

# Reading Strategies For Content Areas Part II



After Reading

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# Effective vs. Ineffective Strategies for “Reading to Learn”

## Before Reading Text:

### Proficient Readers

Activate background knowledge on the subject through reflection and pre-reading.

Establish a realistic reading plan after examining the assignment length and assessing the difficulty through pre-reading.

Understand their reading task and set a clear purpose for reading.

Create a productive study environment and mindset to accomplish their task.

### Under-Prepared Readers

Start reading without thinking about the subject or looking over the selection.

Have not assessed the difficulty level or length of the assignment and simply begin reading, attempting to finish in one session.

Do not have a reading purpose other than trying to get through some pages.

Fail to acknowledge the challenges of reading and approach reading tasks with an unproductive mindset & study environment.

## During Reading:

### Proficient Readers

Give their complete attention to their task.

Are familiar with text structure and know how to identify main ideas, terms, concepts.

Keep a constant check on their understanding.

Monitor their reading comprehension so regularly that it becomes automatic.

Make note of problematic material to later question the teacher and/or other sources.

### Under-Prepared Readers

Interrupt their reading process regularly with mental or environmental distractions.

Are not very “text-wise” and have no clear sense of text organization and therefore have difficulty identifying important information.

Do not monitor their comprehension.

Seldom use any repair strategies when they are uncertain or confused.

Rarely or never take the initiative to seek clarification from the teacher.

## After Reading:

### Proficient Readers

Decide if they have reached their reading goal.

Evaluate comprehension of what was read.

Identify, highlight, and annotate main ideas within the text.

Synthesize and organize the main ideas for review and study purposes.

### Under-Prepared Readers

Are not entirely certain what they have read.

Do not follow through with any form of comprehension self-check.

Do not identify and organize main ideas for study purposes.

Simply glance over or reread pages of the assigned reading before a text.

*--from Kate Kinsella, San Francisco State University*

## READING PROCESS SELF-EVALUATION

Name: \_\_\_\_\_

Date: \_\_\_\_\_ Period: \_\_\_\_\_

### BEFORE

1. I gather any materials (highlighter, notebook, sticky notes, etc.) I might need.	Always Usually Sometimes Rarely Never
2. I choose a place without distractions to do my reading.	Always Usually Sometimes Rarely Never
3. Make sure I have a dictionary within reach.	Always Usually Sometimes Rarely Never
4. I go over any directions for the assigned reading.	Always Usually Sometimes Rarely Never
5. I preview (skim) the assignment to determine what it's about, how long it will take me, and how hard it is.	Always Usually Sometimes Rarely Never
6. I make a plan for how to take notes based on the assignment.	Always Usually Sometimes Rarely Never
7. I generate a purpose question about the text.	Always Usually Sometimes Rarely Never
8. I make predictions about what I will read before beginning.	Always Usually Sometimes Rarely Never
9. I ask myself what I already know about this subject, this story, or this author.	Always Usually Sometimes Rarely Never
10. I decide which reading strategy/strategies will be most useful.	Always Usually Sometimes Rarely Never

### During

11. I revisit my purpose and make sure I look for the information that will help me achieve it.	Always Usually Sometimes Rarely Never
12. I make connections to myself, the world, and other texts/studies.	Always Usually Sometimes Rarely Never
13. I identify the main idea and supporting details.	Always Usually Sometimes Rarely Never
14. I use previous experience and background knowledge to understand new information about the subject or story.	Always Usually Sometimes Rarely Never
15. I take notes, annotate the text, or highlight important details.	Always Usually Sometimes Rarely Never
16. I keep a list of questions about things I do not understand.	Always Usually Sometimes Rarely Never
17. I look up words I do not understand in the dictionary.	Always Usually Sometimes Rarely Never
18. I summarize what I read (in my head and/or in my notes) as I go.	Always Usually Sometimes Rarely Never
19. I make predictions about what will happen.	Always Usually Sometimes Rarely Never
20. I monitor my understanding as I go and stop to use various "fix up" strategies when I get confused.	Always Usually Sometimes Rarely Never
21. I ask questions about what I read as I go.	Always Usually Sometimes Rarely Never

### After

22. I stop and ask whether I know the answer to the purpose question I asked when I first began reading.	Always Usually Sometimes Rarely Never
23. I reread all or part of the text to answer remaining questions, examine the author's style, or review for tests.	Always Usually Sometimes Rarely Never
24. I evaluate all that I read to determine what is most important to remember in the future (e.g., for tests, papers, discussions).	Always Usually Sometimes Rarely Never
25. I use one or more strategies to help remember these details.	Always Usually Sometimes Rarely Never

### Reading Improvement Plan

Based on your evaluation above, make a plan for what you will do to improve your reading performance. In your plan, identify just those actions (3-5) that you can do immediately to get rapid results; then discuss how you accomplish your plan and why it will make a difference.

## Main Idea Organizer

This organizer is very useful for students to clarify the main idea of a text they have read. It asks them to identify the subject or theme of the text, the main idea or argument the author was making in the text, and examples of the main idea. It thereby makes an excellent segue from reading a text to writing about their interpretation.

# MAIN IDEA ORGANIZER

NAME: \_\_\_\_\_

Subject  
What are you or the Author writing about?

<b>SUBJECT</b>

Main Idea  
What are you (or the author) saying *about* the subject? (i.e., what is the point you or the author want to make?)

<b>MAIN IDEA</b>

	DETAIL	DETAIL	DETAIL
<u>Details</u>			
E xamples			
Stories			
Quotations			
Explanations			

**MAKING THE CONNECTION**

**NAME:** \_\_\_\_\_

- Directions:**
1. Read your assigned text.
  2. Before, during or after you read, jot down connections in the three columns.
  3. When finished reading, choose *one* subject, then write it in the "Subject" box below.
  4. Generate *three* questions about that topic.
  5. State your main idea about the subject.
  6. Using those questions to guide you, write a well-organized and developed paragraph about that subject with examples or quotations from the text to support and illustrate your point.

<b>PERSONAL</b>	<b>TEXT</b>	<b>OTHER TEXT OR WORLD</b>

**SUBJECT**

\_\_\_\_\_

\_\_\_\_\_

**QUESTIONS ABOUT YOUR SUBJECT: WHO, WHAT, WHERE, WHEN, WHY, HOW, SO?**

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

**MAIN IDEA**

\_\_\_\_\_

\_\_\_\_\_

**PARAGRAPH**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

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\_\_\_\_\_

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# Pinwheels

This strategy is useful for the teacher who wants 100% participation from students. It encourages students to form educated opinions, and to develop their listening to what others have to contribute to a discussion based on a reading selection.

All students in a pinwheel must participate and usually learn that more ideas are generated from a group than from any one individual. Group problem solving is powerful.

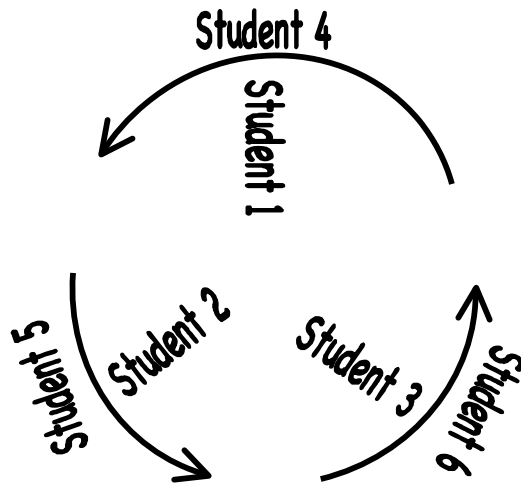
After the teacher has read a story or an article to the students she then assigns them to form pinwheels.

## **Procedure:**

1. Students are put into groups of preferably six. This can be adapted to meet odd numbers.
2. Three students sit in the middle of the group with their backs to the center. Each of the additional students sits facing one of the students in the middle.
3. Each of the three students in the middle is assigned a different discussion question. The questions can be formulated by the teacher or students.
4. Students on the outside proceed clockwise to each member of the center to discuss that member's question.
5. A recorder summarizes on butcher paper the various solutions for each question.
6. Summaries are posted and the various groups of six circulate to read what other groups have suggested.



## DIAGRAM OF A PINWHEEL



### *Example of Pinwheel: Biology*

A biology teacher wants students to begin a discussion of environmental cleanup.

The book selected to make an impact is a children's picture book. This choice should not offend secondary teachers or their students. Many picture books have strong messages that older students can find stimulating as well as enjoyable when read for a more mature purpose.

After reading *The Last Free Bird* by Stone, or *The Lorax* by Dr. Seuss to the class, a pinwheel discussion would begin.

Students would form pinwheels and the assigned questions to be discussed might be:

1. Why is it important to save the environment?
2. What can students do immediately to help save the environment?
3. What is the government doing to support these efforts?

**The pinwheel is a marvelous strategy. It requires that every single student participate in a discussion.**

## Summary Notes

Summarizing is an important and often difficult skill. It involves evaluating content for importance, particularly in relation to their purpose for reading. This organizer offers useful advice to students who are learning to write an effective summary. It asks them to establish a clear purpose for reading, gives them reminders about which information to take notes, and provides a set of guidelines to follow when writing a summary. It also gives them a sample summary and some academic language (useful verbs) to use when crafting their summary.

--from Jim Burke, Tools for Thought

# Summary Notes

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Topic: \_\_\_\_\_ Period: \_\_\_\_\_

**BEFORE**

- 1. Determine your purpose.
- 2. Preview the document.
- 3. Prepare to take notes.

**DURING**

- 4. Take notes to help you answer these questions:
  - Who is involved?
  - What events, ideas, or people does the author emphasize?
  - What are the causes?
  - What are the consequences or implications?
- 5. Establish criteria to determine what is important enough to include in the summary.
- 6. Evaluate information as you read to determine if it meets your criteria for importance.

**AFTER**

- 7. Write your summary, which should:
  - Identify the title, author, and topic in the first sentence
  - State the main idea in the second sentence
  - Be shorter than the original article
  - Begin with a sentence that states the topic (see sample)
  - Include a second sentence that states the author's main idea
  - Include 3-5 sentences in which you explain—in your own words—the author's point of view
  - Include one or two interesting quotations or details
  - Not alter the author's meaning
  - Organize the ideas in the order in which they appear in the article
  - Use transitions such as "According to" + the author's name to show that you are summarizing someone else's ideas
  - Include enough information so that someone who has not read the article will understand the ideas

Sample summary written @ Jackie Ardon

In "Surviving a Year of Sleepless Nights," Jenny Hung **discusses** success and how it may not be so good. Hung **points out** that having fun is better than having success and glory. Jenny Hung survived a painful year because of having too many honors classes, getting straight A's, and having a GPA of 4.43. Why would any of this be bad? It's because she wasn't happy. She describes working so hard for something she didn't really want. **At one point she says**, "There was even a month in winter when I was so self-conscious of my raccoon eyes that I wore sunglasses to school." She says she often stayed up late doing work and studying for tests for her classes. After what she had been through, she decided that it was not her life, and chose her classes carefully once sophomore year came around.

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**Sample verbs:** The author:

- argues            -focuses on
- asserts           -Implies
- concludes       -mentions
- considers       -notes
- discusses       -points out
- emphasizes     -says
- examines        -states
- explores         -suggests

May be copied for classroom use. *Tools for Thought* by Jim Burke (Heinemann: Portsmouth, NH); © 2002.

## Summary Sheet

This organizer helps students identify categories and synthesize main ideas from one or several sources. It is particularly useful as a study guide in preparation for an exam. The "Quick Picks" column on the left is designed for students to list important names, dates, and vocabulary terms they wish to study. The "Overview" encourages students to describe the major theme of the unit.

*--from Jim Burke, Tools for Thought*

# Summary Sheet

Name: \_\_\_\_\_ Unit/Subject: \_\_\_\_\_

Period: \_\_\_\_\_ Period: \_\_\_\_\_ Class: \_\_\_\_\_

QUICK PICKS Names-dates-words	OVERVIEW: Summarize the topic or chapter in one sentence.		
Islam	Religions	Political Systems	Leaders (Political/Religious)
Buddhism	<ul style="list-style-type: none"> <li>• ISLAM (submission) Allah/Mohammed. Text: Koran; Type: monotheistic. Arabia. 5 Pillars: Faith, prayer (x5), fasting, alms (charity) to poor, and hajj (Mecca).</li> <li>• CHRISTIANITY God/Jesus. Text: Bible (New Testament) Type: monotheistic. Sects: Anglican, Catholic, Protestant, Lutheran, Calvinist.</li> <li>• BUDDHISM Buddha. 4 Noble Truths. India.</li> <li>• JUDAISM God/Moses. Book: Old Testament (Torah/Talmud); Type: monotheistic. 10 Commandments.</li> <li>• HINDUISM Polytheistic: Vishnu and Krishna. Book: Vedas. Caste System: 1. Brahmin (priests/scholars); 2. Kshatrias (warriors/rulers); 3. Vaisyas (merchants/farmers); 4. Sudras (laborers); 5. Pariah/Harijans (outcasts, aka Untouchables).</li> <li>• ATHEISM: Belief that there is no god.</li> </ul>	<ul style="list-style-type: none"> <li>• ANARCHY Definition: Example:</li> <li>• MONARCHY (Autocracy) Definition: Example:</li> <li>• OLIGARCHY (Aristocracy) Definition: Example:</li> <li>• PLUTOCRACY Definition: Example:</li> <li>• MERITOCRACY Definition: Example:</li> <li>• DEMOCRACY Definition: Example:</li> </ul>	
Hinduism			
Judaism			
Confucianism			
Atheism			
Christianity			
Calvinism			
Catholicism			
Anglicanism			
Protestantism			
Lutheranism			

**FIGURE 18.1** I gave students in my ACCESS classes this sample and provided three categories. They got only the suggested religions for their first category and had to fill in the rest.



# Reporter's Notes

Identifying the "five W's" (who, what, where, when, why) is a simple method for clarifying essential information in text. Adding "How?" asks students to consider the method someone used to achieve a particular end, while the question "So what?" encourages thought about the significance of an action or event. This organizer offers students a place to gather notes which respond to these questions (in the left column); then it forces them to evaluate the most important responses from their list (on the right side).

*--from Jim Burke, Tools for Thought*

# Reporter's Notes

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Topic: \_\_\_\_\_ Period: \_\_\_\_\_

Reporter's **Notes** help you get the crucial information-not "just the facts, Ma'am," but the meaning of the facts, too. These are the questions all reporters ask when they write their articles. These are the questions that *good* readers **ask**. Not all questions are always appropriate; **you** decide if it's okay to leave one or more blank, but be sure you can explain why that information is absent.

WHO (is involved or affected)	Most Important WHO
WHAT (happened)	Most Important WHAT
WHERE (did it happen)	Most Important WHERE
WHEN (did it happen)	Most Important WHEN
HOW (did they do it or did others respond)	Most Important HOW
WHY (did they do this, react this way)	Most Important WHY
SO WHAT? (Why is this event/info/idea important?)	Most Important SO WHAT?

May be copied for classroom use. Tools for thought by Jim Burke



# Reporter's Notes

Name: *Drew Shiller*

Date:

Subject:

Period:

Reporter's **Notes** help you get the crucial information—not "just the facts, Ma'am," but the meaning of the facts, too. These are the questions all reporters ask when they write their articles. These are the questions that **good** readers **ask**. Not all questions are always appropriate; **you** decide if it's okay to leave one or more blank, but be sure you can explain why that information is absent.

<p><b>WHO</b> (is involved or affected)</p> <p><i>Phil</i>                      <i>Phil (Pearl's husband)</i>  <i>Auntie Helen</i>        <i>Cleo</i>  <i>Bao-bao (Roger)</i>    <i>Tessa</i>                                   <i>Mother</i></p>	<p><b>Most Important WHO</b></p> <p><i>Pearl - Narrator</i>  - <i>main character</i>  - <i>her aunt that has died</i>  - <i>has to deal with her mom</i></p>
<p><b>WHAT</b> (happened)</p> <p><i>Phil and Pearl and their family had to travel to San Francisco from San Jose to attend Bao-bao's engagement party-attend Auntie Du's funeral.</i></p>	<p><b>Most Important WHAT</b></p> <p><i>Phil, Pearl, and family had to come up on the weekend to the funeral.</i></p>
<p><b>WHERE</b> (did it happen)</p> <ul style="list-style-type: none"> <li>• <i>mother's store in Chinatown (San Francisco)</i></li> <li>• <i>banquet room - funeral</i></li> <li>• <i>her old room - saw her teenage years again</i></li> </ul>	<p><b>Most Important WHERE</b></p> <p><i>Chinatown - funeral takes place, her old home is, mother's shop is.</i></p>
<p><b>WHEN</b> (did it happen)</p> <ul style="list-style-type: none"> <li>• <i>early to mid 90's after '89 earthquake</i></li> </ul>	<p><b>Most Important WHEN</b></p> <p><i>When she goes to her mother's flower shop in Chinatown - sees all of the old store owners she used to know.</i></p>
<p><b>HOW</b> (did they do it or did others respond)</p> <ul style="list-style-type: none"> <li>• <i>How grand Auntie Du died - affected mother greatly, all relatives came into Chinatown for the funeral.</i></li> </ul>	<p><b>Most Important HOW</b></p> <p><i>How Phil isn't very sympathetic because it's the for him to relate to the Chinese culture-didn't understand.</i></p>
<p><b>WHY</b> (did they do this, react this way)</p> <ul style="list-style-type: none"> <li>• <i>Pearl has a disease-never tells mother</i></li> <li>• <i>all care about mother-need to be there for her</i></li> <li>• <i>came to attend engagement party-funeral just happened to happen there for her</i></li> </ul>	<p><b>Most Important WHY</b></p> <p><i>Pearl didn't want to have extra stress on mother to have to worry about her.</i></p>
<p><b>SO WHAT?</b> (Why is this event/info/idea important?)</p> <ul style="list-style-type: none"> <li>• <i>important that auntie Du died-sympathy to mother</i></li> <li>• <i>important that Pearl saw her old heritage-experienced past</i></li> </ul>	<p><b>Most Important SO WHAT?</b></p> <p><i>That Pearl and family came to S.F. for family that they care.</i></p>

FIGURE 1s.1 Drew Shiller's Reporter's Notes helped him establish the important details early on in Amy Tan's novel *The Kitchen God's Wife*.

Reading: Think About It!	Reading: Think About It!	Reading: Think About It!	Reading: Think About It!
<p>Thinking about <i>how</i> you read</p> <ul style="list-style-type: none"> <li>• I was distracted by...</li> <li>• I started to think about...</li> <li>• I got stuck when...</li> <li>• I was confused/focused today because...</li> <li>• One strategy I used to help me read this better was...</li> <li>• When I got distracted I tried to refocus myself by...</li> <li>• These words(s) or phrases were new/interesting to me...I think they mean...</li> <li>• When reading I should...</li> <li>• When I read today I realized that...</li> <li>• I have a hard time understanding...</li> <li>• I'll read better next time if I...</li> </ul>	<p>Thinking about <i>how</i> you read</p> <ul style="list-style-type: none"> <li>• I was distracted by...</li> <li>• I started to think about...</li> <li>• I got stuck when...</li> <li>• I was confused/focused today because...</li> <li>• One strategy I used to help me read this better was...</li> <li>• When I got distracted I tried to refocus myself by...</li> <li>• These words(s) or phrases were new/interesting to me...I think they mean...</li> <li>• When reading I should...</li> <li>• When I read today I realized that...</li> <li>• I have a hard time understanding...</li> <li>• I'll read better next time if I...</li> </ul>	<p>Thinking about <i>how</i> you read</p> <ul style="list-style-type: none"> <li>• I was distracted by...</li> <li>• I started to think about...</li> <li>• I got stuck when...</li> <li>• I was confused/focused today because...</li> <li>• One strategy I used to help me read this better was...</li> <li>• When I got distracted I tried to refocus myself by...</li> <li>• These words(s) or phrases were new/interesting to me...I think they mean...</li> <li>• When reading I should...</li> <li>• When I read today I realized that...</li> <li>• I have a hard time understanding...</li> <li>• I'll read better next time if I...</li> </ul>	<p>Thinking about <i>how</i> you read</p> <ul style="list-style-type: none"> <li>• I was distracted by...</li> <li>• I started to think about...</li> <li>• I got stuck when...</li> <li>• I was confused/focused today because...</li> <li>• One strategy I used to help me read this better was...</li> <li>• When I got distracted I tried to refocus myself by...</li> <li>• These words(s) or phrases were new/interesting to me...I think they mean...</li> <li>• When reading I should...</li> <li>• When I read today I realized that...</li> <li>• I have a hard time understanding...</li> <li>• I'll read better next time if I...</li> </ul>
<p>Thinking about <i>what</i> you read</p> <ul style="list-style-type: none"> <li>• Why does the character/author...</li> <li>• Why doesn't the character/author...</li> <li>• What surprised me most was...</li> <li>• I predict that...</li> <li>• This author's writing style is...</li> <li>• I noted that the author uses...</li> <li>• The main character wants/is...</li> <li>• If I could, I'd ask the author/character...</li> <li>• The most interesting event/idea in this book is...</li> <li>• I realized...</li> <li>• The main conflict/idea in this book is...</li> <li>• I wonder why...</li> <li>• One theme that keeps coming up is...</li> <li>• I found the following quote interesting...</li> <li>• I _____ this book because...</li> </ul>	<p>Thinking about <i>what</i> you read</p> <ul style="list-style-type: none"> <li>• Why does the character/author...</li> <li>• Why doesn't the character/author...</li> <li>• What surprised me most was...</li> <li>• I predict that...</li> <li>• This author's writing style is...</li> <li>• I noted that the author uses...</li> <li>• The main character wants/is...</li> <li>• If I could, I'd ask the author/character...</li> <li>• The most interesting event/idea in this book is...</li> <li>• I realized...</li> <li>• The main conflict/idea in this book is...</li> <li>• I wonder why...</li> <li>• One theme that keeps coming up is...</li> <li>• I found the following quote interesting...</li> <li>• I _____ this book because...</li> </ul>	<p>Thinking about <i>what</i> you read</p> <ul style="list-style-type: none"> <li>• Why does the character/author...</li> <li>• Why doesn't the character/author...</li> <li>• What surprised me most was...</li> <li>• I predict that...</li> <li>• This author's writing style is...</li> <li>• I noted that the author uses...</li> <li>• The main character wants/is...</li> <li>• If I could, I'd ask the author/character...</li> <li>• The most interesting event/idea in this book is...</li> <li>• I realized...</li> <li>• The main conflict/idea in this book is...</li> <li>• I wonder why...</li> <li>• One theme that keeps coming up is...</li> <li>• I found the following quote interesting...</li> <li>• I _____ this book because...</li> </ul>	<p>Thinking about <i>what</i> you read</p> <ul style="list-style-type: none"> <li>• Why does the character/author...</li> <li>• Why doesn't the character/author...</li> <li>• What surprised me most was...</li> <li>• I predict that...</li> <li>• This author's writing style is...</li> <li>• I noted that the author uses...</li> <li>• The main character wants/is...</li> <li>• If I could, I'd ask the author/character...</li> <li>• The most interesting event/idea in this book is...</li> <li>• I realized...</li> <li>• The main conflict/idea in this book is...</li> <li>• I wonder why...</li> <li>• One theme that keeps coming up is...</li> <li>• I found the following quote interesting...</li> <li>• I _____ this book because...</li> </ul>
<p>Elaborating on what you think</p> <ul style="list-style-type: none"> <li>• I think _____ because...</li> <li>• A good example of _____ is...</li> <li>• This reminded me of _____ because...</li> <li>• This was important because...</li> <li>• One thing that surprised me was _____ because I always thought...</li> <li>• The author is saying that...</li> </ul>	<p>Elaborating on what you think</p> <ul style="list-style-type: none"> <li>• I think _____ because...</li> <li>• A good example of _____ is...</li> <li>• This reminded me of _____ because...</li> <li>• This was important because...</li> <li>• One thing that surprised me was _____ because I always thought...</li> <li>• The author is saying that...</li> </ul>	<p>Elaborating on what you think</p> <ul style="list-style-type: none"> <li>• I think _____ because...</li> <li>• A good example of _____ is...</li> <li>• This reminded me of _____ because...</li> <li>• This was important because...</li> <li>• One thing that surprised me was _____ because I always thought...</li> <li>• The author is saying that...</li> </ul>	<p>Elaborating on what you think</p> <ul style="list-style-type: none"> <li>• I think _____ because...</li> <li>• A good example of _____ is...</li> <li>• This reminded me of _____ because...</li> <li>• This was important because...</li> <li>• One thing that surprised me was _____ because I always thought...</li> <li>• The author is saying that...</li> </ul>

Reading: Think About It!	Reading: Think About It!	Reading: Think About It!	Reading: Think About It!
<p>When reading remember to:</p> <ul style="list-style-type: none"> <li>• Ask questions of the text, yourself, and the author</li> <li>• Make connections to yourself, other texts, and the world</li> <li>• Use different strategies to achieve and maintain focus while reading</li> <li>• Determine ahead of time why you are reading this text and how it should be read</li> <li>• Adjust your strategies as you read to help you understand and enjoy what you read</li> </ul>	<p>When reading remember to:</p> <ul style="list-style-type: none"> <li>• Ask questions of the text, yourself, and the author</li> <li>• Make connections to yourself, other texts, and the world</li> <li>• Use different strategies to achieve and maintain focus while reading</li> <li>• Determine ahead of time why you are reading this text and how it should be read</li> <li>• Adjust your strategies as you read to help you understand and enjoy what you read</li> </ul>	<p>When reading remember to:</p> <ul style="list-style-type: none"> <li>• Ask questions of the text, yourself, and the author</li> <li>• Make connections to yourself, other texts, and the world</li> <li>• Use different strategies to achieve and maintain focus while reading</li> <li>• Determine ahead of time why you are reading this text and how it should be read</li> <li>• Adjust your strategies as you read to help you understand and enjoy what you read</li> </ul>	<p>When reading remember to:</p> <ul style="list-style-type: none"> <li>• Ask questions of the text, yourself, and the author</li> <li>• Make connections to yourself, other texts, and the world</li> <li>• Use different strategies to achieve and maintain focus while reading</li> <li>• Determine ahead of time why you are reading this text and how it should be read</li> <li>• Adjust your strategies as you read to help you understand and enjoy what you read</li> </ul>
<p>Evaluating how well you read Evaluate and decide which of the following best describes your reading performance today. Explain why you gave yourself the score, also.</p> <p>My reading was:</p> <ol style="list-style-type: none"> <li>1. Excellent because I <ul style="list-style-type: none"> <li>• Read the full 20 minutes</li> <li>• Read actively (e.g., used different strategies and techniques)</li> <li>• Understood what I read</li> </ul> </li> <li>2. Successful because I <ul style="list-style-type: none"> <li>• Read almost the entire 20 minutes</li> <li>• Tried to use some strategies that mostly helped me read better</li> <li>• Understood most of what I read</li> </ul> </li> <li>3. Inconsistent because I <ul style="list-style-type: none"> <li>• Read only about half the time</li> <li>• Used some strategies but they didn't help me much</li> <li>• Understood some of what I read</li> </ul> </li> <li>4. Unsuccessful because I <ul style="list-style-type: none"> <li>• Read little or nothing</li> <li>• Did not read actively</li> <li>• Did not understand what I read <ul style="list-style-type: none"> <li>○ I didn't understand because...</li> </ul> </li> </ul> </li> </ol>	<p>Evaluating how well you read Evaluate and decide which of the following best describes your reading performance today. Explain why you gave yourself the score, also.</p> <p>My reading was:</p> <ol style="list-style-type: none"> <li>5. Excellent because I <ul style="list-style-type: none"> <li>• Read the full 20 minutes</li> <li>• Read actively (e.g., used different strategies and techniques)</li> <li>• Understood what I read</li> </ul> </li> <li>6. Successful because I <ul style="list-style-type: none"> <li>• Read almost the entire 20 minutes</li> <li>• Tried to use some strategies that mostly helped me read better</li> <li>• Understood most of what I read</li> </ul> </li> <li>7. Inconsistent because I <ul style="list-style-type: none"> <li>• Read only about half the time</li> <li>• Used some strategies but they didn't help me much</li> <li>• Understood some of what I read</li> </ul> </li> <li>8. Unsuccessful because I <ul style="list-style-type: none"> <li>• Read little or nothing</li> <li>• Did not read actively</li> <li>• Did not understand what I read <ul style="list-style-type: none"> <li>○ I didn't understand because...</li> </ul> </li> </ul> </li> </ol>	<p>Evaluating how well you read Evaluate and decide which of the following best describes your reading performance today. Explain why you gave yourself the score, also.</p> <p>My reading was:</p> <ol style="list-style-type: none"> <li>9. Excellent because I <ul style="list-style-type: none"> <li>• Read the full 20 minutes</li> <li>• Read actively (e.g., used different strategies and techniques)</li> <li>• Understood what I read</li> </ul> </li> <li>10. Successful because I <ul style="list-style-type: none"> <li>• Read almost the entire 20 minutes</li> <li>• Tried to use some strategies that mostly helped me read better</li> <li>• Understood most of what I read</li> </ul> </li> <li>11. Inconsistent because I <ul style="list-style-type: none"> <li>• Read only about half the time</li> <li>• Used some strategies but they didn't help me much</li> <li>• Understood some of what I read</li> </ul> </li> <li>12. Unsuccessful because I <ul style="list-style-type: none"> <li>• Read little or nothing</li> <li>• Did not read actively</li> <li>• Did not understand what I read <ul style="list-style-type: none"> <li>○ I didn't understand because...</li> </ul> </li> </ul> </li> </ol>	<p>Evaluating how well you read Evaluate and decide which of the following best describes your reading performance today. Explain why you gave yourself the score, also.</p> <p>My reading was:</p> <ol style="list-style-type: none"> <li>13. Excellent because I <ul style="list-style-type: none"> <li>• Read the full 20 minutes</li> <li>• Read actively (e.g., used different strategies and techniques)</li> <li>• Understood what I read</li> </ul> </li> <li>14. Successful because I <ul style="list-style-type: none"> <li>• Read almost the entire 20 minutes</li> <li>• Tried to use some strategies that mostly helped me read better</li> <li>• Understood most of what I read</li> </ul> </li> <li>15. Inconsistent because I <ul style="list-style-type: none"> <li>• Read only about half the time</li> <li>• Used some strategies but they didn't help me much</li> <li>• Understood some of what I read</li> </ul> </li> <li>16. Unsuccessful because I <ul style="list-style-type: none"> <li>• Read little or nothing</li> <li>• Did not read actively</li> <li>• Did not understand what I read <ul style="list-style-type: none"> <li>○ I didn't understand because...</li> </ul> </li> </ul> </li> </ol>
<p>Develop your own questions Develop your own question(s) or prompt(s) that you find helpful when thinking about how or what you read:</p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>	<p>Develop your own questions Develop your own question(s) or prompt(s) that you find helpful when thinking about how or what you read:</p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>	<p>Develop your own questions Develop your own question(s) or prompt(s) that you find helpful when thinking about how or what you read:</p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>	<p>Develop your own questions Develop your own question(s) or prompt(s) that you find helpful when thinking about how or what you read:</p> <ul style="list-style-type: none"> <li>• _____</li> <li>• _____</li> <li>• _____</li> </ul>

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