



Comprehension

C.024

Monitoring for Understanding Background Knowledge Warm-Up



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

The illustration shows a book titled "Sea Creatures" lying on a blue grid background. To the right of the book is a student sheet titled "Background Knowledge Warm-Up" with the following content:

Name _____
C.024.SS Background Knowledge Warm-Up

Topic: _____

ABC Blue Whales are big.	DEF My dad took me fishing in a boat on the Atlantic Ocean.	GHI
JKL	MNO octopus - eight legs	PQR
ST Shark	UVW	XYZ

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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).

Name _____

Background Knowledge Warm-Up

C.024.SS I

Topic: _____

ABC

DEF

GHI

JKL

MNO

PQR

ST

UVW

XYZ

Name _____

C.024.SS2

Background Knowledge Warm-Up

L What I Have Learned

W What I Want To Know

K What I Know



Anticipation Sort

Objective

The student will use background knowledge to comprehend text.

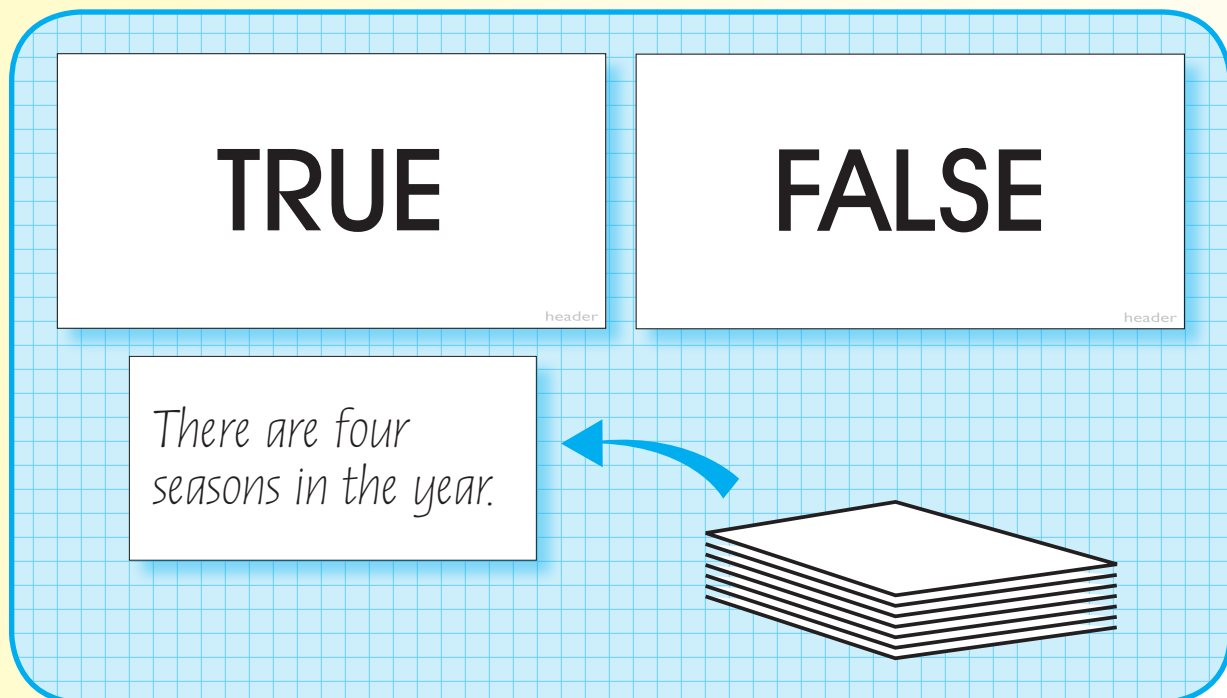
Materials

- ▶ 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.

TRUE

header



FALSE

header



Name _____

Anticipation Sort

C.025.SS

before reading	after reading
1. <input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
statement	
2. <input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
statement	
3. <input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
statement	
4. <input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
statement	
5. <input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
statement	
6. <input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
statement	
7. <input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
statement	
8. <input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
statement	
9. <input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
statement	
10. <input type="checkbox"/> True <input type="checkbox"/> False	<input type="checkbox"/> True <input type="checkbox"/> False
statement	



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



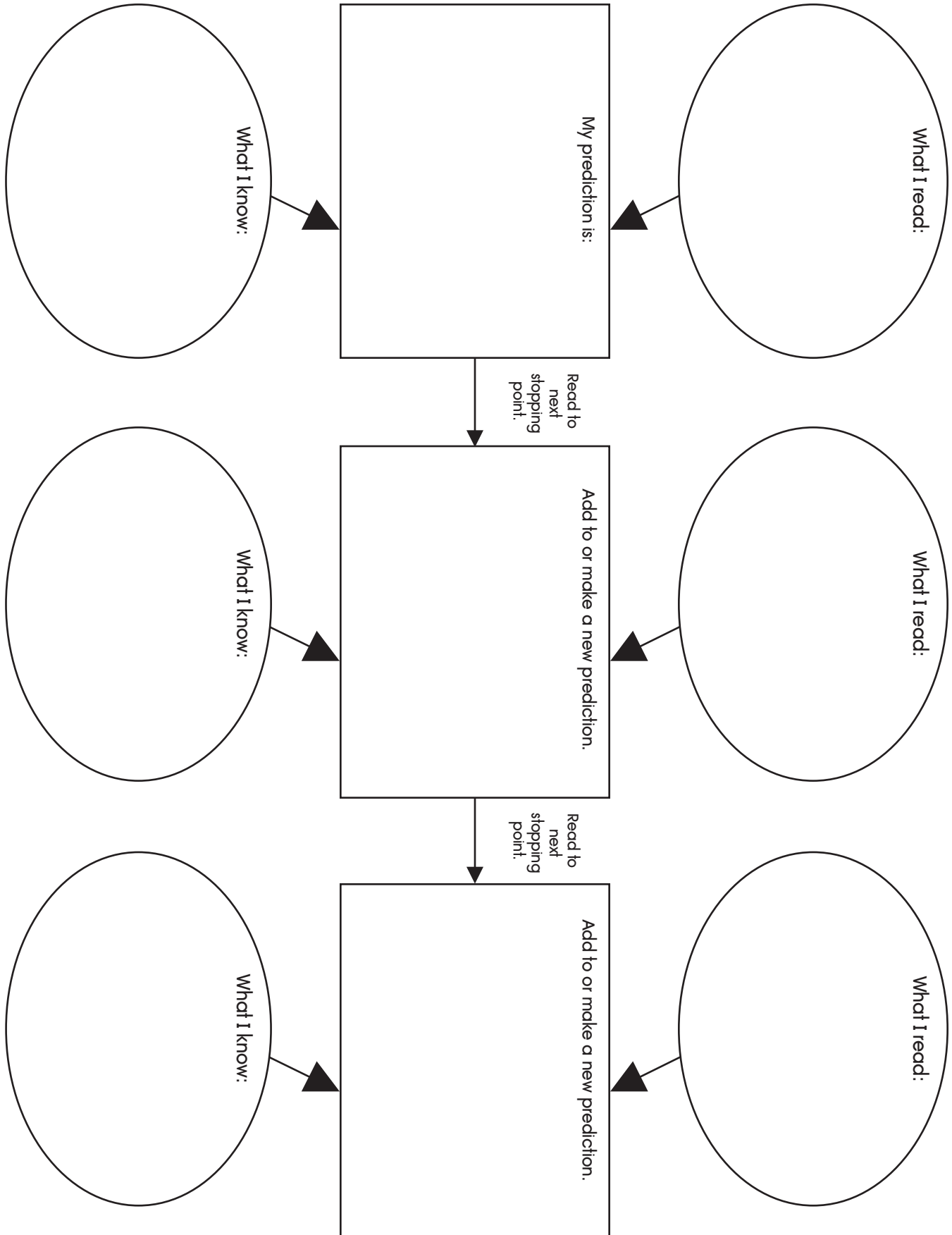
Extensions and Adaptations

- ▶ Review predictions and results with a partner.

Name _____

Precise Predictions

C.026.SS





Objective

The student will answer questions to comprehend text.

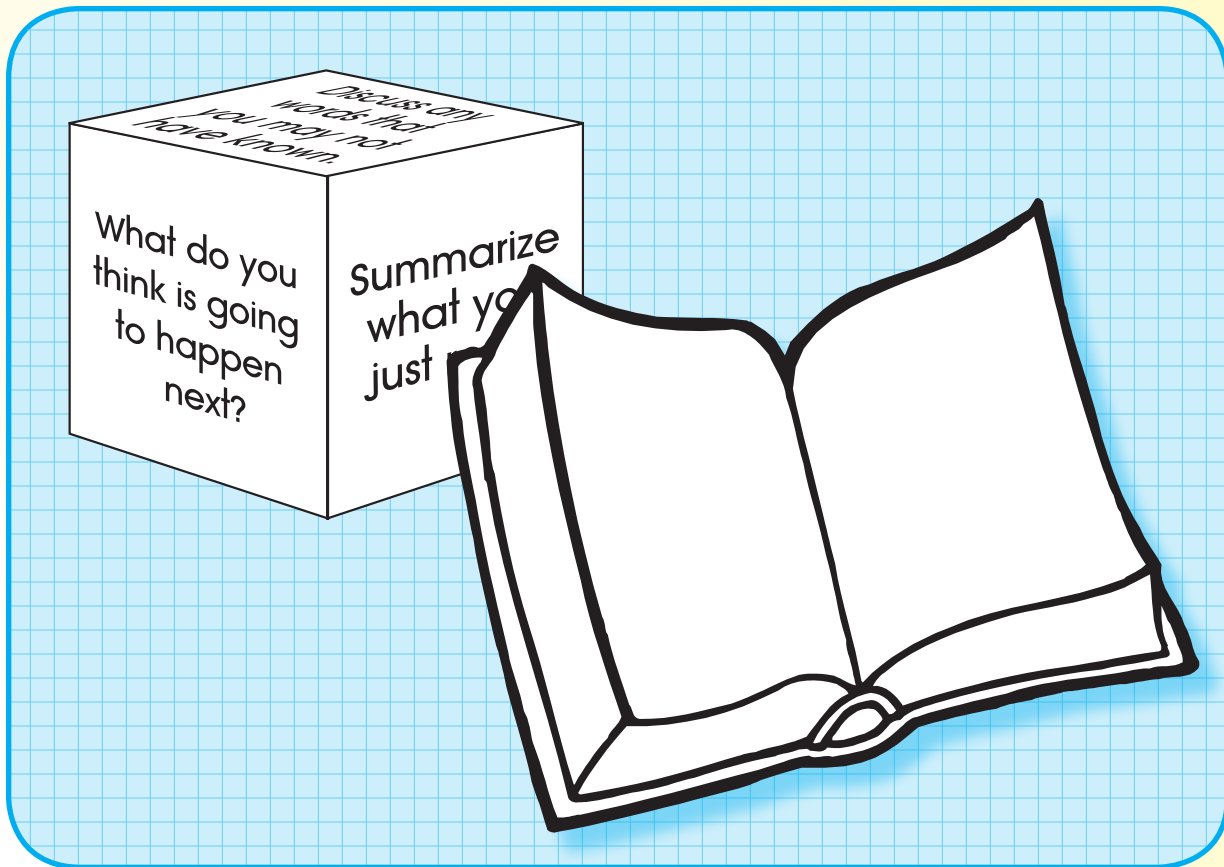
Materials

- ▶ 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

C.027.AMI

	Summarize what you just read.	
How does what you just read relate to your own life?	Discuss any words that you may not have known.	What do you think is going to happen next?
	Based on what you read, what are you curious or interested in knowing more about?	
glue	Did you understand what you just read? Why or why not?	glue
	glue	



Name _____

C.027.SS

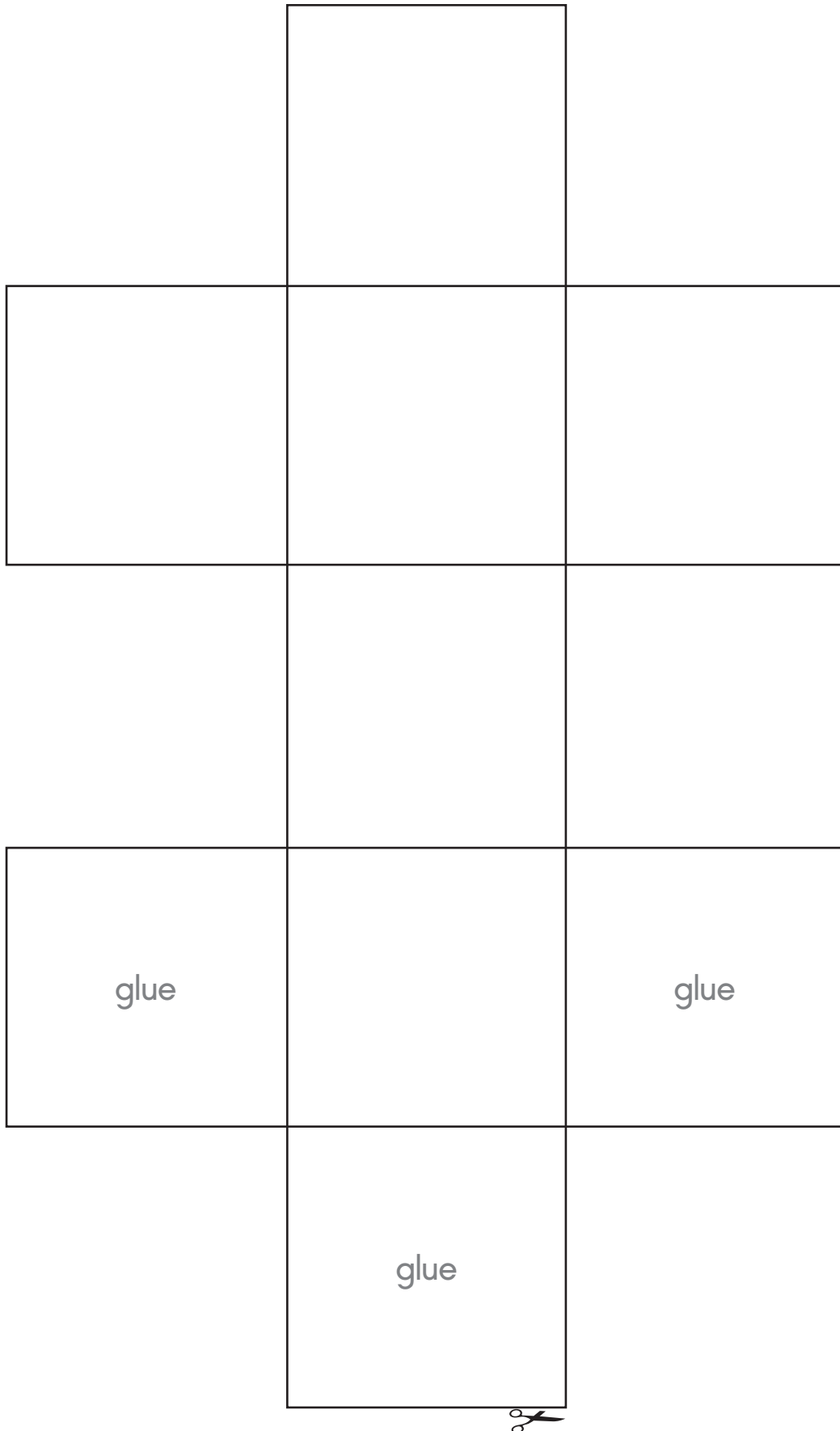
Read and Ask

<p>What do you think is going to happen next?</p>	
<p>Did you understand what you just read? Why or why not?</p>	
<p>Discuss any words that you may not have known.</p>	
<p>How does what you just read relate to your own life?</p>	
<p>Based on what you read, what are you curious or interested in knowing more about?</p>	
<p>Summarize what you just read.</p>	

Comprehension

Read and Ask

C.027.AM2





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

Mammals are a class of animals that share many characteristics. Most have babies that are born alive. Mammals also make milk for their babies care for their young more than other animals. There are other things that mammals have in common with each other. They have hair on their bodies. They are warm-blooded which means their body temperature stays about the same no matter what the weather is like.

Although mammals have a lot in common there are some ways in which they differ. One thing that is different is that mammals eat many types of foods. Some eat only plants, some eat only meat, and some eat both meat and plants. There are three types of mammals that even eat insects. They are the aardvark, anteater, and pangolin.

There are three main groups of mammals. One group lays eggs and includes the duck-billed platypus. Another group has pouches in which they carry their babies. The third group doesn't have pouches because their babies are more developed when they are born. Some examples of mammals are beavers, cows, dogs, tigers and even whales. Human beings are mammals.

Mammals are a class of animals that share many characteristics. Most have babies that are born alive. Mammals also make milk for their babies care for their young more than other animals. There are other things that mammals have in common with each other. They have hair on their bodies. They are warm-blooded which means their body temperature stays about the same no matter what the weather is like.

Although mammals have a lot in common there are some ways in which they differ. One thing that is different is that mammals eat many types of foods. Some eat only plants, some eat only meat, and some eat both meat and plants. There are three types of mammals that even eat insects. They are the aardvark, anteater, and pangolin.

Name three things that mammals have in common?
They are warm-blooded, have hair, and are born alive.

There are three main groups of mammals. One group lays eggs and includes the duck-billed platypus. Another group has pouches in which they carry their babies. The third group doesn't have pouches because their babies are more developed when they are born. Some examples of mammals are beavers, cows, dogs, tigers and even whales. Human beings are mammals.

What group of mammals do humans belong to? Explain your answer.
Humans belongs to the third group because they don't have pouches or lay eggs.



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.

Comprehension

Question Quest

C.028.AM1a

Who is the main character? Name the other characters.

Where does the story take place?

What do you think will happen next?
Read to next paragraph/page to see if you were right.

What is the problem in this story?

How was the problem solved?

What is the main idea of what you just read. Give two details about the main idea.



Comprehension

C.028.AM1b

Question Quest

What conclusions can you make about what you just read.

Compare what you just read with another book you read about the same subject.

Ask your partner a question about what you just read.

Retell in your own words what you just read.

What are you wondering at this point?

Summarize in one or two sentences what you just read.





Ask and Answer

Objective

The student will generate and answer questions to comprehend text.

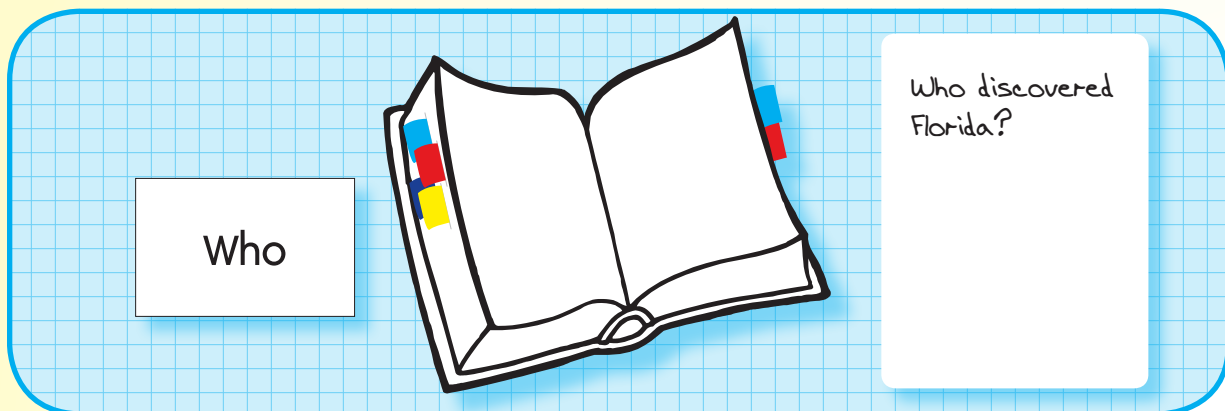
Materials

- ▶ 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).

Comprehension

C.029.AMI

Ask and Answer

Who

When

Where

What

Why

How

Define

List



Comprehension

Ask and Answer

C.029.AM2

Explain

Compare

What if

Summarize

Arrange

What
caused





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

The form is titled "C.030.SS1 Simple Summary" and includes a "Name" field. It contains four "Main Idea" sections, each with a line for the main idea and a space for notes. A "Summary" section at the bottom has several lines for writing. To the right of the form is a large illustration of an open book.



Extensions and Adaptations

- ▶ Use graphic organizers to record main ideas and summary. (Activity Masters C.030.SS2 and C.030.SS3).

Name _____

Simple Summary

C.030.SS I

Title/Topic:

Main Idea:

Main Idea:

Main Idea:

Main Idea:

Summary:

Name _____

C.030.SS2

Simple Summary

Main Idea

Main Idea

Main Idea

Summary (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

C.031.SS1a

Narrative Text

Title:

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

+ + = Summary Statement

Name _____

Sum Summary

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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.

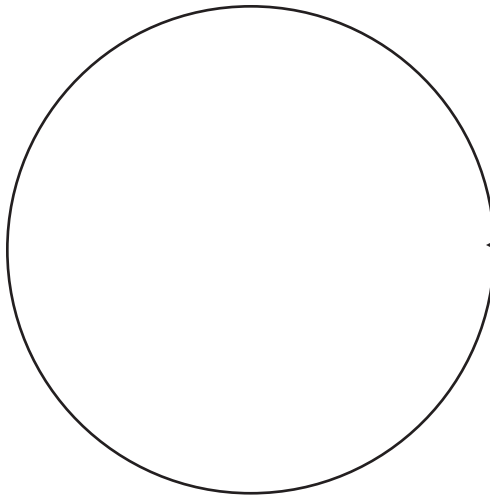
Name _____

Sum Summary!

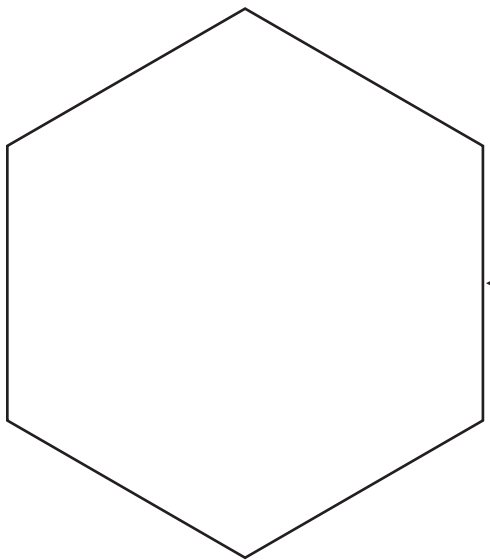
C.031.SS1a

Narrative Text

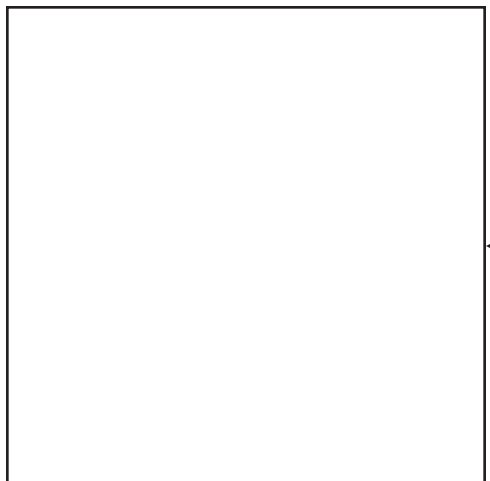
Title:



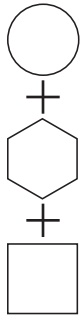
Who was in the story?



What was the problem?



How was it solved?



= Summary Statement

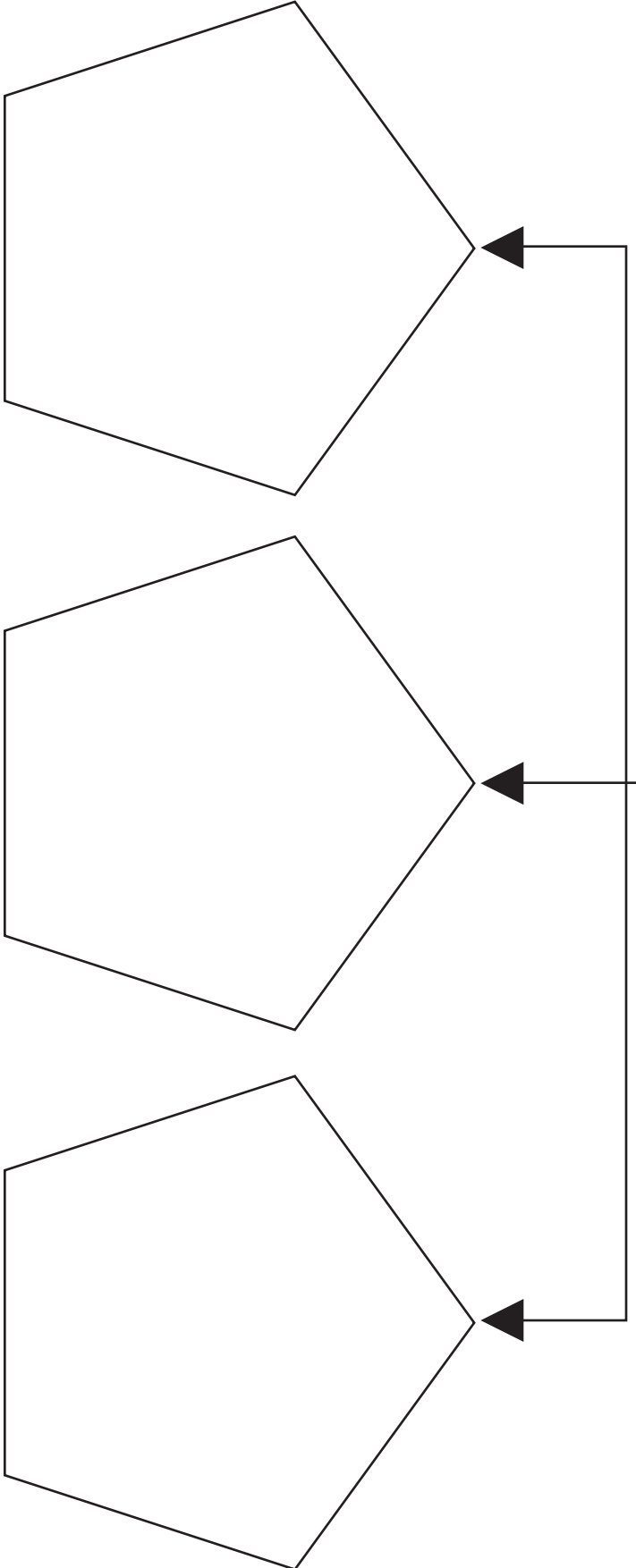
Name _____

C.031.SS1b

Sum Summary!

Expository Text

Title: _____



What is the main idea?

What is the main idea?

What is the main idea?

+ + = Summary Statement

Comprehension

Sum Summary!

C.031.AM2a

Who was in the story?

What was the problem?






Narrative Text



Narrative Text

How was it solved?

 +  +  = Summary



Narrative Text

Narrative Text



Comprehension

C.031.AM2b

Sum Summary!

Details and Main Idea




Details and Main Idea



Expository Text

Expository Text

Details and Main Idea

 +  +  = Summary



Expository Text



Expository Text



Name _____

Sum Summary!

C.03 I.SS3

Summary (20 words or less)

1

2

3

4

5

6

7

8

9

10

11

12

13

14

15

16

17

18

19

20

Rewrite Summary (20 words or less)



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).

Name _____

Title/Topic:		
What I already know:		Summary:
Ask a question. Answer the question.	Ask a question. Answer the question.	Ask a question. Answer the question.
Ask a question. Answer the question.	Ask a question. Answer the question.	Ask a question. Answer the question.

Comprehension

C.032.AMI

Strategic Strategies

What I
already know

Ask a
question

Ask a
question

Ask a
question

Ask a
question

Summary



Name _____

Strategic Strategies

C.032.SS2

What I already know:		Title/Topic:	What really happened	Make a prediction	What really happened	Make a prediction	What really happened	Make a prediction	What really happened	Summary:

Comprehension

C.032.AM2

Strategic Strategies

What I
already know

Make a
prediction

What really
happened

Make a
prediction

What really
happened

Make a
prediction

What really
happened

Summary





Reading Repair

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
- ▶ Pencil
Place strategically where students are to stop and check their understanding of what they read.

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

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.

Name _____

Reading Repair C.033.SS

Problem	Repair
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 _____ _____

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?

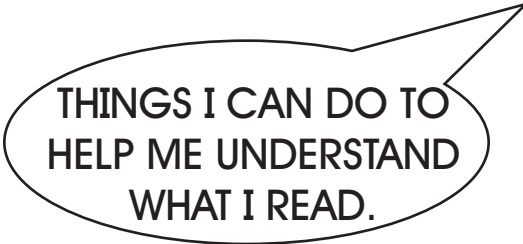
Were there any
words I didn't
understand?

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.



Name _____

Reading Repair

C.033.SS

Problem

Repair

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.

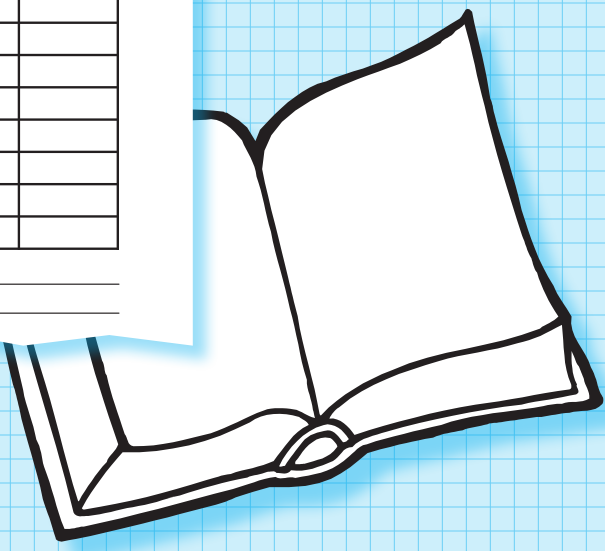
1. Place text at the center. Provide the student with a student sheet.
2. The student reads the items on the student sheet.
3. Reads text.
4. Monitors comprehension while reading by thinking about the items on the student sheet.
5. Completes text and student sheet.
6. Teacher evaluation

Name _____

Show-U-Know C.034.SS

	Never	Sometimes	Always
Think about what I know			
Make predictions			
Sound out unknown words			
Look up the meaning of unknown words			
Reread parts that I don't understand			
Ask and answer questions about the text			
Change reading rate			
Summarize			

To understand what I read today, I _____



Extensions and Adaptations

- ▶ Keep a reading journal and writes a short summary of text read.

Name _____

Show-U-Know

C.034.SS

	Never	Sometimes	Always
Think about what I know			
Make predictions			
Sound out unknown words			
Look up the meaning of unknown words			
Reread parts that I don't understand			
Ask and answer questions about the text			
Change reading rate			
Summarize			

To understand what I read today, I _____

	Never	Sometimes	Always
Think about what I know			
Make predictions			
Sound out unknown words			
Look up the meaning of unknown words			
Reread parts that I don't understand			
Ask and answer questions about the text			
Change reading rate			
Summarize			

To understand what I read today, I _____
