Objective
The student will use background knowledge to comprehend text.

Materials
- Text
  *Choose text within students' instructional-independent reading level range.*
  *Select target topic from the text.*
- Student sheet (Activity Master C.024.SS1)
  *Write topic or subject on designated line.*
- Pencil

Activity
Students activate background knowledge by writing words or phrases associated with a topic or subject that will be read.
1. Place text at the center. Provide the student with a student sheet.
2. Student reads topic and thinks about what is already known from personal experience or has been learned.
3. Writes words, ideas, or phrases associated with topic in the box that matches the first letter of the word or phrase.
4. Fills in as many of the boxes as possible.
5. Reads designated text.
6. Circles important words and phrases that are used in text.
7. Teacher evaluation

Extensions and Adaptations
- Use student sheet while reading or at end of text to record words and phrases that are important to the topic.
- Complete KWL chart (Activity Master C.024.SS2).
Background Knowledge Warm-Up

Topic: ____________________________

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ABC</td>
<td>DEF</td>
<td>GHI</td>
</tr>
<tr>
<td>JKL</td>
<td>MNO</td>
<td>PQR</td>
</tr>
<tr>
<td>ST</td>
<td>UVW</td>
<td>XYZ</td>
</tr>
<tr>
<td>L</td>
<td>What I Have Learned</td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---------------------</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>What I Want To Know</td>
<td></td>
</tr>
<tr>
<td>K</td>
<td>What I Know</td>
<td></td>
</tr>
</tbody>
</table>

**Background Knowledge Warm-Up**

C.024.SS2

Name ________________________________
Comprehension

Monitoring for Understanding

C.025

Anticipation Sort

**Objective**

The student will use background knowledge to comprehend text.

**Materials**

- Text
  
  Choose text within students’ instructional-independent reading level range.
- Index cards
  
  Write true and false sentences related to the text on eight-to-ten cards (one sentence per card).
- TRUE and FALSE header cards (Activity Master C.025.AM1)

**Activity**

Students activate background knowledge by predicting if a statement is true or false.

1. Place the header cards face up on a flat surface. Place the index cards face down in stack. Place the text at the center.
2. Taking turns, students select the top card from the stack and read it aloud.
3. Decide if statement may be true or false and put under appropriate header.
4. Continue until all cards are read and sorted.
5. Partner read the entire text aloud.
6. Confirm or change the placement of the cards as a result of reading the text.
7. Peer evaluation

**Extensions and Adaptations**

- Complete student sheet by answering statements before and after reading text (Activity Master C.025.SS). Note: Teachers write true and false sentences related to the text and copy for students.

There are four seasons in the year.
Anticipation Sort

TRUE

FALSE
### Anticipation Sort

<table>
<thead>
<tr>
<th></th>
<th>before reading</th>
<th>after reading</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>True</td>
<td>False</td>
</tr>
<tr>
<td>2.</td>
<td>True</td>
<td>False</td>
</tr>
<tr>
<td>3.</td>
<td>True</td>
<td>False</td>
</tr>
<tr>
<td>4.</td>
<td>True</td>
<td>False</td>
</tr>
<tr>
<td>5.</td>
<td>True</td>
<td>False</td>
</tr>
<tr>
<td>6.</td>
<td>True</td>
<td>False</td>
</tr>
<tr>
<td>7.</td>
<td>True</td>
<td>False</td>
</tr>
<tr>
<td>8.</td>
<td>True</td>
<td>False</td>
</tr>
<tr>
<td>9.</td>
<td>True</td>
<td>False</td>
</tr>
<tr>
<td>10.</td>
<td>True</td>
<td>False</td>
</tr>
</tbody>
</table>
Objective
The student will use prediction to comprehend text.

Materials
- Expository or narrative text
  Choose text within students’ instructional-independent reading level range.
  Divide the text into passages using sticky notes to indicate where students are to stop and make a prediction.
- Prediction student sheet (Activity Master C.026.SS)
- Sticky notes
- Pencil

Activity
Students make, write, draw, and check story predictions.
1. Place divided text at the center. Provide the student with a student sheet.
2. The student reads the first selected passage (up to the first sticky note).
3. Thinks about what has been read up to that point and what is already known from personal experience or has been learned. Writes words or phrases in bubbles (i.e., What I read and What I know).
4. Writes prediction in the first box.
5. Continues reading the text until the next sticky. Completes bubble and adds to or makes a new prediction. (Use back of student sheet if necessary.)
6. Continues until the text is complete.
7. Teacher evaluation

Extensions and Adaptations
- Review predictions and results with a partner.
Precise Predictions

What I know:

What I read:

My prediction is:

Add to or make a new prediction.

What I know:

What I read:

Add to or make a new prediction.

What I know:

What I read:

Add to or make a new prediction.
Objective
The student will answer questions to comprehend text.

Materials
- Narrative or expository text
  *Choose text within students’ instructional-independent reading level range.*
- Question cube (Activity Master C.027.AM1)

Activity
Students discuss text by using a question cube.
1. Place text and question cube at the center. Provide each student with a student sheet.
2. Taking turns, the students read entire text aloud.
3. Roll the question cube, read the question, and answer it based on the text.
4. Discuss answer with partner.
5. Continue the activity until all the questions are answered at least once.
6. Peer evaluation

Extensions and Adaptations
- Record answers (Activity Master C.027.SS).
- Make other cubes with different questions (Activity Master C.027.AM2).
Comprehension

Read and Ask

- Summarize what you just read.
- Discuss any words that you may not have known.
- How does what you just read relate to your own life?
- Based on what you read, what are you curious or interested in knowing more about?
- What do you think is going to happen next?
- Did you understand what you just read? Why or why not?
- Did you understand what you just read? Why or why not?
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you think is going to happen next?</td>
<td></td>
</tr>
<tr>
<td>Did you understand what you just read? Why or why not?</td>
<td></td>
</tr>
<tr>
<td>Discuss any words that you may not have known.</td>
<td></td>
</tr>
<tr>
<td>How does what you just read relate to your own life?</td>
<td></td>
</tr>
<tr>
<td>Based on what you read, what are you curious or interested in knowing more about?</td>
<td></td>
</tr>
<tr>
<td>Summarize what you just read.</td>
<td></td>
</tr>
</tbody>
</table>
Objective
The student will answer questions to comprehend text.

Materials
- Narrative or expository text
  *Choose text within students' instructional-independent reading level range.*
  *Copy text.*
- Scissors
  *Cut copied text into passages.*
- Paper
  *Write questions or tasks specific to the passage. Provide space or lines for student response. Note: Depending on the level of students, use higher level questions.*
- Tape
  *Place questions in between passages and tape together. Copy prepared text for each student.*
- Pencil

Activity
Students read text and stop to answer questions and do tasks.
1. Place the prepared text at the center.
2. Student reads the text until reaching a question. For example, What group of mammals do humans belong to? Explain your answer.
3. Writes the answer in the space provided (i.e., Humans belongs to the third group because they don’t have pouches or lay eggs).
4. Continues until entire text is read and all questions or tasks are completed.
5. Teacher evaluation

Extensions and Adaptations
- Work with a partner to answer the questions.
- Answer questions and do tasks written on cards that have been inserted in text
  *(Activity Master C.028.AM1a - C.028.AM1b). Record answers on paper.*
<table>
<thead>
<tr>
<th>Who is the main character? Name the other characters.</th>
<th>Where does the story take place?</th>
</tr>
</thead>
<tbody>
<tr>
<td>What do you think will happen next? Read to next paragraph/page to see if you were right.</td>
<td>What is the problem in this story?</td>
</tr>
<tr>
<td>How was the problem solved?</td>
<td>What is the main idea of what you just read. Give two details about the main idea.</td>
</tr>
<tr>
<td>What conclusions can you make about what you just read.</td>
<td>Compare what you just read with another book you read about the same subject.</td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Ask your partner a question about what you just read.</td>
<td>Retell in your own words what you just read.</td>
</tr>
<tr>
<td>What are you wondering at this point?</td>
<td>Summarize in one or two sentences what you just read.</td>
</tr>
</tbody>
</table>
Objective
The student will generate and answer questions to comprehend text.

Materials
- Narrative or expository text
  Choose text within students’ instructional-independent reading level range and that students have some background knowledge.
- Sticky notes
  Place sticky notes strategically throughout the text in places where it is appropriate to ask questions.
- Question word cards (Activity Master C.029.AM1)
  Copy cards four times, laminate, and cut.
- Small whiteboards
- Vis-à-Vis® markers

Activity
Students generate and answer questions as they read text.
1. Place text at the center. Lay the question word cards face up in rows. Provide each student with a whiteboard and Vis-à-Vis® marker.
2. Taking turns, student one reads the text aloud until designated stopping point.
3. Chooses one of the cards and reads it aloud (e.g., who).
4. Poses a question using the word on the card that can be answered by the text just read. Uses whiteboard, if needed, to help compose question. For example, if the student is reading text about the discovery of Florida, the question might be “Who discovered Florida?” If student one has trouble developing a question, student two assists.
5. Student two answers (i.e., Ponce de Leon). If student two has trouble answering, student one assists.
6. Reverse roles and continue until entire text is read and all words are used at least once.
7. Peer evaluation

Extensions and Adaptations
- Record questions and answers on paper.
- Read all the text and then write five questions to exchange with a partner to answer.
- Use other higher level question words (Activity Master C.029.AM2).
<table>
<thead>
<tr>
<th>Who</th>
<th>When</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where</td>
<td>What</td>
</tr>
<tr>
<td>Why</td>
<td>How</td>
</tr>
<tr>
<td>Define</td>
<td>List</td>
</tr>
<tr>
<td>Explain</td>
<td>Compare</td>
</tr>
<tr>
<td>---------</td>
<td>---------</td>
</tr>
<tr>
<td>What if</td>
<td>Summarize</td>
</tr>
<tr>
<td>Arrange</td>
<td>What caused</td>
</tr>
</tbody>
</table>
Objective
The student will summarize text.

Materials
- Expository text
  Choose text within students’ instructional-independent reading level range.
- Summarizing student sheet (Activity Master C.030.SS1)
- Sticky notes
  Place sticky notes throughout the text in places that it is appropriate to state main ideas.
- Paper
- Pencil

Activity
Students read expository text, record main ideas, and use that information to write a summary.
1. Place text at the center. Provide the student with a student sheet.
2. The student reads the entire text without stopping.
3. Goes back to the beginning of the text and rereads up to the first sticky and records the main idea.
4. Continues to reread to each sticky and records the main ideas.
5. Reviews recorded information and writes a summary of the entire text using 20 words or less.
6. Teacher evaluation

Extensions and Adaptations
- Use graphic organizers to record main ideas and summary. (Activity Masters C.030.SS2 and C.030.SS3).
<table>
<thead>
<tr>
<th>Summary</th>
<th>Main Idea:</th>
<th>Main Idea:</th>
<th>Main Idea:</th>
<th>Main Idea:</th>
<th>Title/Topic:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Main Ideas

Summary of text in 20 words or less
**Objective**
The student will summarize text.

**Materials**
- Expository or narrative text
  *Choose text within students’ instructional-independent reading level range.*
- Summary student sheets (Activity Master C.031.SS1a - C.031.SS1b)
  *Sheets are labeled for expository and narrative text.*
  *Select sheet corresponding to the selected text.*
- Pencil

**Activity**
Students will summarize text using a graphic organizer.
1. Place text at the center. Provide the student with a student sheet.
2. Student reads text.
3. Reads questions on student sheet and writes answers in designated shape.
4. Uses recorded information to help write a complete summary statement.
5. Teacher evaluation

**Extensions and Adaptations**
- Use laminated cards to write answers and summary (Activity Master C.031.SS2a - C.031.SS2b).
- Practice writing summaries with 20 words or less and then ten words or less (Activity Master C.031.SS3). Note: This sheet can be laminated for multiple use.
<table>
<thead>
<tr>
<th>Who was in the story?</th>
<th>What was the problem?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Summary**

- **Who was in the story?**
- **What was the problem?**
- **How was it solved?**

\[ \bigcirc + \bigodot + \square = \text{Summary} \]
<table>
<thead>
<tr>
<th>Details and Main Idea</th>
<th>Details and Main Idea</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Expository Text**

<table>
<thead>
<tr>
<th>Details and Main Idea</th>
<th>Summary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>$\bigcirc + \bigcirc + \bigcirc = \text{Summary}$</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>16</td>
<td>11</td>
</tr>
<tr>
<td>17</td>
<td>12</td>
</tr>
<tr>
<td>18</td>
<td>13</td>
</tr>
<tr>
<td>19</td>
<td>14</td>
</tr>
<tr>
<td>20</td>
<td>15</td>
</tr>
</tbody>
</table>
Objective
The student will use multiple strategies to comprehend text.

Materials
- Narrative or Expository text
  Choose text within students' instructional-independent reading level range.
- Student sheet (Activity Master C.032.SS1)
- Prompt cards (Activity Master C.032.AM1)
  Place prompt cards throughout the text (i.e., state what is known, ask questions, and summarize).
- Pencil

Activity
Students use multiple strategies by reading a text and completing a graphic organizer.
1. Place the text at the center. Provide each student with a student sheet.
2. Student writes title or topic and what is already known about the topic before beginning to read.
3. Begins to read text. Stops at question prompt cards to write a question based on the text.
4. Reads on to answer question. Writes answer on student sheet.
5. Stops at summary prompt card at the end of the text and writes a brief summary.
6. Teacher evaluation

Extensions and Adaptations
- Use other prompt cards and graphic organizer (Activity Masters C.032.SS2 and C.032.AM2).
What I already know:

Title/Topic:

Summary:
<table>
<thead>
<tr>
<th>What I already know</th>
<th>Ask a question</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask a question</td>
<td>Ask a question</td>
</tr>
<tr>
<td>Ask a question</td>
<td>Summary</td>
</tr>
<tr>
<td>What I already know</td>
<td>Make a prediction</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------------------</td>
</tr>
<tr>
<td>What really happened</td>
<td>Make a prediction</td>
</tr>
<tr>
<td>What really happened</td>
<td>Make a prediction</td>
</tr>
<tr>
<td>What really happened</td>
<td>Summary</td>
</tr>
</tbody>
</table>
Objective
The student will use multiple strategies to comprehend text.

Materials
- Narrative or expository text
  Choose text within students’ instructional-independent reading level range.
- Bookmark (Activity Master C.033.AM1)
  Copy, fold, laminate, and cut.
- Student sheet (Activity Master C.033.SS)
- Sticky notes
  Place strategically where students are to stop and check their understanding of what they read.
- Pencil

Activity
Students use repair strategies when necessary to assist in comprehension.
1. Place text at the center. Provide the student with a bookmark and student sheet.
2. The student reads the text.
3. Stops at designated points and asks questions to assist in comprehension. Uses the questions from the "As I Read" list. For example, Was anything confusing?
4. Records page and the problem (i.e., I was confused when I didn’t understand what the paragraph was talking about).
5. Reads, chooses, and uses one or more of the ideas from "Things I can do to understand what I read" (e.g., I can reread that paragraph).
6. If no problem, writes "no problem" and continues reading until next designated spot.
7. Continues until entire text is read.
8. Teacher evaluation

Extensions and Adaptations
- Place sticky notes to show where problems occur and record.
WHEN I READ

Before I read:

Think: What do I already know?

Predict: What do I think will happen?

As I read:

Ask:
Did I understand what I just read?

Were there any words I didn't understand?

Was anything confusing?

Can I retell in my own words what I just read?

After I read:

Summarize

THINGS I CAN DO TO HELP ME UNDERSTAND WHAT I READ.

1. Sound out an unknown word.

2. Go back and reread the passage.

3. Look up the meaning of an unknown word.

4. Read ahead and see if it makes sense.

5. Ask a question and try to find the answer.

6. Slow down as I read.

7. Do one or more of these things, or something that I've learned to understand what I read.
<table>
<thead>
<tr>
<th>Problem</th>
<th>Repair</th>
</tr>
</thead>
</table>
| As I was reading, I had a problem on page _____.  
The problem was ____________________________  
_________________________________ | So I did this to fix it________________  
_________________________________  
_________________________________ |
| As I was reading, I had a problem on page _____.  
The problem was ____________________________  
_________________________________ | So I did this to fix it________________  
_________________________________  
_________________________________ |
| As I was reading, I had a problem on page _____.  
The problem was ____________________________  
_________________________________ | So I did this to fix it________________  
_________________________________  
_________________________________ |
| As I was reading, I had a problem on page _____.  
The problem was ____________________________  
_________________________________ | So I did this to fix it________________  
_________________________________  
_________________________________ |
Objective
The student will use multiple strategies to comprehend text.

Materials
- Narrative or expository text
  *Choose text within students’ instructional-independent reading level range.*
- Self-assessment student sheet (Activity Master C.034.SS)
- Pencil

Activity
Students evaluate comprehension of text by filling out a self-assessment chart.
1. Place text at the center. Provide the student with a student sheet.
2. The student reads the items on the student sheet.
3. Reads text.
4. Monitors comprehension while reading by thinking about the items on the student sheet.
5. Completes text and student sheet.
6. Teacher evaluation

<table>
<thead>
<tr>
<th>Name</th>
<th>C.034.SS</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Think about what I know</th>
<th>Never</th>
<th>Sometimes</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Make predictions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sound out unknown words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Look up the meaning of unknown words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reread parts that I don’t understand</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask and answer questions about the text</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change reading rate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summarize</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To understand what I read today, I

Extensions and Adaptations
- Keep a reading journal and writes a short summary of text read.
### Show-U-Know

**C.034.SS**

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>Sometimes</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think about what I know</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make predictions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sound out unknown words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Look up the meaning of unknown words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reread parts that I don't understand</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask and answer questions about the text</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change reading rate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summarize</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To understand what I read today, I ____________

---

<table>
<thead>
<tr>
<th>Activity</th>
<th>Never</th>
<th>Sometimes</th>
<th>Always</th>
</tr>
</thead>
<tbody>
<tr>
<td>Think about what I know</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Make predictions</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sound out unknown words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Look up the meaning of unknown words</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reread parts that I don't understand</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask and answer questions about the text</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Change reading rate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Summarize</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

To understand what I read today, I ____________