

COMPREHENSION **CIRCUIT** TRAINING



Student Name _____

Teacher Name _____

Class Period _____



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Center on Disability and Development at Texas A&M University

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COMPREHENSION CIRCUIT TRAINING

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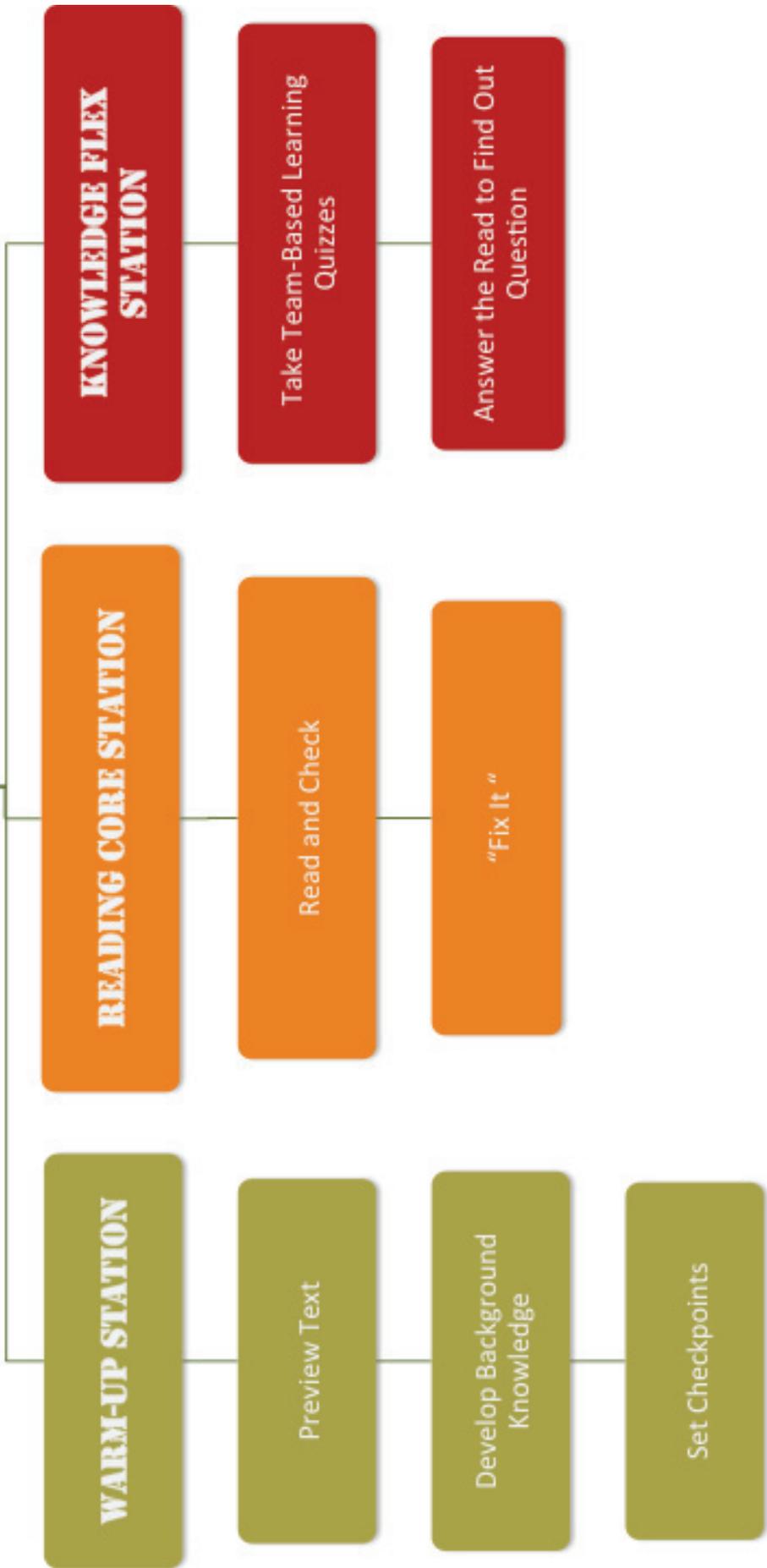


COMPREHENSION **CIRCUIT** TRAINING



**Literary Text:
SHORT FICTION**

COMPREHENSION CIRCUIT TRAINING



COMPREHENSION CIRCUIT TRAINING

Checklist

WARM-UP STATION

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

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

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.

Practice Exercise: Rate Your Level of Understanding

Read the following excerpt from “The Last Leaf” by O. Henry as you typically would read a class assignment. After you read, rate how well you understood the text.

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

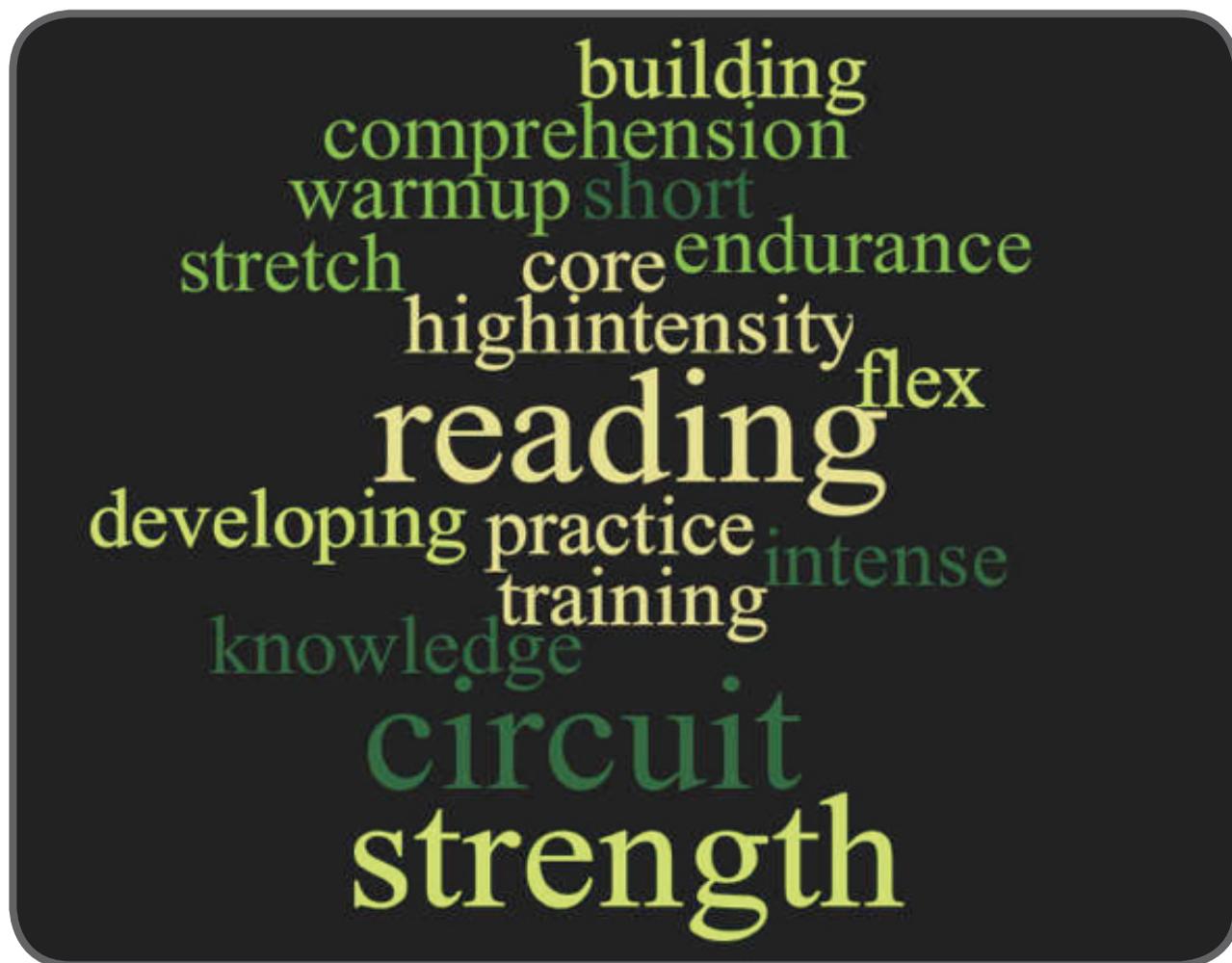
Now, rate how well you understood the text.

		
<p>Understood Little to None “I’m not sure I could explain anything that happened in this story.”</p>	<p>Understood Some “I could name the characters and the setting, but not what was happening.”</p>	<p>Understood Most to All “I could retell this story to a partner.”</p>

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

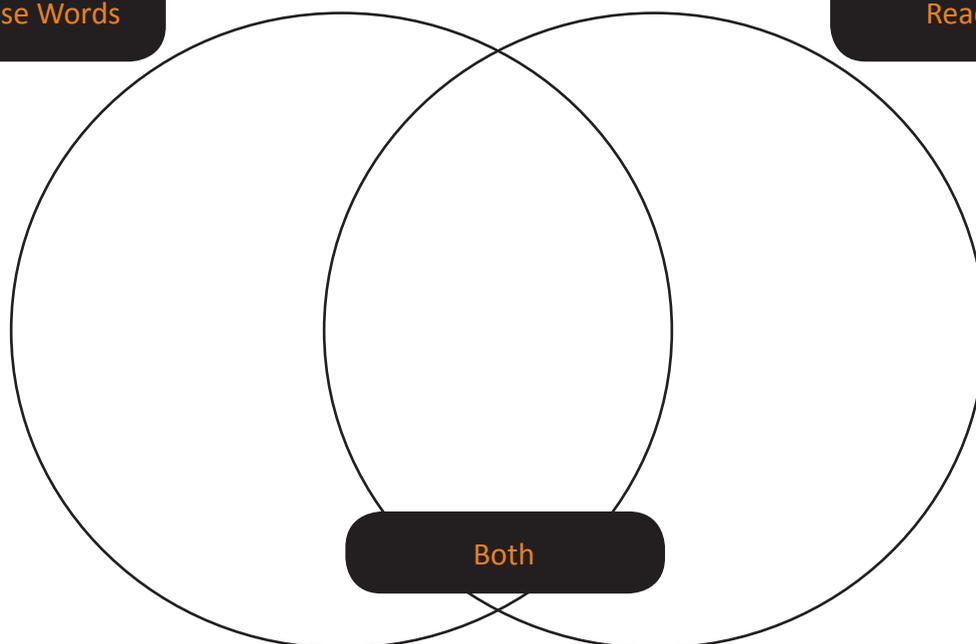
<p><u>Before I read</u></p>	<p><u>While I was reading</u></p>	<p><u>After I read</u></p>

Introduction: Comprehension Circuit Training Word Cloud Exercise



Fitness/Exercise Words

Reading Words



COMPREHENSION CIRCUIT TRAINING

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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?)

	Checkpoint	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?)
Plot	#1				
	#2				
	#3				

	Checkpoint	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?)
Plot	#4				
	#5				
	#6				

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.

STATION EXERCISE COMPLETION	DID I PUT IN MY MAXIMUM EFFORT?	
<input type="checkbox"/> I previewed the text.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> I set checkpoints.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> I read and checked my comprehension.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> I fixed problems as needed.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> I answered the Read to Find Out Question.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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COMPREHENSION CIRCUIT TRAINING

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Reading Core Station



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- Imagine yourself in the text by visualizing the actions or information.

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Short Fiction Text Organizer

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	#4				
	#5				
	#6				

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, _____,

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Finally, the problem/conflict is solved when _____

_____.

In conclusion, I think the author's purpose in writing this story _____

_____.



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	#2				
	#3				

	Checkpoint	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?)
Plot	#4				
	#5				
	#6				

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.

STATION EXERCISE COMPLETION	DID I PUT IN MY MAXIMUM EFFORT?	
<input type="checkbox"/> I previewed the text.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> I set checkpoints.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> I read and checked my comprehension.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> I fixed problems as needed.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> I answered the Read to Find Out Question.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> I took the individual and team quizzes.	<input type="checkbox"/> Yes	<input type="checkbox"/> No

COMPREHENSION CIRCUIT TRAINING

Checklist

WARM-UP STATION

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

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

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?)

	Checkpoint	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?)
Plot	#1				
	#2				
	#3				

	Checkpoint	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?)
Plot	#4				
	#5				
	#6				

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.

STATION EXERCISE COMPLETION	DID I PUT IN MY MAXIMUM EFFORT?	
<input type="checkbox"/> I previewed the text.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> I set checkpoints.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> I read and checked my comprehension.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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COMPREHENSION CIRCUIT TRAINING

Checklist

WARM-UP STATION

Warm-Up Station



1. Preview Text Exercise

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- Preview and scan the text features (title, subheadings, bolded words, graphs, etc).
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- 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

Reading Core Station



1. Read and Check Exercise

- Read and stop at checkpoints.
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2. "Fix It" Exercise

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- 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

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?)

	Checkpoint	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?)
Plot	#1				
	#2				
	#3				

	Checkpoint	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?)
Plot	#4				
	#5				
	#6				

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.

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To solve this problem, _____

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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.

STATION EXERCISE COMPLETION	DID I PUT IN MY MAXIMUM EFFORT?	
<input type="checkbox"/> I previewed the text.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> I set checkpoints.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> I read and checked my comprehension.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> I fixed problems as needed.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> I answered the Read to Find Out Question.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> I took the individual and team quizzes.	<input type="checkbox"/> Yes	<input type="checkbox"/> No

COMPREHENSION CIRCUIT TRAINING

Checklist

WARM-UP STATION

Warm-Up Station



1. Preview Text Exercise

- Preview the title and author.
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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

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

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?)

	Checkpoint	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?)
Plot	#1				
	#2				
	#3				

	Checkpoint	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?)
Plot	#4				
	#5				
	#6				

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.

STATION EXERCISE COMPLETION	DID I PUT IN MY MAXIMUM EFFORT?	
<input type="checkbox"/> I previewed the text.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> I set checkpoints.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> I read and checked my comprehension.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> I fixed problems as needed.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> I answered the Read to Find Out Question.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> I took the individual and team quizzes.	<input type="checkbox"/> Yes	<input type="checkbox"/> No

COMPREHENSION CIRCUIT TRAINING

Checklist

WARM-UP STATION

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

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

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?)

Plot	Checkpoint	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?)
	#1				
	#2				
	#3				

	Checkpoint	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?)
Plot	#4				
	#5				
	#6				

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.

STATION EXERCISE COMPLETION	DID I PUT IN MY MAXIMUM EFFORT?	
<input type="checkbox"/> I previewed the text.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> I set checkpoints.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> I read and checked my comprehension.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> I fixed problems as needed.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> I answered the Read to Find Out Question.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> I took the individual and team quizzes.	<input type="checkbox"/> Yes	<input type="checkbox"/> No

COMPREHENSION **CIRCUIT** TRAINING



**Informational Text:
EXPOSITORY**

COMPREHENSION CIRCUIT TRAINING

Checklist

WARM-UP STATION

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

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

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.

Checkpoint	Topic (What is the topic? What important information did I learn from this section of text?)	Conclusions (What conclusions can I draw from this section of the text?)
#1		
#2		
#3		
#4		

Checkpoint	Topic (What is the topic? What important information did I learn from this section of text?)	Conclusions (What conclusions can I draw from this section of the text?)
#5		
#6		
#7		
#8		
	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.

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 _____

_____.



Effort Chart

Directions: Check off the activities and rate your effort.

STATION EXERCISE COMPLETION	DID I PUT IN MY MAXIMUM EFFORT?	
<input type="checkbox"/> I previewed the text.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> I set checkpoints.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> I read and checked my comprehension.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> I fixed problems as needed.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> I answered the Read to Find Out Question.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> I took the individual and team quizzes.	<input type="checkbox"/> Yes	<input type="checkbox"/> No

COMPREHENSION CIRCUIT TRAINING

Checklist

WARM-UP STATION

Warm-Up Station



1. Preview Text Exercise

- Preview the title and author.
- Preview and scan the text features (title, subheadings, bolded words, graphs, etc).
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- Teacher helps build background knowledge by introducing title, author, setting, and characters.
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- 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

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

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.

Checkpoint	Topic (What is the topic? What important information did I learn from this section of text?)	Conclusions (What conclusions can I draw from this section of the text?)
#1		
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Checkpoint	Topic (What is the topic? What important information did I learn from this section of text?)	Conclusions (What conclusions can I draw from this section of the text?)
#5		
#6		
#7		
#8		
	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.

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 _____

_____.



Effort Chart

Directions: Check off the activities and rate your effort.

STATION EXERCISE COMPLETION	DID I PUT IN MY MAXIMUM EFFORT?	
<input type="checkbox"/> I previewed the text.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
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COMPREHENSION CIRCUIT TRAINING

Checklist

WARM-UP STATION

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READING CORE STATION

Reading Core Station



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KNOWLEDGE FLEX STATION

Knowledge Flex Station



1. Team-Based Learning Exercise

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Expository/Informational Text Organizer

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Read to Find Out Question

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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, _____,

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First, I learned _____

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Next, I learned _____

_____.

Finally, I learned _____

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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.

STATION EXERCISE COMPLETION	DID I PUT IN MY MAXIMUM EFFORT?	
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COMPREHENSION CIRCUIT TRAINING

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WARM-UP STATION

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Reading Core Station



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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.



Expository/Informational Text Organizer

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Read to Find Out Question

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Checkpoint	Topic (What is the topic? What important information did I learn from this section of text?)	Conclusions (What conclusions can I draw from this section of the text?)
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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.

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_____.

First, I learned _____

_____.

Next, I learned _____

_____.

Finally, I learned _____

_____.

In conclusion, I think the author's purpose in writing this text was _____

_____.



Effort Chart

Directions: Check off the activities and rate your effort.

STATION EXERCISE COMPLETION		DID I PUT IN MY MAXIMUM EFFORT?	
<input type="checkbox"/> I previewed the text.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
<input type="checkbox"/> I set checkpoints.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
<input type="checkbox"/> I read and checked my comprehension.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
<input type="checkbox"/> I fixed problems as needed.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
<input type="checkbox"/> I answered the Read to Find Out Question.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	
<input type="checkbox"/> I took the individual and team quizzes.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	

COMPREHENSION CIRCUIT TRAINING

Checklist

WARM-UP STATION

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

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

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.

Checkpoint	Topic (What is the topic? What important information did I learn from this section of text?)	Conclusions (What conclusions can I draw from this section of the text?)
#1		
#2		
#3		
#4		

Checkpoint	Topic (What is the topic? What important information did I learn from this section of text?)	Conclusions (What conclusions can I draw from this section of the text?)
#5		
#6		
#7		
#8		
	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.

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 _____

_____.



Effort Chart

Directions: Check off the activities and rate your effort.

STATION EXERCISE COMPLETION	DID I PUT IN MY MAXIMUM EFFORT?	
<input type="checkbox"/> I previewed the text.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> I set checkpoints.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> I read and checked my comprehension.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> I fixed problems as needed.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> I answered the Read to Find Out Question.	<input type="checkbox"/> Yes	<input type="checkbox"/> No
<input type="checkbox"/> I took the individual and team quizzes.	<input type="checkbox"/> Yes	<input type="checkbox"/> No

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.

Academic Vocabulary	Academic Vocabulary	Text Vocabulary	Text Vocabulary	Text Vocabulary

Academic Vocabulary	Academic Vocabulary	Text Vocabulary	Text Vocabulary	Text Vocabulary

Academic Vocabulary	Academic Vocabulary	Text Vocabulary	Text Vocabulary	Text Vocabulary

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.

Activities adapted from the website: <http://www.docstoc.com/docs/74024065/Activating-Strategies-A-Collection-of-Plot-Ideas/Character-Descriptions/Suspense-Writing-Prompts> retrieved from the website: <http://library.thinkquest.org/J002344/StoryStarters.html>

Vocabulary Review Activity

Date: _____

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Date: _____

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Vocabulary Review Activity

Date: _____



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: _____

Sentence: _____

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

Word: _____

Definition: _____

Sentence: _____

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PACT



PROMOTING ADOLESCENTS' COMPREHENSION OF TEXT

:ies INSTITUTE OF
EDUCATION SCIENCES

TEXAS A&M
UNIVERSITY

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