# COMPREHENSION CIRCUIT TRAINING

## TABLE OF CONTENTS

### PROGRAM TRAINING & RESOURCES

- Comprehension Circuit Training Chart 6
- Comprehension Circuit Training Checklist 7

### LITERARY TEXT: SHORT FICTION (Weeks 1-7)

<table>
<thead>
<tr>
<th>Week 1</th>
<th>Literary: Short Fiction Training: <em>Thank You Ma’am</em></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Sample Activity                                   8</td>
</tr>
<tr>
<td></td>
<td>Introduction to Comprehension Circuit Training &amp; Word Cloud Activity 9</td>
</tr>
<tr>
<td></td>
<td>Comprehension Circuit Training Checklist          11</td>
</tr>
<tr>
<td></td>
<td>Literary: Short Fiction Text Organizer            12</td>
</tr>
<tr>
<td></td>
<td>Read to Find Out Question - Writing Frame         14</td>
</tr>
<tr>
<td></td>
<td>Station Checklist/Effort Chart                    16</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 2</th>
<th>Literary: Short Fiction Training: <em>After Twenty Years</em></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Comprehension Circuit Training Checklist               17</td>
</tr>
<tr>
<td></td>
<td>Literary: Short Fiction Text Organizer                 18</td>
</tr>
<tr>
<td></td>
<td>Read to Find Out Question - Writing Frame              20</td>
</tr>
<tr>
<td></td>
<td>Station Checklist/Effort Chart                         22</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 3</th>
<th>Literary: Short Fiction  <em>Challenge Week with Teacher’s Choice of Text</em></th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Comprehension Circuit Training Checklist                     23</td>
</tr>
<tr>
<td></td>
<td>Literary: Short Fiction Text Organizer                      24</td>
</tr>
<tr>
<td></td>
<td>Read to Find Out Question - Writing Frame                   26</td>
</tr>
<tr>
<td></td>
<td>Station Checklist/Effort Chart                              28</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 4</th>
<th>Literary: Short Fiction  <em>Challenge Week with Teacher’s Choice of Text</em></th>
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<tbody>
<tr>
<td></td>
<td>Comprehension Circuit Training Checklist                     29</td>
</tr>
<tr>
<td></td>
<td>Literary: Short Fiction Text Organizer                      30</td>
</tr>
<tr>
<td></td>
<td>Read to Find Out Question - Writing Frame                   32</td>
</tr>
<tr>
<td></td>
<td>Station Checklist/Effort Chart                              34</td>
</tr>
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<table>
<thead>
<tr>
<th>Week 5</th>
<th>Literary: Short Fiction  <em>Challenge Week with Teacher’s Choice of Text</em></th>
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<tbody>
<tr>
<td></td>
<td>Comprehension Circuit Training Checklist                     35</td>
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<tr>
<td></td>
<td>Literary: Short Fiction Text Organizer                      36</td>
</tr>
<tr>
<td></td>
<td>Read to Find Out Question - Writing Frame                   38</td>
</tr>
<tr>
<td></td>
<td>Station Checklist/Effort Chart                              40</td>
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<table>
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<tr>
<th>Week 6</th>
<th>Literary: Short Fiction  <em>Challenge Week with Teacher’s Choice of Text</em></th>
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<tbody>
<tr>
<td></td>
<td>Comprehension Circuit Training Checklist                     41</td>
</tr>
<tr>
<td></td>
<td>Literary: Short Fiction Text Organizer                      42</td>
</tr>
<tr>
<td></td>
<td>Read to Find Out Question - Writing Frame                   44</td>
</tr>
<tr>
<td></td>
<td>Station Checklist/Effort Chart                              46</td>
</tr>
<tr>
<td>Week 7</td>
<td>Literary: Short Fiction</td>
</tr>
<tr>
<td>--------</td>
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**INFORMATIONAL TEXT: EXPOSITORY** (Weeks 8-12)

<table>
<thead>
<tr>
<th>Week 8</th>
<th>Informational Text: Expository</th>
<th>Black Wings</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Comprehension Circuit Training Checklist</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td>Expository: Informational Text Organizer</td>
<td>74</td>
</tr>
<tr>
<td></td>
<td>Read to Find Out Question - Writing Frame</td>
<td>76</td>
</tr>
<tr>
<td></td>
<td>Station Checklist/Effort Chart</td>
<td>78</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Week 9</th>
<th>Informational Text: Expository</th>
<th>Dogs Vs. Terrorists</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Comprehension Circuit Training Checklist</td>
<td>79</td>
</tr>
<tr>
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<td>80</td>
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<td>Read to Find Out Question - Writing Frame</td>
<td>82</td>
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<td>84</td>
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<table>
<thead>
<tr>
<th>Week 10</th>
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<th>Challenge Week with Teacher’s Choice of Text</th>
</tr>
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<tbody>
<tr>
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<td>85</td>
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<td>86</td>
</tr>
<tr>
<td></td>
<td>Read to Find Out Question - Writing Frame</td>
<td>88</td>
</tr>
<tr>
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<td>Station Checklist/Effort Chart</td>
<td>90</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Week 11</th>
<th>Informational Text: Expository</th>
<th>Challenge Week with Teacher’s Choice of Text</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Comprehension Circuit Training Checklist</td>
<td>91</td>
</tr>
<tr>
<td></td>
<td>Expository: Informational Text Organizer</td>
<td>92</td>
</tr>
<tr>
<td></td>
<td>Read to Find Out Question - Writing Frame</td>
<td>94</td>
</tr>
<tr>
<td></td>
<td>Station Checklist/Effort Chart</td>
<td>96</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Week 12</th>
<th>Informational Text: Expository</th>
<th>Challenge Week with Teacher’s Choice of Text</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Comprehension Circuit Training Checklist</td>
<td>97</td>
</tr>
<tr>
<td></td>
<td>Expository: Informational Text Organizer</td>
<td>98</td>
</tr>
<tr>
<td></td>
<td>Read to Find Out Question - Writing Frame</td>
<td>100</td>
</tr>
<tr>
<td></td>
<td>Station Checklist/Effort Chart</td>
<td>102</td>
</tr>
</tbody>
</table>

**VOCABULARY REVIEW & NOTES**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Academic &amp; Text Vocabulary Inventory</td>
<td>105</td>
</tr>
<tr>
<td>Vocabulary Review Activities</td>
<td>108</td>
</tr>
<tr>
<td>Vocabulary Words &amp; Definitions</td>
<td>121</td>
</tr>
</tbody>
</table>
COMPREHENSION CIRCUIT TRAINING

Literary Text: SHORT FICTION
COMPREHENSION CIRCUIT TRAINING
Checklist

WARM-UP STATION

1. Preview Text Exercise
   - Preview the title and author.
   - Preview and scan the text features (title, subheadings, bolded words, graphs, etc).
   - Read the first 1-2 paragraphs and locate challenging words.

2. Develop Background Knowledge Exercise
   - Teacher helps build background knowledge by introducing title, author, setting, and characters.
   - Teacher identifies and teaches the text vocabulary words.
   - Teacher provides Read to Find Out Question to students.

3. Set Checkpoints Exercise
   - Understand the text type and the Read to Find Out Question and locate the Text Organizer.
   - Skim the text for difficulty and length.
   - Set checkpoints.

READING CORE STATION

1. Read and Check Exercise
   - Read and stop at checkpoints.
   - Review and discuss questions from the Text Organizer with partner.
   - Record answers on the Text Organizer.

2. “Fix It” Exercise
   - Re-read text and adjust reading speed and checkpoints.
   - Mark the text by circling the “who” or “what” and underline the main idea.
   - Imagine yourself in the text by visualizing the actions or information.

KNOWLEDGE FLEX STATION

1. Team-Based Learning Exercise
   - Take quiz, both individually and with the team.

2. Answer the Read to Find Out Question
   - Review information on the Text Organizer.
   - Write the answer to Read to Find Out Question.
In a little district west of Washington Square the streets have run crazy and broken themselves into small strips called “places.” These “places” make strange angles and curves. One Street crosses itself a time or two. An artist once discovered a valuable possibility in this street. Suppose a collector with a bill for paints, paper and canvas should, in traversing this route, suddenly meet himself coming back, without a cent having been paid on account! So, to quaint old Greenwich Village the art people soon came prowling, hunting for north windows and eighteenth-century gables and Dutch attics and low rents. Then they imported some pewter mugs and a chafing dish or two from Sixth Avenue, and became a “colony.”

At the top of a squatty, three-story brick Sue and Johnsy had their studio. “Johnsy” was familiar for Joanna. One was from Maine; the other from California. They had met at the table d’hôte of an Eighth Street “Delmonico’s,” and found their tastes in art, chicory salad and bishop sleeves so congenial that the joint studio resulted.

From “The Last Leaf” by O. Henry

Now, rate how well you understood the text.

Understood Little to None
“I’m not sure I could explain anything that happened in this story.”

Understood Some
“I could name the characters and the setting, but not what was happening.”

Understood Most to All
“I could retell this story to a partner.”

What actions did you take to understand the text? What did you do to help you understand?

Before I read

While I was reading

After I read
**Introduction:** Comprehension Circuit Training Word Cloud Exercise

Fitness/Exercise Words

Reading Words

Both
### Warm-Up Station

1. **Preview Text Exercise**
   - Preview the title and author.
   - Preview and scan the text features (title, subheadings, bolded words, graphs, etc).
   - Read the first 1-2 paragraphs and locate challenging words.

2. **Develop Background Knowledge Exercise**
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### Reading Core Station

1. **Read and Check Exercise**
   - Read and stop at checkpoints.
   - Review and discuss questions from the Text Organizer with partner.
   - Record answers on the Text Organizer.

2. **“Fix It” Exercise**
   - Re-read text and adjust reading speed and checkpoints.
   - Mark the text by circling the “who” or “what” and underline the main idea.
   - Imagine yourself in the text by visualizing the actions or information.

### Knowledge Flex Station

1. **Team-Based Learning Exercise**
   - Take quiz, both individually and with the team.

2. **Answer the Read to Find Out Question**
   - Review information on the Text Organizer.
   - Write the answer to Read to Find Out Question.
Title: ________________________________  Author: ________________________________

**Directions:** At each checkpoint, take notes on the following questions. As you read, remember to build the “big picture” of what the text is saying.

**Read to Find Out Question**

**Problem or Conflict** (What is the major problem or conflict? What event or situation sets the story in motion? What are the goals of the characters? What do they hope to do?)

<table>
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<th>Checkpoint</th>
<th>Setting (Where and when does the story take place?)</th>
<th>Characters (Who are they? What is the author telling us about them?)</th>
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<td>#1</td>
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<td></td>
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<td>#3</td>
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</tbody>
</table>
## Checkpoint Plot

### Setting
Where and when does the story take place?

### Characters
Who are they? What is the author telling us about them?

### Major Events
What are the major events?

### Why?
Why did the events happen?

<table>
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<th>#4</th>
<th></th>
<th></th>
<th></th>
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<tbody>
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<td>#6</td>
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</table>

### Resolution
What resulted? Did the characters solve the problem/conflict? If so, how?

### Author's Style
(Tone, Voice, etc.)

### Teacher's Choice
(Literary Elements)
Read to Find Out Question
Writing Frame

Directions: Using the writing frame below, answer the Read to Find Out Question that applies to the text.

In the story, _____________________________________________________________________________________,

the problem or conflict is ____________________________________________________________________________

_______________________________________________________________________________________________.

To solve this problem, __________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

Finally, the problem/conflict is solved when __________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________

In conclusion, I think the author’s purpose in writing this story _____________________________________________________________________________

_______________________________________________________________________________________________

_______________________________________________________________________________________________
### Effort Chart

Directions: Check off the activities and rate your effort.

<table>
<thead>
<tr>
<th>STATION EXERCISE COMPLETION</th>
<th>DID I PUT IN MY MAXIMUM EFFORT?</th>
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<tr>
<td>☐ I previewed the text.</td>
<td>☐ Yes  ☐ No</td>
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<tr>
<td>☐ I set checkpoints.</td>
<td>☐ Yes  ☐ No</td>
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<tr>
<td>☐ I read and checked my comprehension.</td>
<td>☐ Yes  ☐ No</td>
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<td>☐ I fixed problems as needed.</td>
<td>☐ Yes  ☐ No</td>
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<tr>
<td>☐ I answered the Read to Find Out Question.</td>
<td>☐ Yes  ☐ No</td>
</tr>
<tr>
<td>☐ I took the individual and team quizzes.</td>
<td>☐ Yes  ☐ No</td>
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**COMPREHENSION CIRCUIT TRAINING**

Checklist

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<thead>
<tr>
<th>Warm-Up Station</th>
</tr>
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<td><strong>1. Preview Text Exercise</strong></td>
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<td>✔ Preview the title and author.</td>
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<td>✔ Teacher identifies and teaches the text vocabulary words.</td>
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<td><strong>3. Set Checkpoints Exercise</strong></td>
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<td>✔ Understand the text type and the Read to Find Out Question and locate the Text Organizer.</td>
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<td>✔ Skim the text for difficulty and length.</td>
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<td>✔ Set checkpoints.</td>
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</tr>
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<td>✔ Re-read text and adjust reading speed and checkpoints.</td>
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<td>✔ Mark the text by circling the “who” or “what” and underline the main idea.</td>
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<thead>
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</tr>
</thead>
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<td><strong>1. Team-Based Learning Exercise</strong></td>
</tr>
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<td>✔ Take quiz, both individually and with the team.</td>
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<td>✔ Write the answer to Read to Find Out Question.</td>
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## Short Fiction Text Organizer

**Title:** ________________________________

**Author:** ________________________________

**Directions:** At each checkpoint, take notes on the following questions.
As you read, remember to build the “big picture” of what the text is saying.

### Read to Find Out Question

### Problem or Conflict
(What is the major problem or conflict? What event or situation sets the story in motion? What are the goals of the characters? What do they hope to do?)

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**Resolution** (What resulted? Did the characters solve the problem/conflict? If so, how?)

**Author’s Style** (Tone, Voice, etc.)

**Teacher’s Choice** (Literary Elements)
Read to Find Out Question
Writing Frame

Directions: Using the writing frame below, answer the Read to Find Out Question that applies to the text.

In the story, ________________________________,

the problem or conflict is ________________________________

______________________________

______________________________

______________________________

To solve this problem, ________________________________

______________________________

______________________________

______________________________

______________________________.

Finally, the problem/conflict is solved when ________________________________

______________________________

______________________________

______________________________

______________________________.

In conclusion, I think the author’s purpose in writing this story ________________________________

______________________________

______________________________

______________________________

______________________________.
Effort Chart

Directions: Check off the activities and rate your effort.

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COMPREHENSION CIRCUIT TRAINING
Checklist

WARM-UP STATION

Warm-Up Station

1. Preview Text Exercise
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READING CORE STATION

Reading Core Station

1. Read and Check Exercise
   - Read and stop at checkpoints.
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KNOWLEDGE FLEX STATION

Knowledge Flex Station

1. Team-Based Learning Exercise
   - Take quiz, both individually and with the team.

2. Answer the Read to Find Out Question
   - Review information on the Text Organizer.
   - Write the answer to Read to Find Out Question.
### Short Fiction Text Organizer

**Title:** ____________________________________  **Author:** ____________________________________

**Directions:** At each checkpoint, take notes on the following questions.
As you read, remember to build the “big picture” of what the text is saying.

#### Read to Find Out Question

#### Problem or Conflict
(What is the major problem or conflict? What event or situation sets the story in motion? What are the goals of the characters? What do they hope to do?)

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**Resolution** (What resulted? Did the characters solve the problem/conflict? If so, how?)

**Author’s Style** (Tone, Voice, etc.)

**Teacher’s Choice** (Literary Elements)
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# Short Fiction Text Organizer

**Title:** ______________________________  
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**Directions:** At each checkpoint, take notes on the following questions. As you read, remember to build the “big picture” of what the text is saying.

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**Problem or Conflict**  (What is the major problem or conflict? What event or situation sets the story in motion? What are the goals of the characters? What do they hope to do?)

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Promoting Adolescents’ Comprehension of Text (PACT), Texas A&M University
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   - Write the answer to Read to Find Out Question.
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Title: ________________________________  Author: ________________________________

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As you read, remember to build the “big picture” of what the text is saying.

**Read to Find Out Question**

**Problem or Conflict** (What is the major problem or conflict? What event or situation sets the story in motion? What are the goals of the characters? What do they hope to do?)

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**Resolution** (What resulted? Did the characters solve the problem/conflict? If so, how?)

**Author’s Style** (Tone, Voice, etc.)

**Teacher’s Choice** (Literary Elements)
In the story, ____________________________________________,
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To solve this problem, ____________________________________________
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In conclusion, I think the author’s purpose in writing this story ____________________________________________
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Promoting Adolescents’ Comprehension of Text (PACT), Texas A&M University
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Directions: Using the writing frame below, answer the Read to Find Out Question that applies to the text.

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Directions: Using the writing frame below, answer the Read to Find Out Question that applies to the text.

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**Expository/Informational Text Organizer**

**Title:**

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Read to Find Out Question
Writing Frame

Directions: Using the writing frame below, answer the Read to Find Out Question that applies to the text.

In the text, ____________________________________________________________,
the author, ___________________________________________________________,
_________________________
discusses _______________________.

First, I learned _______________________________________________________

_________________________.

Next, I learned _______________________________________________________

_________________________.

Finally, I learned ______________________________________________________

_________________________.

In conclusion, I think the author’s purpose in writing this text was ________________________________

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### Effort Chart

Directions: Check off the activities and rate your effort.

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COMPREHENSION CIRCUIT TRAINING
Checklist

WARM-UP STATION

1. Preview Text Exercise
   - Preview the title and author.
   - Preview and scan the text features (title, subheadings, bolded words, graphs, etc).
   - Read the first 1-2 paragraphs and locate challenging words.

2. Develop Background Knowledge Exercise
   - Teacher helps build background knowledge by introducing title, author, setting, and characters.
   - Teacher identifies and teaches the text vocabulary words.
   - Teacher provides Read to Find Out Question to students.

3. Set Checkpoints Exercise
   - Understand the text type and the Read to Find Out Question and locate the Text Organizer.
   - Skim the text for difficulty and length.
   - Set checkpoints.

READING CORE STATION

1. Read and Check Exercise
   - Read and stop at checkpoints.
   - Review and discuss questions from the Text Organizer with partner.
   - Record answers on the Text Organizer.

2. “Fix It” Exercise
   - Re-read text and adjust reading speed and checkpoints.
   - Mark the text by circling the “who” or “what” and underline the main idea.
   - Imagine yourself in the text by visualizing the actions or information.

KNOWLEDGE FLEX STATION

1. Team-Based Learning Exercise
   - Take quiz, both individually and with the team.

2. Answer the Read to Find Out Question
   - Review information on the Text Organizer.
   - Write the answer to Read to Find Out Question.
### Expository/Informational Text Organizer

**Title:** ________________________________________________________________

**Read to Find Out Question**

**Directions:** At each checkpoint, take notes on the following questions. As you read, remember to build a “big picture” of what the text is saying.

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### Expository/Informational Text Organizer

**Title:**

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**Author’s Style** (List text features, graphics, charts)  
**Teacher’s Choice** (Text structure, etc.)
Read to Find Out Question
Writing Frame

Directions: Using the writing frame below, answer the Read to Find Out Question that applies to the text.

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COMPREHENSION CIRCUIT TRAINING

VOCABULARY: Academic & Text Vocabulary
# Academic & Text Vocabulary Inventory

Directions: Make a grid of all of the vocabulary words you’ve learned so far.

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Vocabulary Review Activity #1

Password

Purpose: To describe a word from the Vocabulary Inventory, without using the word itself, in an effort to have another person guess the word.

Directions:
Step 1: Choose a partner.
Step 2: The first partner chooses a vocabulary word from the Vocabulary Inventory and provides clues, such as a definition or explanation of that word in an effort to have your partner guess the word.

Example Clues:
For the word sensible you might say,
- “Good judgment.”
- “Good choice.”
- “Practical.”

Step 3: The partner guessing the word gets up to three clues in order to guess it. Award the following points according to how many clues are required to identify the word:

1. One clue: 3 points
2. Two clues: 2 points
3. Three clues: 1 point

Step 4: If the partner guesses the word or does not guess it within three clues, switch roles and repeat until time is up. Keep track of your points. Switch roles and repeat until time is up. The winner is the partner who has the most points when time is up.
Vocabulary Review Activity #2

Connect Three

Purpose: To write a sentence using three words from the Vocabulary Inventory.

Directions:
Step 1: Choose 3 words from the Vocabulary Inventory.

Step 2: Write a sentence that uses these three words. Be sure to underline the vocabulary words that you use.

Step 3: Share your sentence with your partner and record on your Vocabulary Organizer. (If time is limited, students can share sentences orally rather than writing them down).

Vocabulary Review Activity #3

Progressive Writing

Purpose: To write a story that follows the short story structure, using as many words from the Vocabulary Inventory as possible.

Directions:
Step 1: The teacher chooses a topic for students to write about from the following plot ideas, character descriptions, and story starters:

Step 2: Using your Literary/Short Fiction Text Organizer as a guide, write a story using the story starter/plot idea/character description provided by your teacher. Remember to introduce the characters, the setting, and the problem or conflict that your characters face. Be sure to include how your characters attempt to solve the problem and the resolution or the solution to the problem.

Step 3: Try to use as many vocabulary words from the Vocabulary Inventory in your story as possible. Please underline each vocabulary word as you use them.

Step 4: You will work on this same story over several days, so write as much as you can each day. Try to beat your score (the number of vocabulary words you use each day). Aim for a minimum of three vocabulary words per day.

Step 5: Be creative and have fun!
Vocabulary Review Activity #4

Three Questions

Purpose: To choose two words from the Vocabulary Inventory and think more deeply about these words by answering three questions.

Directions:
Step 1: Each partner chooses a word from the Vocabulary Inventory.

Step 2: For each word, partners take turns answering the three questions below. Using his/her word, partner A will answer question one for that word. Partner B will answer the same question for the same word, trying to come up with something different than partner A. Continue through each question. Complete the same process for the second word. Record answers for each word on Vocabulary Organizer. (If time is limited, students can share answers orally rather than writing them down).

1. What is it?
2. What is it like?
3. What are some examples?

Step 3: Share your sentence with your partner and record on your Vocabulary Organizer.

Vocabulary Review Activity

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Promoting Adolescents' Comprehension of Text (PACT), Texas A&M University
Vocabulary Review Activity

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Vocabulary Words

Directions: For each vocabulary word, write the word, definition, use the word in a sentence, and draw and complete either a vocabulary map or t-chart in the designated area.

Word: ____________________________________________________________

Definition: ________________________________________________________

____________________________________________________________________

Sentence: __________________________________________________________

____________________________________________________________________

Vocabulary Map: Draw your vocabulary map or t-chart below.

Word: ____________________________________________________________

Definition: ________________________________________________________

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Vocabulary Map: Draw your vocabulary map or t-chart below.
Word: 

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These materials were developed with funding from the Institute for Education Sciences, R305F00013, to The University of Texas at Austin. The materials were developed by members of the Promoting Adolescent Comprehension of Text (PACT) Research Teams from Texas A&M University, The University of Texas at Austin, and Florida State University.