and information from the text)				
<b>Make Predictions</b> What will happen in the text?				

# Name \_\_\_\_\_

## Plenty of Predictions

C.035.SS3





### Objective

The student will identify question types to comprehend text.

### Materials

- ▶ Header cards (Activity Master C.036.AM1)
- ▶ Passage (Activity Master C.036.AM2)
- ▶ Question cards (Activity Master C.036.AM3a - C.036.AM3b)

*If text in this activity is not appropriate for your students, use text that is more applicable and compose questions for sorting.*

*Note: The numbers on the cards correspond to headers in the following manner:*

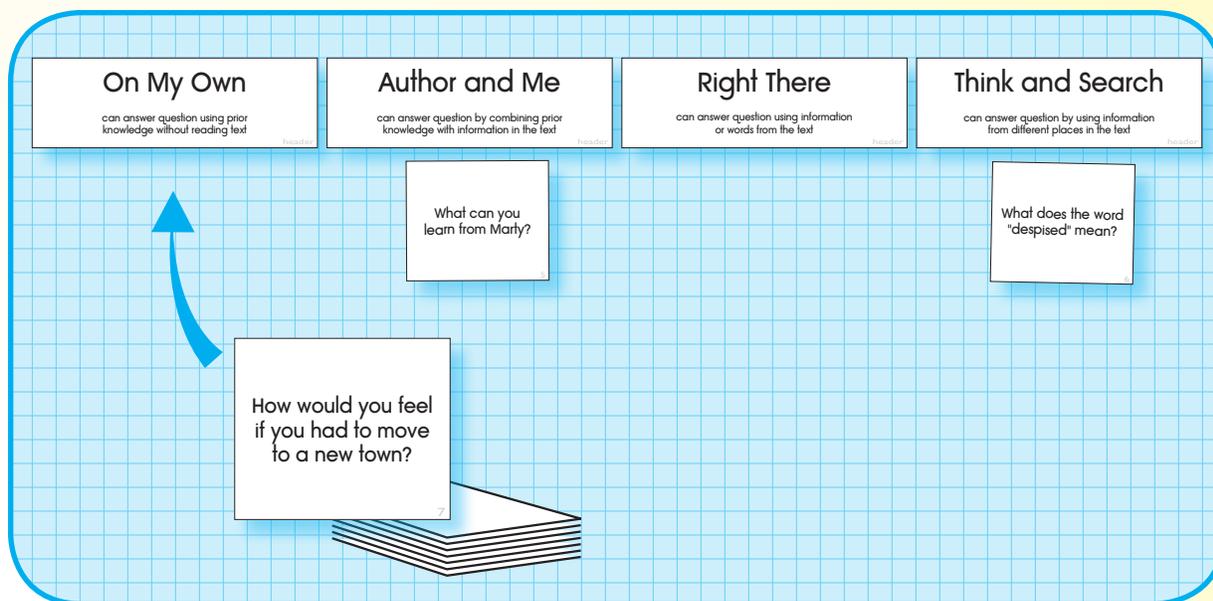
*Right There - 1, 8, 11; Author and Me - 3, 5, 9; Think and Search - 2, 4, 6;*

*On My Own - 7, 10, 12.*

### Activity

Students determine types of questions and sort.

1. Place header cards face up in a row. Place question cards face down in a stack. Provide each student with a copy of the passage
2. Taking turns, students read the passage.
3. Select the top card from the stack and read it aloud. For example, "What can you learn from Jill?" Decide what type of question it is (i.e., Author and Me).
4. Place under appropriate header card.
5. Continue until all cards are sorted.
6. Peer evaluation



### Extensions and Adaptations

- ▶ Answer the questions (Activity Master C.036.SS1).
- ▶ Copy questions at end of textbook chapter (Activity Master C.008.AM3) and sort using headers.
- ▶ Write own questions and answer (Activity Master C.036.SS2).
- ▶ Read text, sort questions, and answer (Activity Masters C.036.AM4a - C.036.AM4c, C.036.SS3).

## On My Own

can answer question using prior knowledge without reading text

header

## Author and Me

can answer question by combining prior knowledge with information in the text

header

## Right There

can answer question using information or words from the text

header

## Think and Search

can answer question by using information from different places in the text

header



## A Moving Story

Marty had lived in Happyville since she was born. Next week, however, Marty and her family were moving over 1000 miles away to Washington. Marty despised the idea of moving for many reasons. She was sad to be leaving her best friend. She played on the soccer team for two years and hated leaving her team. She would not be sleeping in her bedroom which she loved and had decorated all by herself. She just hated the whole thing.

Marty's dad had gotten a new job and said it would be good for the entire family. Her mother told Marty that there would be lots of new things to do and people to meet. Her brother was too young to understand. How could this be good when she would not know anyone and when she would have to go to a brand new school?

The whole situation was worse because they were moving on Marty's birthday! She was going to turn 11 and wanted to spend the day with her friends. Instead, she was going to spend her birthday packing and watching the contents of the house be put on a truck. What about her party? What about spending the day with her friends? What about what she wanted? No one ever asked what she wanted.

One morning Marty woke up and decided to try a new approach. She would make a plan about how this could actually be a good thing. The first thing she did was borrow the camera and take pictures of everything that was familiar to her. This included her house, her bedroom, her friends, and her school. Then she made a list of things she could try when she got to the new town. She would also join the soccer team there. In addition, she would introduce herself to the other kids at school and try to make friends with them. She knew that if she had the right attitude things would turn out fine.

# Comprehension

Answer Know-How

C.036.AM3a

How long has Marty lived in Happyville?

I

Where are Marty and her family moving?

8

What did Marty decide to do to make moving to a new town a good thing?

II

Did Marty's attitude change? How?

2

Why did Marty think they should have picked another day to move?

4

What does the word "despised" mean?

6

question cards



# Comprehension

C.036.AM3b

Answer Know-How

Do you think  
Marty will like her  
new home?

3

What can you  
learn from Marty?

5

Did Marty  
think anyone  
understood her?  
Why or why not?

9

How would you feel  
if you had to move  
to a new town?

7

Why can moving to  
a new place be an  
upsetting event?

10

Does having a  
good attitude make  
a difference? Why  
or why not?

12

question cards



Name \_\_\_\_\_

Answer Know-How

C.036.SSI

How long has Marty lived in Happyville?

Did Marty's attitude change? How?

Do you think Marty will like her new home?

Why did Marty think they should have picked another day to move?

What can you learn from Marty?

What does the word "despised" mean?

How would you feel if you had to move to a new town?

Where are Marty and her family moving?

Did Marty think anyone understood her? Why or why not?

Why can moving to a new place be an upsetting event?

What did Marty decide to do to make moving to a new town a good thing?

Does having a good attitude make a difference? Why or why not?

Name \_\_\_\_\_

C.036.SS2

Answer Know-How

### Right There

Question

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

Answer

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

### Think and Search

Question

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

Answer

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

### Author and Me

Question

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

Answer

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

### On My Own

Question

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

Answer

1. \_\_\_\_\_  
\_\_\_\_\_

2. \_\_\_\_\_  
\_\_\_\_\_

## Harry's Hiccups

What started out as a typical day would soon turn into one of the most unusual days Harry ever had. His mom came in and woke him up at 7:00 so he could get ready for school. Breakfast was the same cereal he ate every day along with his banana and glass of juice. As he left, he grabbed his homework and backpack. He reminded his mom that he had a baseball game that night.

He was on the bus when they began. He was involved in a conversation with his friends when, out of nowhere, he began to hiccup. He excused himself and thought that would be the end of it. Instead, it was only the beginning. He hiccupped again and again until, finally, one of his friends said, "Okay, Harry enough. You're starting to bother me and everyone else on the bus." The problem was they weren't small inaudible hiccups. No, they were loud enough for everyone to hear. They also got to be painful.

The hiccups persisted throughout the day. This had never happened to Harry before. His teacher tried to be understanding and suggested he get some water. When that didn't work, one of the students tried to startle him as a way to stop the hiccups. Another student suggested he breathe into a bag. None of these remedies worked. Harry continued to hiccup. When they got to be too loud, everyone decided he should go see the nurse. His classmates did not want to be rude, but no one wanted to sit with him at lunch, so he sat at a table by himself.

Harry thought the hiccups might go away when he started playing baseball. But, instead, he hiccupped and struck out. The coach told Harry it probably would be better if he sat out the rest of the game. That night when he tried to do his homework, all he could do was hiccup. What if he had the hiccups for the rest of his life? Upset and worn out, Harry went to bed. The last thing he remembered was hiccupping. The next morning when he woke up he opened his eyes and inhaled. All was normal. Harry was happy to be quiet that day.

# Comprehension

C.036.AM4b

Answer Know-How

What was Harry's problem?

14

What were some of the remedies people suggested?

17

What happened at the baseball game?

22

What does the word "inaudible" mean?

24

Why did a student suggest he breathe into the bag?

13

Was Harry upset the first time he hiccupped?

18

question cards — answers: Right There - 14, 17, 22 Think and Search - 24, 13, 18



# Comprehension

Answer Know-How

C.036.AM4c

Why didn't anyone want to sit with Harry at lunch?

20

Why was Harry upset and worn out?

15

Why wasn't this a typical day?

23

How would you try to cure hiccups?

21

How could hiccups cause someone to strike out when trying to hit a baseball?

16

Why might listening to hiccups be annoying?

19

question cards — answers: Author and Me - 20, 15, 23 On My Own - 21, 16, 19



Name \_\_\_\_\_

C.036.SS3

Answer Know-How

Why did a student suggest Harry breathe in the bag?

What was Harry's problem?

Why was Harry upset and worn out?

Did Harry have the hiccups the next morning?

What were some of the remedies people suggested?

Was Harry upset the first time he hiccupped?

How could hiccups have caused Harry to strike out?

Why didn't anyone want to sit with Harry at lunch?

Why did Harry think the hiccups might go away at the baseball game?

What happened at the baseball game?

Why wasn't this a typical day?

What does the word "inaudible" mean?



### Question Cards

#### Objective

The student will answer questions to comprehend text.

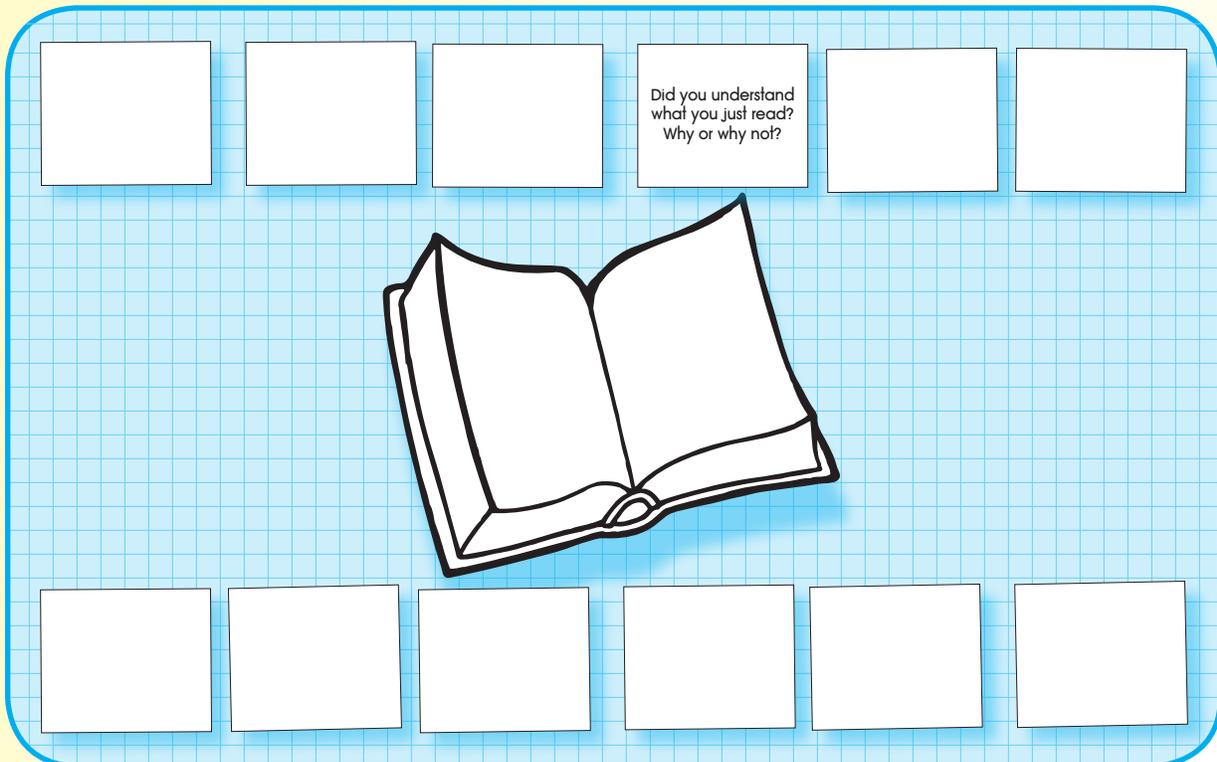
#### Materials

- ▶ Narrative or expository text  
*Choose text within students' instructional-independent reading level range.*
- ▶ Question cards (Activity Master C.037.AM1a - C.037.AM1b)

#### Activity

Students discuss text by using question cards.

1. Place question cards face down in a stack. Provide each student with a copy of the text.
2. Taking turns, students select six cards from the stack and place face down in a row within reach.
3. Student one reads the first paragraph aloud. Selects a card randomly from his row and reads the question.
4. Answers the question. Discusses answer with partner.
5. Continue the activity until all the questions cards are face up, the questions are answered, and the text is read. Use questions twice, if necessary.
6. Peer evaluation



#### Extensions and Adaptations

- ▶ Record page numbers, questions, and answers on paper.
- ▶ Use question cube to ask questions (Activity Master C.037.AM2).
- ▶ Make other cards or cubes with new questions (Activity Master C.008.AM3 or C.037.AM3).
- ▶ Read text and answer questions (Activity Master C.037.SS).

# Comprehension

C.037.AM1a

Question Cards

What do you think is going to happen next?

Is something inferred in the text?  
What is it?

Discuss any words that you may not have known.

Did you understand what you just read?  
Why or why not?

Based on what you read, what are you curious or interested in knowing more about?

How does what you just read relate to your own life?

question cards



# Comprehension

Question Cards

C.037.AM1b

Could the author  
have written the text  
more clearly?  
If so, how?

What are some  
significant details?  
What are some  
minor details?

What is the  
main idea?

Summarize what  
you just read in 20  
words or less.

Ask a question  
based on the text  
that you just read.  
What do you think  
is the answer?

Paraphrase what  
you just read.

question cards



	Summarize what you just read in 20 words or less.	
How does what you just read relate to your own life?	Discuss any words that you may not have known.	What do you think is going to happen next?
	Based on what you read, what are you curious or interested in knowing more about?	
glue or velcro	Did you understand what you just read? Why or why not?	glue or velcro
	glue or velcro	

1. Cut along solid line
2. Fold along dotted lines
3. Glue or velcro flaps together.



# Name \_\_\_\_\_

C.037.SS

Question Cards

Did you understand what you just read?  
Why or why not?

Discuss any words that you may not have known.

How does what you just read relate to your own life?

Summarize what you just read.

Could the author have written the text more clearly?  
Why or why not?

Based on what you read, what are you curious or interested in knowing more about?

# Comprehension



## Monitoring for Understanding

C.038

### Stop and Ask

#### Objective

The student will answer questions to comprehend text.

#### Materials

- ▶ Narrative or expository text

*Choose text within students' instructional-independent reading level range.*

*Copy text. At the end of selected paragraphs write numbers (i.e., 1- 8). These will correspond to questions on the student sheet. Optional: Use the original text and place removable sticky notes with numbers written on them.*

- ▶ Student sheet (Activity Master C.038.SS)

*Numbers on student sheet correspond to numbers written on copy of text. Write questions related to that part of the text next to the numbers. Vary the complexity of the questions (e.g., literal, inferential).*

- ▶ Pencil

#### Activity

Students read text and stop to answer questions.

1. Provide the student with a copy of the text and a student sheet.
2. Student reads the text until reaching a number.
3. Reads the question on the student sheet.
4. Writes the answer in the space provided.
5. Continues until entire text is read and all questions are answered.
6. Teacher evaluation

The diagram illustrates the 'Stop and Ask' activity. On the left, a page of text about mammals is shown with three numbered stops: #1, #2, and #3. Stop #1 is at the end of the first paragraph, #2 is at the end of the second paragraph, and #3 is at the end of the third paragraph. A blue arrow points from the text to the right, where a student sheet titled 'C.038.SS' is shown. The student sheet has a 'Name' field and a 'Stop and Ask' section with eight numbered rows. Each row has a 'question' column and an 'answer' column. A yellow pencil is shown lying across the bottom of the student sheet.

#### Extensions and Adaptations

- ▶ Work with a partner to answer the questions.
- ▶ Teacher cuts a copy of the text apart, inserts questions, tapes all together, and copies.
- ▶ Stop at the end of each paragraph, write a question on the student sheet, and exchange with a partner who writes the answer.

# Name \_\_\_\_\_

C.038.SS

Stop and Ask

1.	question
	answer
2.	question
	answer
3.	question
	answer
4.	question
	answer
5.	question
	answer
6.	question
	answer
7.	question
	answer
8.	question
	answer



### Question Creation

#### Objective

The student will generate and answer questions to comprehend text.

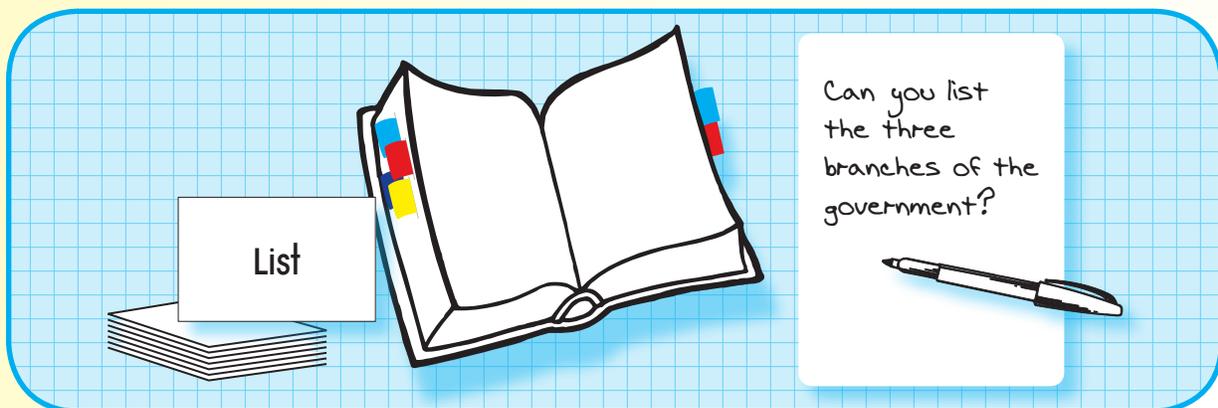
#### Materials

- ▶ Narrative or expository text  
*Choose text within students' instructional-independent reading level range.*
- ▶ Sticky notes  
*Place sticky notes strategically throughout the text in places where it is appropriate to ask questions.*
- ▶ Question word cards (Activity Master C.039.AM1a - C.039.AM1b)
- ▶ Whiteboards
- ▶ Vis-à-Vis® markers

#### Activity

Students generate and answer questions as they read text.

1. Place the question word cards face down in a stack. Provide each student with a copy of the text, whiteboard, and Vis-à-Vis® marker.
2. Taking turns, student one reads the text aloud until designated stopping point.
3. Selects the top card and reads it aloud (e.g., list). If the word on the card can not be used to make a question that pertains to the section of text read, selects another card. Places the card on the bottom of the stack.
4. Poses a question or task using the word on the card that can be answered by the text just read. Uses whiteboard to help compose question, if needed. For example, if the student is reading text about federal government, the question or task might be "Can you list the three branches of the government?" If student one has trouble developing a question, student two assists.
5. Student two answers (i.e., legislative, judicial, executive). If student two has trouble answering, student one assists.
6. Reverse roles and continue until entire text is read.
7. Peer evaluation



#### Extensions and Adaptations

- ▶ Record selected questions and answers on paper (Activity Master C.038.SS).
- ▶ Read text and write questions to exchange with a partner to answer (Activity Master C.038.SS).
- ▶ Use words in left column and verbs from top row to write questions (Activity Master C.039.SS).
- ▶ Make other question word cards (Activity Master C.005.AM3).

List

Identify

Define

Explain

Summarize

Infer

Distinguish

Use



# Comprehension

Question Creation

C.039.AM1b

Connect

Compare

When

How

Why

Who

What

Where

question word cards



# Name \_\_\_\_\_

C.039.SS

Question Creation

	Who	What	Where	When	Why	How
Is						
Did						
Can						
Would						
Will						
Might						



### Sum-thing Special

#### Objective

The student will summarize text.

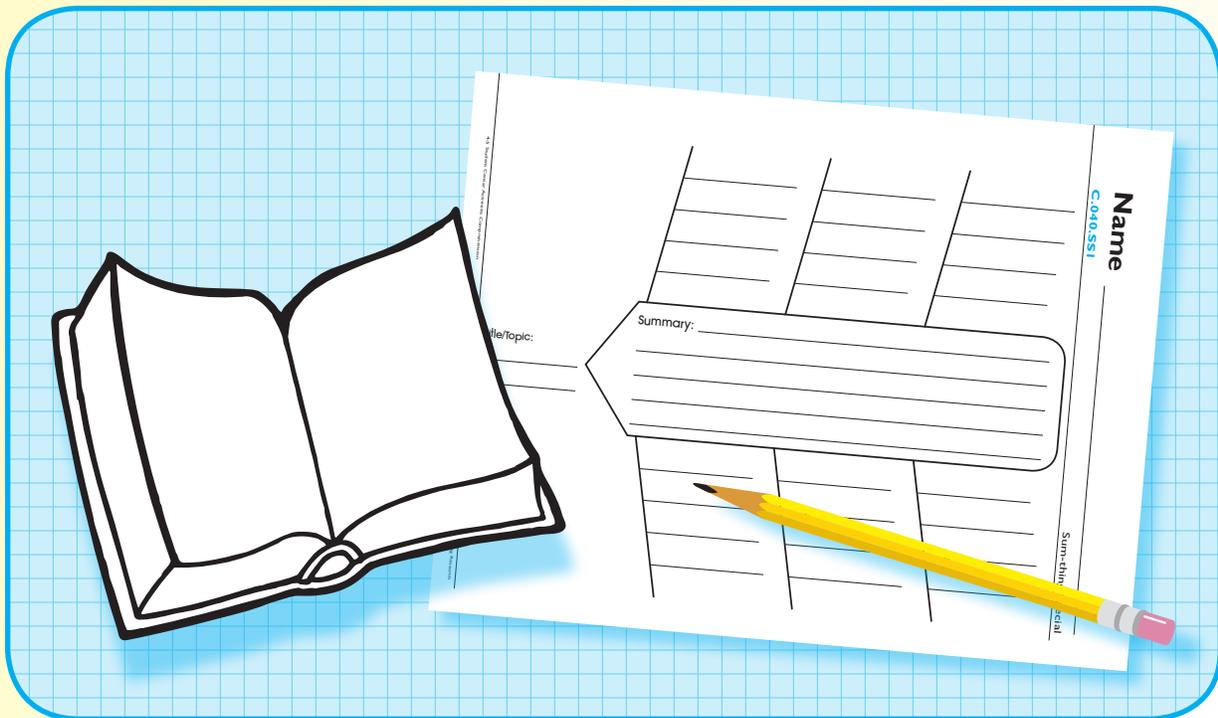
#### Materials

- ▶ Expository or narrative text  
*Choose text within students' instructional-independent reading level range.*
- ▶ Student sheet (Activity Master C.040.SS1)
- ▶ Pencil

#### Activity

Students will summarize text using a graphic organizer.

1. Provide the student with a copy of the text and a student sheet.
2. Student reads or reviews text.
3. Records information on student sheet based on the type of text. If expository text, writes the main ideas on the diagonal lines and the supporting details on the horizontal lines. If narrative text, writes story elements or story events on the diagonal lines and related information on the horizontal lines.
4. Uses recorded information on diagonal and horizontal lines to write a summary in the designated area.
5. Teacher evaluation



#### Extensions and Adaptations

- ▶ Discuss details and summary with a partner.
- ▶ Write a summary statement so that it reads like a bumper sticker or a newspaper headline (e.g., *Wolf Outsmarted by Three Smart Swine*).
- ▶ Write a summary using 20 words or less (Activity Master C.040.SS2).

Name \_\_\_\_\_

C.040.SSI

Sum-thing Special

Summary:

Title/Topic:

Name \_\_\_\_\_

Sum-thing Special

C.040.SS2

Summary (20 words or less)

1	2	3	4	5
6	7	8	9	10
11	12	13	14	15
16	17	18	19	20

Rewrite Summary (20 words or less)

---

---

---

---



C.041

# Comprehension

## Monitoring for Understanding Strategies Game

### Objective

The student will use multiple strategies to comprehend text.

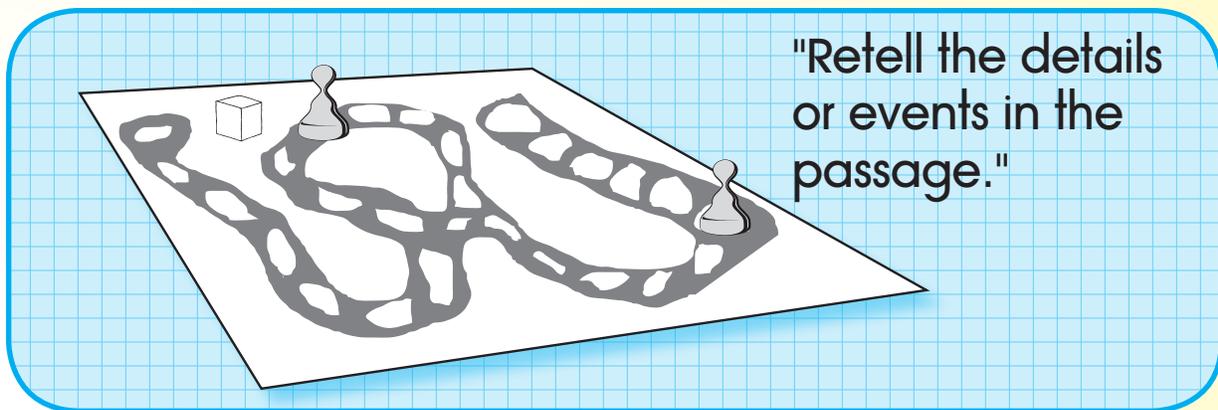
### Materials

- ▶ Narrative or expository text  
*Choose text within students' instructional-independent reading level range.*
- ▶ Game board (Activity Master C.041.AM1a - P.041.AM1b)
- ▶ Number cube (Activity Master C.026.AM3)
- ▶ Sticky notes  
*Place strategically throughout text to facilitate answering questions or completing tasks on game board.*
- ▶ Game pieces (e.g., counters)

### Activity

Students read text and use strategies to comprehend text by answering questions.

1. Place game board, game pieces, and number cube on a flat surface. Provide each student with a copy of the text that has been marked with sticky notes. Students place game pieces on space that reads, BEFORE READING.
2. Taking turns, students roll the number cube and move game piece that many spaces.
3. Read question or task and answer orally. Then move game piece to space that says, START READING.
4. Read text aloud and stop at the sticky note.
5. Roll number cube and move game piece that many spaces.
6. Read question or task and answer it as it relates to what has just been read. Note: If, at any time, there is a dispute about the answer given, students are encouraged to discuss it. If it can not be resolved, record question or task and answer, and discuss later with teacher.
7. Continue reading and answering questions or tasks until entire text is read. Note: If players reach END before text is completely read, go back to START READING and continue.
8. Peer evaluation



### Extensions and Adaptations

- ▶ Record answers to selected questions (Activity Master C.041.SS).
- ▶ Read text with partner, stop periodically, select a card, and answer question or do task (Activity Master C.041.AM2a - C.041.AM2b).
- ▶ Write text-related questions on game board (Activity Master V.029.AM2a - V.029.AM2b).

# Comprehension

Strategies Game

C.041.AM1a

## BEFORE READING

What do you know about the topic or title?

What do you think the text will be about?

Why are you reading this?

What do you wonder about the text?

## START READING

Summarize what you just read.

What do you think will happen next?

What did the author mean?

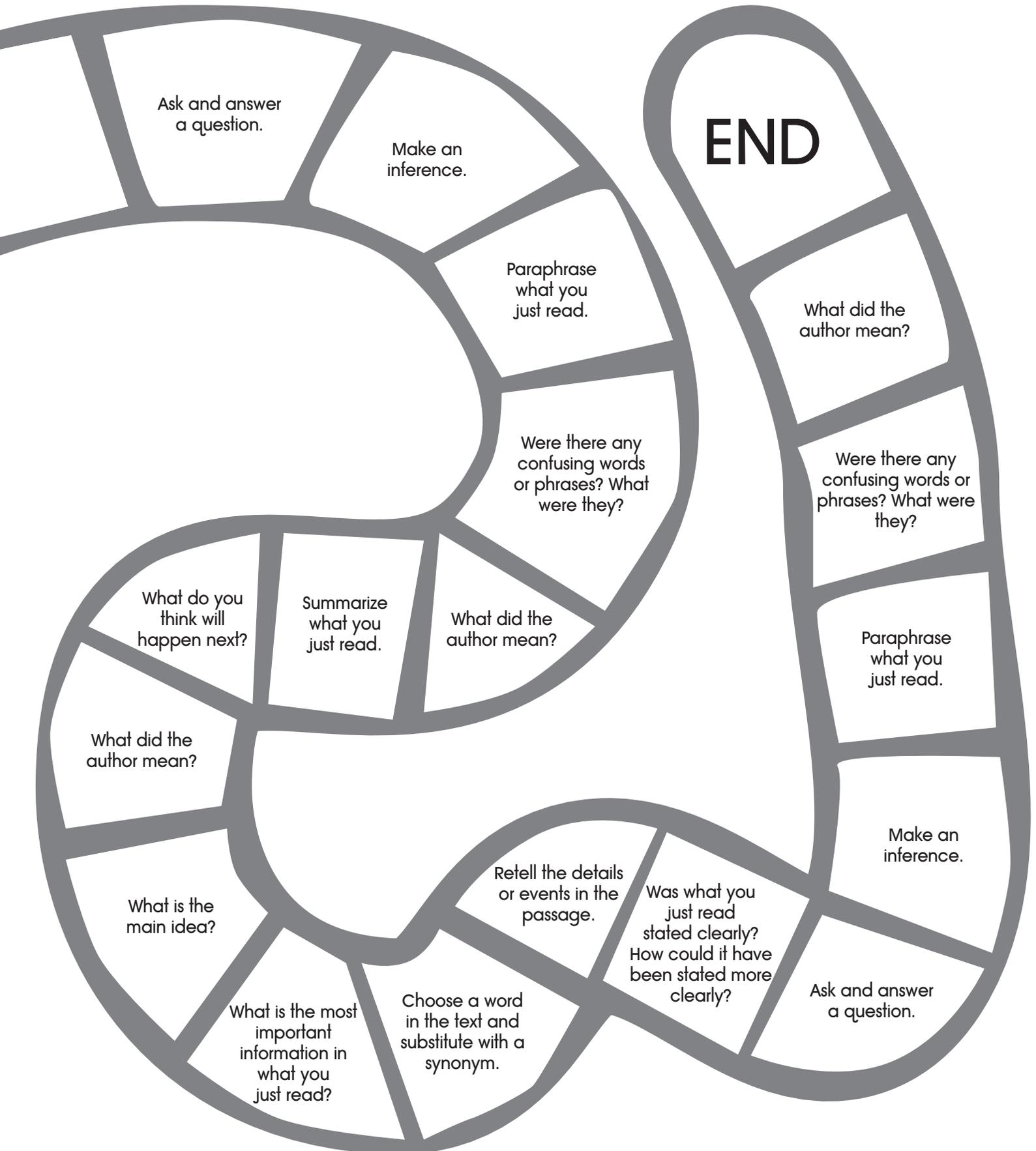
What is the main idea?

Was what you just read stated clearly? How could it have been stated more clearly?

Retell the details or events in the passage.

Choose a word in the text and substitute with a synonym.

What is the most important information in what you just read?



# Name \_\_\_\_\_

## Strategies Game

C.041.SS

1.	Ask and answer a question. <hr/> <hr/>
2.	Make an inference. <hr/> <hr/>
3.	What do you think will happen next? <hr/> <hr/>
4.	What is the most important information in what you just read? <hr/> <hr/>
5.	Summarize what you just read. <hr/> <hr/>
6.	Were there any confusing words or phrases? What were they? <hr/> <hr/>
7.	What is the main idea? <hr/> <hr/>
8.	Choose a word in the text and substitute with a synonym. <hr/> <hr/>

Paraphrase what you just read.

What did the author mean?

Were there any confusing words or phrases? What were they?

What do you think will happen next?

Was what you just read stated clearly?  
How could it have been stated more clearly?

Summarize what you just read.



# Comprehension

Strategies Game

C.041.AM2b

Retell the details  
or events in the  
passage.

Ask and answer  
a question.

Choose a word  
in the text and  
substitute with a  
synonym.

What is the  
most important  
information in  
what you just  
read?

What is the  
main idea?

Make an  
inference.

question and task cards





### Objective

The student will use multiple strategies to comprehend text.

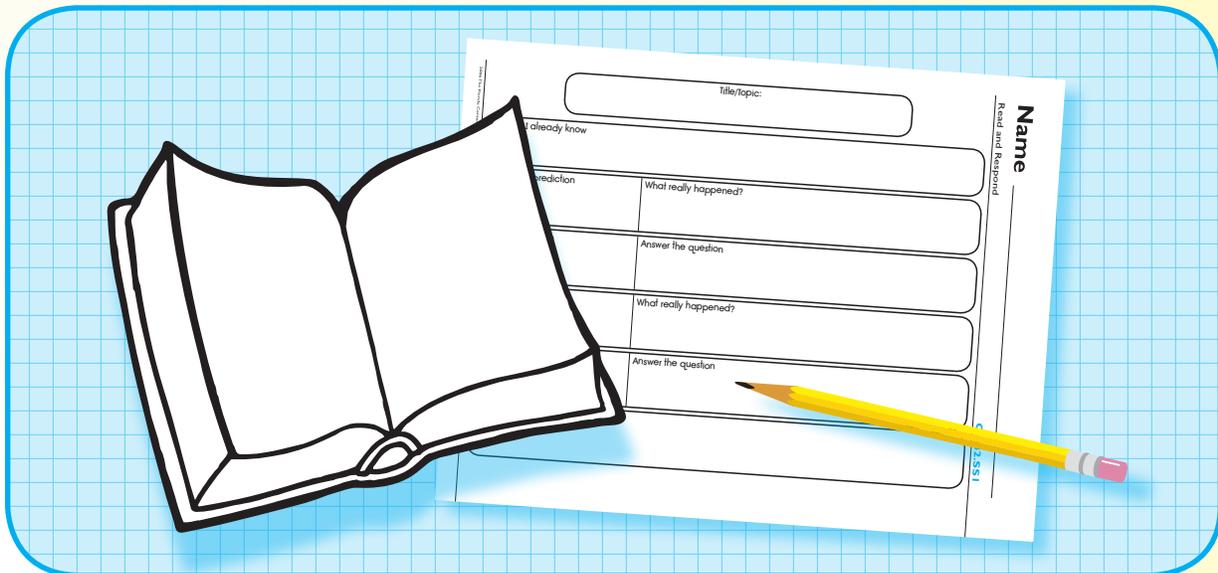
### Materials

- ▶ Narrative or Expository text  
*Choose text within students' instructional-independent reading level range.*  
*Select text that is appropriate for multiple strategy use.*
- ▶ Student sheet (Activity Master C.042.SS1)
- ▶ Pencil

### Activity

Students use multiple comprehension strategies and complete a graphic organizer.

1. Provide each student with a copy of the text and a student sheet.
2. Student writes title or topic and what is already known about the topic before beginning to read.
3. Begins to read text. Stops after two or three paragraphs, makes a prediction, and records on the student sheet. Writes verification of prediction when confirmed by reading the text.
4. Continues to read. Stops after two or three paragraphs and asks a question (e.g., to clarify any confusion or satisfy curiosity). Reads until question is answered and records on student sheet.
5. Continues to read text. Stops to make a prediction, and records on the student sheet. Writes verification of prediction when confirmed by reading the text.
6. Continues to read. Stops and asks a question (e.g., to clarify any confusion or satisfy curiosity). Reads until question is answered and records on student sheet.
7. Finishes reading text and writes a summary on the student sheet in the designated area.
8. Teacher evaluation



### Extensions and Adaptations

- ▶ Insert prompt cards in text to guide students where to stop (Activity Master C.042.AM1).
- ▶ Use prompt cards inserted in the text by teacher at appropriate spots and complete graphic organizer (Activity Masters C.042.SS2, C.042.AM2 and C.042.SS3, C.042.AM3).
- ▶ Complete chart while reading text (Activity Master C.042.SS4).

# Name \_\_\_\_\_

Read and Respond

C.042.SSI

Title/Topic:

What I already know

Make a prediction

What really happened

Ask a question

Answer the question

Make a prediction

What really happened

Ask a question

Answer the question

Summary

# Comprehension

C.042.AMI

Read and Respond

What I already know	Make a prediction
What really happened	Ask a question
Answer the question	Make a prediction
What really happened	Ask a question
Answer the question	Summary

prompt cards



# Name \_\_\_\_\_

Read and Respond

C.042.SS2

**Title/Topic:** \_\_\_\_\_

**Summary:**

Ask a question	Answer the question
Ask a question	Answer the question
Ask a question	Answer the question
Ask a question	Answer the question

**What I already know:**

# Comprehension

C.042.AM2

Read and Respond

What I already know	Ask a question
Answer the question	Ask a question
Answer the question	Ask a question
Answer the question	Ask a question
Answer the question	Summary

prompt cards



# Name \_\_\_\_\_

Read and Respond

C.042.SS3

**Title/Topic:** \_\_\_\_\_

**What I already know:**

<b>Make a prediction</b>	<b>What really happened</b>
<b>Make a prediction</b>	<b>What really happened</b>
<b>Make a prediction</b>	<b>What really happened</b>

**Summary:**

# Comprehension

C.042.AM3

Read and Respond

What I  
already know

Make a  
prediction

What really  
happened

Make a  
prediction

What really  
happened

Make a  
prediction

What really  
happened

Summary

prompt cards



# Name \_\_\_\_\_

Read and Respond

C.042.SS4

Title/Topic: \_\_\_\_\_

Predict	Ask and Answer Questions	Clarify
Prediction _____ _____ What really happened _____ _____	Question _____ _____ Answer _____ _____	Confusing part _____ _____ Clarification _____ _____
Prediction _____ _____ What really happened _____ _____	Question _____ _____ Answer _____ _____	Confusing part _____ _____ Clarification _____ _____
Prediction _____ _____ What really happened _____ _____	Question _____ _____ Answer _____ _____	Confusing part _____ _____ Clarification _____ _____
Summary _____ _____ _____		



### Objective

The student will use multiple strategies to comprehend text.

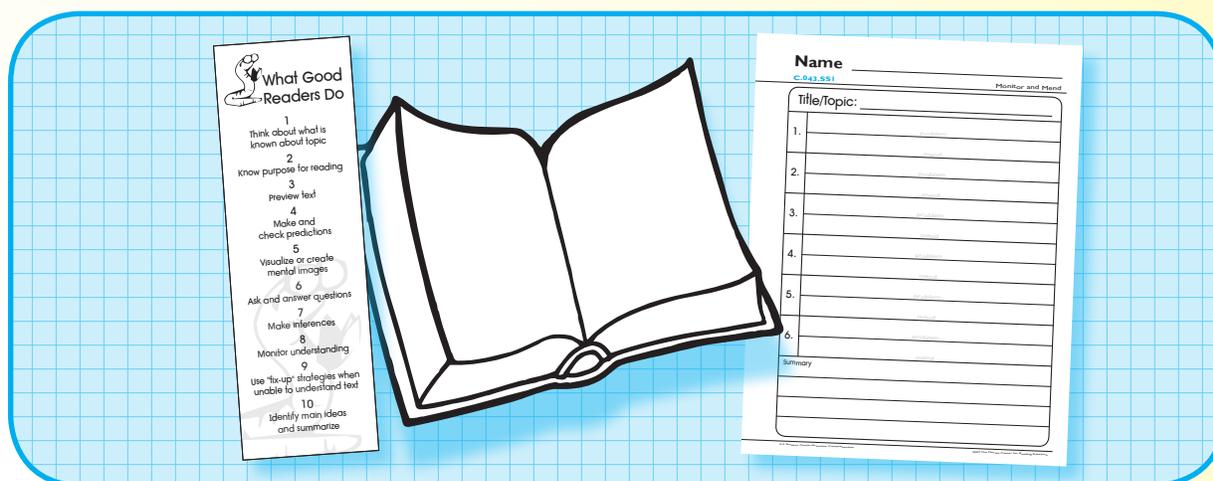
### Materials

- ▶ Narrative or expository text  
*Choose text within students' instructional-independent reading level range.*
- ▶ Bookmark (Activity Master C.043.AM1)  
*Copy, fold, laminate, and cut.*
- ▶ Student sheet (Activity Master C.043.SS1)
- ▶ Dictionary

### Activity

Students use repair strategies when necessary to assist in comprehension.

1. Provide the student with a copy of the text, bookmark, dictionary, and student sheet.
2. The student reads, "What Good Readers Do" on the bookmark before reading the text.
3. Begins to read the text and monitors understanding.
4. Keeps reading until confused or unable to understand text.
5. Thinks about what can be done to understand the text. Refers to the "Fix-Up Strategies" listed on the bookmark, if necessary.
6. Records page number and the problem on the student sheet (e.g., I didn't understand what the paragraph meant).
7. Uses one or more of the ideas from the "Fix-Up Strategies" list (i.e., I reread the paragraph and looked up a word that I didn't know in the dictionary). Records on student sheet.
8. Continues until entire text is read.
9. Writes a summary in the designated area.
10. Teacher evaluation



### Extensions and Adaptations

- ▶ Read text page by page and record comprehension problems and repairs (Activity Master C.043.SS2).
- ▶ Record comprehension problems and repair (Activity Master C.043.SS3).



## What Good Readers Do

- 1  
Think about what is known about topic
- 2  
Know purpose for reading
- 3  
Preview text
- 4  
Make and check predictions
- 5  
Visualize or create mental images
- 6  
Ask and answer questions
- 7  
Make inferences
- 8  
Monitor understanding
- 9  
Use "fix-up" strategies when unable to understand text
- 10  
Identify main ideas and summarize



## Fix-Up Strategies

1. Reread the passage.
2. Read ahead and see if it makes sense.
3. Adjust reading rate (e.g., slow down).
4. Identify unknown words (e.g., sound out, break into parts, use context clues, look up in dictionary).
5. Other:

Name \_\_\_\_\_

C.043.SSI

Monitor and Mend

Title/Topic: \_\_\_\_\_

1.

problem

mend

2.

problem

mend

3.

problem

mend

4.

problem

mend

5.

problem

mend

6.

problem

mend

Summary

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Name \_\_\_\_\_

Monitor and Mend

C.043.SS2

Title/Topic: \_\_\_\_\_

Page #	Problem? (yes/no)	Problem	Solution
	<input type="checkbox"/> yes <input type="checkbox"/> no		
	<input type="checkbox"/> yes <input type="checkbox"/> no		
	<input type="checkbox"/> yes <input type="checkbox"/> no		
	<input type="checkbox"/> yes <input type="checkbox"/> no		
	<input type="checkbox"/> yes <input type="checkbox"/> no		
	<input type="checkbox"/> yes <input type="checkbox"/> no		
	<input type="checkbox"/> yes <input type="checkbox"/> no		
	<input type="checkbox"/> yes <input type="checkbox"/> no		
	<input type="checkbox"/> yes <input type="checkbox"/> no		

Name \_\_\_\_\_

C.043.SS3

Monitor and Mend

Title/Topic: \_\_\_\_\_

**Problem**

**Repair**

As I was reading, I had a problem on page \_\_\_\_\_.

So I did this to fix it \_\_\_\_\_

The problem was \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

As I was reading, I had a problem on page \_\_\_\_\_.

So I did this to fix it \_\_\_\_\_

The problem was \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

As I was reading, I had a problem on page \_\_\_\_\_.

So I did this to fix it \_\_\_\_\_

The problem was \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

As I was reading, I had a problem on page \_\_\_\_\_.

So I did this to fix it \_\_\_\_\_

The problem was \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



### Strategy Success

#### Objective

The student will use multiple strategies to comprehend text.

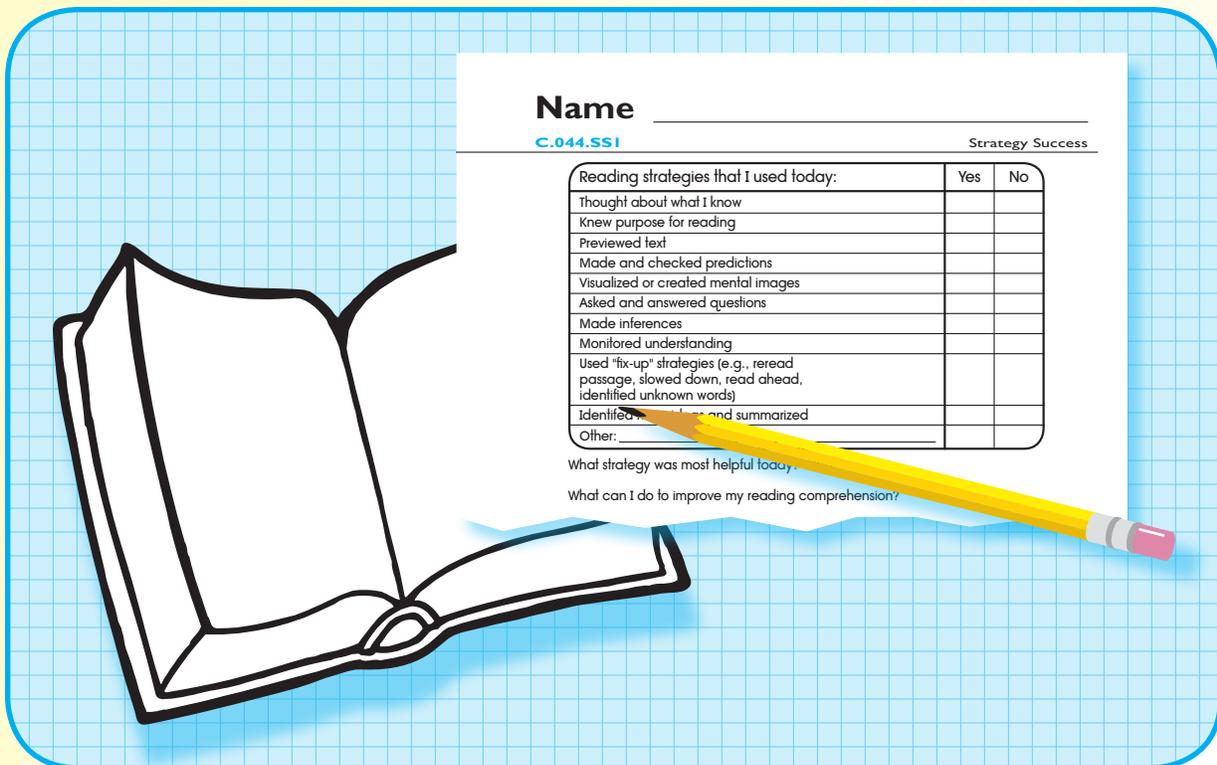
#### Materials

- ▶ Narrative or expository text  
*Choose text within students' instructional-independent reading level range.*
- ▶ Self-assessment student sheet (Activity Master C.044.SS1)
- ▶ Pencil

#### Activity

Students evaluate use of reading strategies by filling out a self-assessment chart.

1. Provide the student with a copy of the text and a student sheet.
2. The student reads the items on the student sheet.
3. Reads text.
4. Monitors use of the comprehension strategies while reading.
5. Completes text.
6. Reads each item and checks corresponding box on the student sheet.
7. Answers questions. Uses back of student sheet, if necessary.
8. Teacher evaluation



**Name** \_\_\_\_\_

**C.044.SS1** Strategy Success

Reading strategies that I used today:	Yes	No
Thought about what I know		
Knew purpose for reading		
Previewed text		
Made and checked predictions		
Visualized or created mental images		
Asked and answered questions		
Made inferences		
Monitored understanding		
Used "fix-up" strategies (e.g., reread passage, slowed down, read ahead, identified unknown words)		
Identified main ideas and summarized		
Other: _____		

What strategy was most helpful today? \_\_\_\_\_

What can I do to improve my reading comprehension? \_\_\_\_\_

#### Extensions and Adaptations

- ▶ Complete a weekly reading self-evaluation (Activity Master C.044.SS2).
- ▶ Keep a reading journal and write a short summary of text read.

# Name \_\_\_\_\_

C.044.SSI

Strategy Success

Reading strategies that I used today:	Yes	No
Thought about what I know		
Knew purpose for reading		
Previewed text		
Made and checked predictions		
Visualized or created mental images		
Asked and answered questions		
Made inferences		
Monitored understanding		
Used "fix-up" strategies (e.g., reread passage, slowed down, read ahead, identified unknown words)		
Identified main ideas and summarized		
Other: _____		

What strategy was most helpful today? Why?

What can I do to improve my reading comprehension?

---

Reading strategies that I used today:	Yes	No
Thought about what I know		
Knew purpose for reading		
Previewed text		
Made and checked predictions		
Visualized or created mental images		
Asked and answered questions		
Made inferences		
Monitored understanding		
Used "fix-up" strategies (e.g., reread passage, slowed down, read ahead, identified unknown words)		
Identified main ideas and summarized		
Other: _____		

What strategy was most helpful today? Why?

What can I do to improve my reading comprehension?

# Name \_\_\_\_\_

Reading strategies I used today:	Monday		Tuesday		Wednesday		Thursday		Friday	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Thought about what I know										
Knew purpose for reading										
Previewed text										
Made and checked predictions										
Visualized or created mental images										
Asked and answered questions										
Made inferences										
Used fix-up strategies (e.g., reread passages, slowed down, read ahead, identified unknown words)										
Identified main ideas and summarized										
What strategy was most helpful this week?	_____									
What can I do to improve my reading comprehension?	_____									