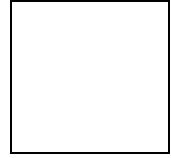


Reading Toolkit: *Reading to Comprehend!*



Comprehend (verb): To fully understand something in a deep and thoughtful way.

Once you know **why** you are reading a text you then need to know **how** to read in order to comprehend. Reading is NOT looking at every word in order. "Reading to Comprehend" is the act of **understanding, questioning** and **interpreting** what you read.

The strategies you use when you read are up to YOU! However, below are some reading strategy suggestions that many readers use, including Ms. Levey-Pabst and Ms. Shapiro! As we move through our year you will add new strategies that work well for **YOU** to this list!

Strategies to use **BEFORE** you "Read to Comprehend" (to help guide your reading)

- ❖ Write your reading purpose at the top of the page
- ❖ Skim the text and see how many paragraphs and/or sections there are to read. Separate these sections into chunks.
- ❖ Read all of the headings and sub-headings first
- ❖ Skim the text and predict what you will learn
- ❖ Write a *Guiding Question* for yourself before you read. Stay focused on that question.
- ❖ Skim and find confusing words. Then look them up in the dictionary before you start
- ❖
- ❖
- ❖

Strategies to use **WHILE** you "Read to Comprehend"
(these are the things to do when you get STUCK!)

- ❖ Pause and summarize each paragraph or section
- ❖ Underline what confused you and then read before and after that section to see if you can figure out what is going on.
- ❖ Write down questions in the margins, and then re-read and try to answer your questions
- ❖ Draw a diagram or chart that organizes the ideas in the reading
- ❖ Make text connections
- ❖ Discuss what you read with a friend or classmate

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Strategies to use **AFTER** you Read to Comprehend
(to make sure you really comprehended and thought about the text)

- ❖ Write 3-5 sentences that summarize the *main points* or *main events* of what you read
- ❖ Discuss what you read with a friend or classmate
- ❖ Write down 3 interesting things about what you just read
- ❖ Go back to your guiding question. Did you answer it?
- ❖ Go back to your purpose. Did you meet that purpose?

❖

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Reading Toolkit: *Reading to Comprehend!*

Reading Notes

When you read something for the first time, your **purpose** is to figure out what the text basically says. When you do this first level of reading in ELA 10 you will show me how you **comprehended** the text you read. There are **TWO** options for how to show **comprehension**.

Option A: Dialectical Journal

Directions:

1. Draw a table like the one below into your notebook. Make sure to include:
 - At least **5 lines** from *different parts* of the text. The lines should *not* be from the same page
2. At the bottom of the table list the three **MOST IMPORTANT** details from the story.

Line(s) from the text	Personal Response (Question, Comment, Summary, or Inference)

Important Details:

- 1.
- 2.
- 3.

Option B: Detailed Annotation

Many people find that detailed annotation (or “marking-up the text”) helps them better understand what they are reading.

Directions:

1. Annotate the text in a way that helps you understand the text. For your annotations to count as your First-Round Reading they must have the following qualities:
 - There are multiple annotations per page
 - Annotations illuminate the **reading strategies** you used/**questions** you had, etc.
 - Annotations illuminate how well you **understood** the text
2. Then, at the end of the reading, list of **three MOST IMPORTANT details** from the text. You can write this list *on the text*, on a *post-it*, or in your *notebook*