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Reacting to Reading • Reflect on strategies (Metacognition)

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5. a) Effective readers use comprehension strategies to help them make sense of their reading (e.g., read more slowly). List any strategies you use.

**LEVEL ONE**

I read ahead

b) Look back at the article. Find a place in the article where you used a reading strategy. Explain what you did and how it helped your understanding.

**LEVEL ONE**

I read aloud to help explain when one word meant so I could understand more. I reread so I could understand the word.

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 make connections between text information and their own experiences.

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5. a) Effective readers use comprehension strategies to help them make sense of their reading (e.g., read more slowly). List any strategies you use.

**LEVEL TWO**

read slowly, re-read, look at pictures/diagrams, visualize, make connections

b) Look back at the article. Find a place in the article where you used a reading strategy. Explain what you did and how it helped your understanding.

**LEVEL TWO**

On the first page (not the cover) I looked at the diagram/map of where the Amazon rainforest is located and it helped my understanding by knowing where it is located.

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5. a) Effective readers use comprehension strategies to help them make sense of their reading (e.g., read more slowly). List any strategies you use.

**LEVEL THREE**

Read it over if I don't understand, try to visualize it, ask someone what a word means.

b) Look back at the article. Find a place in the article where you used a reading strategy. Explain what you did and how it helped your understanding.

**LEVEL THREE**

Just under "negative effects" where it says "soil erosion". I didn't know what soil erosion was but when I read it over again I remembered from geography what it meant.

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5. a) Effective readers use comprehension strategies to help them make sense of their reading (e.g., read more slowly). List any strategies you use.

**LEVEL FOUR**

Strategies: re-reading, looking at pictures

b) Look back at the article. Find a place in the article where you used a reading strategy. Explain what you did and how it helped your understanding.

**LEVEL FOUR**

"The land gradually turns into a desert..." this was a place that I needed to re-read. I came upon the word "desert" and was confused about how a Rainforest can become a desert so I had to go back and re-read, slowly, about soil erosion.

Thinking	Level 1	Level 2	Level 3	Level 4
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