

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

Example 1:

A strategy that I use is to think that this isn't a test because when I think about it my head will go blank and I will forget everything, so when I don't think about it I will do good.

Example 2:

I didn't have a comprehension strategy because I understand Tsunamis fairly well and kind of knew some of it.

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.

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LEVEL TWO

Example 1:

In the part (section) of Deadly Waves I was confused about how the waves passed the sailors in the boats and they had not realized so I had to read that section a couple of times over and over until I understood it. Then after that I imagined as if I were one of the sailors and it made a clear picture in my mind. This strategie helped me because I was able to understand what I was reading and it also helped me get a little clip/movie into my head so it would of seemed as if I was one of the sailors watching the big wave crash on the land.

Example 2:

I made a text-to-text connection to understand how tsunamis form. I rembered how earthquakes form and that tsunamis should form in almost the same way just underwater.

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LEVEL THREE

Example 1:

I used a reading strategy for “How a Tsunami Forms”. I pictured in my mind, looking up at a gigantic wall of water in front of me and how it would feel to be swept away by a massive wave going 600-900 km/hour!

Example 2:

I was having trouble understanding that the still water level was not a wave even when the earthquake underneath happened, but when the sea floor rose the waves started rising. I pictured in my mind something I saw from a documentary explaining how a tsunami formed and from picturing that I could understand how the waves were rising better.

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LEVEL FOUR

Example 1:

In “What is a Tsunami” and “Deadly Waves,” where they talk about examples and facts about tsunamis, I made connections to movie and hurricane Katrina. When they talked about how these waves hit Hawaii and Vancouver, I used images of tsunamis from movies to help picture my mind what tsunamis might be like. From Katrina, I remembered the huge damage caused, and from The Poseidan Adventure I pictured the form, speed, and impact the tsunami’s collision made, and from Deep Impact I remembered the enormous distance traveled by a giant tsunami.

Example 2:

In the tsunami article, I used the comprehension strategies of making pictures in my mind and rereading in paragraph two. I did this because I found this paragraph to be very effective, and I wanted to understand the writing to its full extent. The very descriptive writing of how palm trees snapped like tootpicks made it hard not to visualize this massive destruction. These strategies helped me to understand what happened when Hawaii was hit with a tsunami.

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