Reacting to Reading	• Reflect on strategies (Metacognition)

LEVEL ONE

5. a) Effective readers consistently use different strategies to help them make sense of their reading. List any strategies you use when reading.

Example 1

Pay atttention to pictures, bolded words.

Example 2

I dont have any reading strategies.

b) Find a place in the selection where you used a reading strategy to help you understand the content. Explain what you did and how it helped your understanding.

Example 1

Invest in Alternative Energy Projects- Carbon plus... and carbon minus.

Example 2

I just read it, and I understood it. There wasn't any real place that I used a reading strategy.

Thinking	Level 1	Level 2	Level 3	Level 4
Metacognition Describes strategies; explains how well a specific strategy worked	Limited: lacks awareness of own reading processes and comprehension strategies; does not provide an appropriate example and explanation	Somewhat effective: has some basic awareness of own reading processes and comprehension strategies; provides an example with some explanation	Considerably effective: shows awareness of own reading processes and comprehension strategies; provides a specific example with a reasonable explanation	Highly effective: shows insight into own reading processes and comprehension strategies; provides an appropriate example and a clearly articulated explanation

Reacting to Reading   • Reflect on strategies (Metacognition)

LEVEL TWO

5. a) Effective readers consistently use different strategies to help them make sense of their reading. List any strategies you use when reading.

Example 1

   Pay attention and reread parts of the text that confuse me.

Example 2

   Pick out the most important information and scan through before reading.

   b) Find a place in the selection where you used a reading strategy to help you understand the content. Explain what you did and how it helped your understanding.

Example 1

   I re-read the part where it starts talking about what carbon offsetting is and how it works so I could better understand.

Example 2

   I did not understand a word, so I looked it up and found out then I thought of an example to explain it.

Thinking	Level 1	Level 2	Level 3	Level 4
Metacognition Describes strategies; explains how well a specific strategy worked	Limited: lacks awareness of own reading processes and comprehension strategies; does not provide an appropriate example and explanation	Somewhat effective: has some basic awareness of own reading processes and comprehension strategies; provides an example with some explanation	Considerably effective: shows awareness of own reading processes and comprehension strategies; provides a specific example with a reasonable explanation	Highly effective: shows insight into own reading processes and comprehension strategies; provides an appropriate example and a clearly articulated explanation

Reacting to Reading • Reflect on strategies (Metacognition)

LEVEL THREE

5. a) Effective readers consistently use different strategies to help them make sense of their reading. List any strategies you use when reading.

Example 1

When reading I scan the article, then look at the questions I must answer then read the article.

Example 2

•Read the subtitle   •Look for highlighted words   •Pictures/graphs

b) Find a place in the selection where you used a reading strategy to help you understand the content. Explain what you did and how it helped your understanding.

Example 1

In the introduction I scanned the text, looking for bolded words, & looking at pictures, then I looked at the question booklet looking for questions which may take info from that article then I re-read the article to locate the correct information, especially for question 3.

Example 2

While reading the "Invest in alternative Energy Projects" I looked at the pictures and read the caption to help me understand more what the paragraph meant and was about. In the "Energy from Sugar Cane: Sweet" section the picture of sugar cane helped me understand how much CO_2 would be produced by burning it.

Thinking	Level 1	Level 2	Level 3	Level 4
Metacognition Describes strategies; explains how well a specific strategy worked	Limited: lacks awareness of own reading processes and comprehension strategies; does not provide an appropriate example and explanation	Somewhat effective: has some basic awareness of own reading processes and comprehension strategies; provides an example with some explanation	Considerably effective: shows awareness of own reading processes and comprehension strategies; provides a specific example with a reasonable explanation	Highly effective: shows insight into own reading processes and comprehension strategies; provides an appropriate example and a clearly articulated explanation

Reacting to Reading	• Reflect on strategies (Metacognition)

LEVEL FOUR

5. a) Effective readers consistently use different strategies to help them make sense of their reading. List any strategies you use when reading.

Example 1

I reread: I try to think about what I alread know; I visualize

Example 2

I used the strategies reread, and determining what's important.

b) Find a place in the selection where you used a reading strategy to help you understand the content. Explain what you did and how it helped your understanding.

Example 1

When I readthe section about the sugar cane project, I visualized the farm workers bringing the waste from their fields to the factory where it would be burned to create the steam to turn the turbines to create power. We learned about thermal power in Geography and this helped me understand this section.

Example 2

I used determining what's important, in the section on Invest in Alternative Energy Projects I read each paragraph slowly and then restated it in my own words so I would understand the key ideas. For example "feeling good" by supporting conservation programs is not enough unless we change our consumption patterns.

Thinking	Level 1	Level 2	Level 3	Level 4
Metacognition Describes strategies; explains how well a specific strategy worked	Limited: lacks awareness of own reading processes and comprehension strategies; does not provide an appropriate example and explanation	Somewhat effective: has some basic awareness of own reading processes and comprehension strategies; provides an example with some explanation	Considerably effective: shows awareness of own reading processes and comprehension strategies; provides a specific example with a reasonable explanation	Highly effective: shows insight into own reading processes and comprehension strategies; provides an appropriate example and a clearly articulated explanation