

Reacting to Reading

• Reflect on strategies (Metacognition)

5. Effective readers make sense of what they are reading and solve their comprehension problems by using some of these strategies:

- reread
- read more slowly
- make pictures in their minds
- ask questions
- make connections to what they know (books, movies, family, vacations, their lives)
- make predictions
- other strategies

Look back at the article. Find a place where you used a comprehension strategy to help you understand what you were reading. Explain how this strategy helped your understanding of the article.

LEVEL ONE

I did not use any comprehension strategies. I found this to be easy and simpal to complet. I read the article and answered the questions. I was unframiliar with this explation untill now which made me have to think a little more but over all it was okay

Thinking	Level 1	Level 2	Level 3	Level 4
<i>Metacognition</i> Reflects on strategies and how well they worked	Limited: lacks awareness of own reading processes and comprehension strategies; does not describe or explain thinking	Somewhat effective: has some basic awareness of own reading processes and comprehension strategies; attempts to describe thinking (basic)	Considerably effective: shows awareness of own reading processes and comprehension strategies; explains thinking	Highly effective: shows insight into own reading processes and comprehension strategies; clearly articulates thinking

Responses require students to connect text information to their own experiences.

Reacting to Reading

• Reflect on strategies (Metacognition)

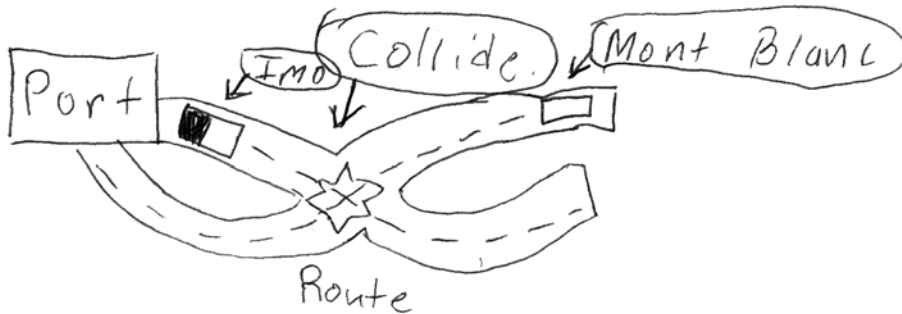
5. Effective readers make sense of what they are reading and solve their comprehension problems by using some of these strategies:

- reread
- read more slowly
- make pictures in their minds
- ask questions
- make connections to what they know (books, movies, family, vacations, their lives)
- make predictions
- other strategies

Look back at the article. Find a place where you used a comprehension strategy to help you understand what you were reading. Explain how this strategy helped your understanding of the article.

LEVEL TWO

On dec 6, the Mont Blanc was entering port and the Imo was exiting port. Incredibly they collided.



Thinking	Level 1	Level 2	Level 3	Level 4
<i>Metacognition</i> Reflects on strategies and how well they worked	Limited: lacks awareness of own reading processes and comprehension strategies; does not describe or explain thinking	Somewhat effective: has some basic awareness of own reading processes and comprehension strategies; attempts to describe thinking (basic)	Considerably effective: shows awareness of own reading processes and comprehension strategies; explains thinking	Highly effective: shows insight into own reading processes and comprehension strategies; clearly articulates thinking

Responses require students to connect text information to their own experiences.

Reacting to Reading

- Reflect on strategies (Metacognition)

5. Effective readers make sense of what they are reading and solve their comprehension problems by using some of these strategies:

- reread
- read more slowly
- make pictures in their minds
- ask questions
- make connections to what they know (books, movies, family, vacations, their lives)
- make predictions
- other strategies

Look back at the article. Find a place where you used a comprehension strategy to help you understand what you were reading. Explain how this strategy helped your understanding of the article.

LEVEL THREE

In this text a strategy I used was asking questions. I used this strategy both before I read this selection and while I was reading. This helped me to activate my prior knowledge by evaluating the situation fully, and I was able to answer some of my questions right away. Asking questions helped me to understand this article because whenever there were vague or not detailed parts of the article, I thought about what I didn't know, and generally I was able to answer the question.

Thinking	Level 1	Level 2	Level 3	Level 4
<i>Metacognition</i> Reflects on strategies and how well they worked	Limited: lacks awareness of own reading processes and comprehension strategies; does not describe or explain thinking	Somewhat effective: has some basic awareness of own reading processes and comprehension strategies; attempts to describe thinking (basic)	Considerably effective: shows awareness of own reading processes and comprehension strategies; explains thinking	Highly effective: shows insight into own reading processes and comprehension strategies; clearly articulates thinking

Responses require students to connect text information to their own experiences.

Reacting to Reading

- Reflect on strategies (Metacognition)

5. Effective readers make sense of what they are reading and solve their comprehension problems by using some of these strategies:

- reread
- read more slowly
- make pictures in their minds
- ask questions
- make connections to what they know (books, movies, family, vacations, their lives)
- make predictions
- other strategies

Look back at the article. Find a place where you used a comprehension strategy to help you understand what you were reading. Explain how this strategy helped your understanding of the article.

LEVEL FOUR

When I read, it's like a movie playing, the words 'come to life', meaning I picture things in my head as I read. This helped me understand the level of devastation Halifax was in, I pictured what it would have been like for me if I was in the explosion and I lost everything, - my family, friends, house, *life*. How horrible for Halifax! I also connected the shipwreck with other shipwrecks. In the picture it looked like the water was oily. So I thought of the ships full of oil that when they sink they pour dozens of gallons of oil into the ocean.

Thinking	Level 1	Level 2	Level 3	Level 4
<i>Metacognition</i> Reflects on strategies and how well they worked	Limited: lacks awareness of own reading processes and comprehension strategies; does not describe or explain thinking	Somewhat effective: has some basic awareness of own reading processes and comprehension strategies; attempts to describe thinking (basic)	Considerably effective: shows awareness of own reading processes and comprehension strategies; explains thinking	Highly effective: shows insight into own reading processes and comprehension strategies; clearly articulates thinking

Responses require students to connect text information to their own experiences.