

Reacting to Reading

- Reflect on strategies (Metacognition)

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

LEVEL ONE

Example 1

- if I don't know what the word means I look it up
- i read it over again to understand what it means

Example 2

- Re-read things I may not understand
- Sometimes change the wording so I get it.

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

LEVEL ONE

Example 1

the reading strategy I used is to remember what I read is I read it over again and again until I remember what I read

Example 2

I didn't use a strategy while reading this selection, I found it easy to read and I do believe I understood everything fine.

Thinking	Level 1	Level 2	Level 3	Level 4
<i>Metacognition</i> Describes strategies; explains how well a specific strategy 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

Reacting to Reading

- Reflect on strategies (Metacognition)

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

LEVEL TWO

Example 1

- Read it over a second time
- Read slow, to get it to process in my head

Example 2

- I read the most interesting stuff first.
- I go back to the book for more answers.

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

LEVEL TWO

Example 1

The selection I used a strategy for was "Solving the Problem." I used a strategy for that selection because it starts to talk about Jim Andersen and I wanted to know more about him and what he did so the strategy is used was that I read it over a couple times

Example 2

I looked at the title solving the problem and used that to figure out what would be in the column below and got my answers like that.

Thinking	Level 1	Level 2	Level 3	Level 4
<i>Metacognition</i> Describes strategies; explains how well a specific strategy 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

Reacting to Reading

- Reflect on strategies (Metacognition)

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

LEVEL THREE

Example 1

- I usually read it over again till I get it.
- I ask questions when possible

Example 2

- I read over the sentence, read slower to make sense of it.
- I also break it up find words i don't know + figure them out.

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

LEVEL THREE

Example 1

A place in a text where I used a reading stragy was under "Hydrogen: Feul of the Future" where he explains the elements. I read it over again so I would understand what he is trying to say.

Example 2

On the selection "Solving The Problem" I did not know what caustic soda was so I slowed down my reading read it over and broke it up and figured out its another word for something like drano.

Thinking	Level 1	Level 2	Level 3	Level 4
<i>Metacognition</i> Describes strategies; explains how well a specific strategy 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

Reacting to Reading

- Reflect on strategies (Metacognition)

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

LEVEL FOUR

Example 1

- Re-read certain points
- Use sub headings to help me understand what the paragraph is about.

Example 2

- one strategie I used was to read over the reading
- second strategie I used was using pictures and highlighted words

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

LEVEL FOUR

Example 1

For Jim Andersen's invention I used the diagram on page one to give me a image in my head. I also re-read about his invention under the "Solving the Problem" paragraph, a couple of times to really understand abotu the process and the materials involved to produce hydrogen.

Example 2

- I looked back at the pictures where it shows you how to create the fuel and what is needed to do so.
- I read through the reading and concentrated on highlighted information (important information). I know that bold words or sentences are places where there were definitions that I could use to understand the text more clearly. Like caustic soda is like Drano.

Thinking	Level 1	Level 2	Level 3	Level 4
<i>Metacognition</i> Describes strategies; explains how well a specific strategy 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