

Reacting to Reading • Reflect on strategies (Metacognition)

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 it over to help understand it.

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 the mats to help you when you are stressed over to make sure I understood and remembered them.

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

Example 1

Read over anything I don't understand, try to figure out words by looking at the rest of the sentence.

Example 2

To help me understand the story I read it several times.

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

Example 1

pg 1, 4th paragraph "In other words, the stress reaction that saved our predecessors from danger has itself become dangerous!" When I read it, it confused me for a second but then I read over the line again and remembered the beging.

Example 2

The very first part-stress and survival. At first I didn't really understand what the paragraph was about so I re-read it until I understood what it was talking about.

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LEVEL THREE

Example 1

I re-read the story many times to catch things I might have missed.

Example 2

read certain parts over that weren't as clear

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

Example 1

When I finished and looked at the rope picture I couldn't remember what chronic stress was so I went back and re-read that section to help me understand the picture.

Example 2

At one point while reading things didn't seem very clear to me so I put the sentence into my own words and relating it to my life.

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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

re-read the text, look at pictures and chart things

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

On the "What you can do about stress" page I looked at the pictures- salad (eating well), tennis racket (getting active), tiger (sleeping), music (hobby). Pictures help me remember information.

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