

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 dont understand I read it again.

Example 2

re-read the sentence, sand it out, write it in my own 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.

Example 1

Because I read it carfully and I understand it

Example 2

I read it and I got a little confused so I had to re-read it in order to understand without getting confused.

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

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LEVEL TWO

Example 1

Some of my strategies is to read a sentence over again if I think it doesn't make sense.

Example 2

If I don't understand a sentence I may go back and read it over. I may also pick out the key words a try to make sense of them.

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.

Example 1

-Most young offenders aren't "hardened" criminals. I had to read it quite over a several times. But in the end it helped me because I read the passage over again.

Example 2

The reading Strategy I used was reading the sentence over when I didn't understand it. After I read the sentences over it helped me understand what I was reading.

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LEVEL THREE

Example 1

- I usually put down all the important sentences
- or put down some names
- I also like to list down the main ideas
- put down some evidence for the things I want to support
- I highlight the things I want to come back to

Example 2

I read the story over a second time so I can understand and remember the story better.

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.

Example 1

In the first section “Youth law in the past”, there are some reasons listed to why kids should get softer punishments. To read this I used my reading strategy to just list down all the main ideas. For example they wrote “young people lack the experience needed to understand the consequences of their actions” The main idea would be children usually don’t know what they are doing wor why they are doing it, they do it becuse they can’t think of anything else.

Example 2

I read “Youth Law in the present” a second time so I could remember the facts more clearly, and to notice the comparison between the laws in the past, and present.

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LEVEL FOUR

Example 1

read more slowly, analyzing a word I don't understand, focusing on a part of a story that was hard to understand and read it many times.

Example 2

Some strategies I use are... reading the text/book over again which is most effective. If I don't understand a word I either look it up or read on and guess what the word means. Also reading in a quiet place with no one there, to help keep me focused on the book that I am reading. Another strategy I use to help make sense of the reading is reading aloud to myself, which sometimes helps.

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.

Example 1

In paragraph #5, I used my analyzing a word strategy to help me with a word called "anonymity". I thought it might relate to anonymous because both words have the same prefix.

Example 2

A place where I used a reading strategy was in the section about the Youth Law in the past, 2nd paragraph. I kind of skimmed through it and didn't get what it was trying to say so I read it again, and one more time slowly. I thought it was about why children were treated the same as adults but it was actually about why the reformers thought it was a good idea to treat young people differently in the criminal justice system.

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