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Jen Bengel

Rationale:

This resource is designed for you to use during a small group or partner setting. The comprehension skills are set up in 'I Can' statements. Each comprehension skill focuses on 5 key 'I Can' activities, with 2 special bonus "I Can" activities.

Each of the 5 key 'I Can' activities match the mini units for mastery in my store, at www.miniunitsformastery.com

These literacy center comprehension activities are PERFECT for using in small groups or partner settings to reinforce the comprehension lessons from your whole group instruction.

The best part?? Students can use these over and over with any text they are reading, since the focus is on comprehension skills that can be applied to any text!

These also work great to support comprehension during guided reading, literacy centers, literature circles, partner reading, and so much more!

Included in this Resource:

1. 5 key 'I Can' comprehension activities with student-friendly directions for easy use.
2. 3 bonus 'I Can' comprehension activities to challenge your readers!
3. A full page version of a general template for students to respond to each of the activities.
4. A student-friendly checklist to track completing each 'I Can' activity.
5. A teacher-friendly page for tracking students' progress with the 'I Can' activities.
6. Printable labels and simple directions for setting up the comprehension 'I Can' activities.

Thank you so much to these amazing artists, whose work is found in this resource!!

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I can compare what the text says with what I am thinking as I read.

Readers make sure they are thinking about the text as they read so that they can compare their thinking to what the text says.

DIRECTIONS:

1. Read the text carefully.
2. Copy the chart below onto your answer sheet.



3. Complete your chart by writing 3 things the text says and your thinking for each part.

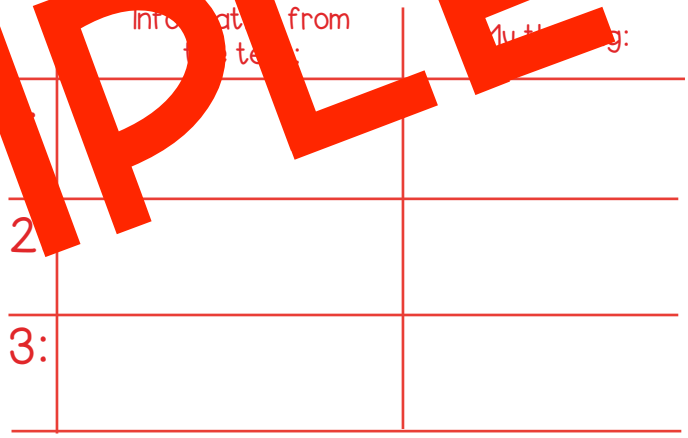
Lesson 1: Metacognition

I can make sure that I am doing real reading and not fake reading each time I read a text.

Readers combine information in a text with what they are thinking so that they can create real reading.

DIRECTIONS:

1. Read the text carefully.
2. Copy the chart below onto your answer sheet.



3. Complete your chart by writing 3 pieces of information from the text and sharing your thinking for each part.

Lesson 2: Metacognition

SAMPLE

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I can think deeper about my own thinking in a text I read.

Readers think carefully about their own thinking so they can learn even more from what they are reading.

DIRECTIONS:

1. Read the text carefully.
2. Copy the chart below onto your answer sheet.

	My First Thoughts:	My Deeper Thinking:
1:		
2:		

3. Complete your chart by writing about 3 of your first thoughts and deeper thinking from the text you read.

Lesson 3: Metacognition

I can think about how other readers might think differently than me when reading.

Readers consider how other readers might think differently about a text so they can see other points of view.

DIRECTIONS:

1. Read the text carefully.
2. Copy the chart below onto your answer sheet.

	What I Think:	My Others Think:
1:		
2:		
3:		

3. Complete your chart by writing about 3 parts from the text, what you think, and what others might think that's different.

Lesson 4: Metacognition

SAMPLE

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I can make pictures in my mind of what I am thinking as I read.

Readers make pictures in their minds about their thinking as they read so they can better understand what is happening in text.

DIRECTIONS:

1. Read the text carefully.
2. Copy the chart below onto your answer sheet.

	Part in the Text:	What I Think:	My Pictures:
1:			
2:			
3:			

3. Complete your chart by writing about 3 parts from the text, what you think, and then draw pictures for each one.

Lesson 5: Metacognition

I can think carefully to answer deeper questions about a text.

Readers think carefully about a text so that they can answer deep thinking questions about the text.

DIRECTIONS:

1. Read the text carefully.
2. Copy the question stems below onto your answer sheet.

1. When I think about this text the most that...
2. Something I am still wondering about the text is...
3. Something that really surprised me about the text was...
4. Something I really liked about the text was...
5. Something I am picturing is...

3. Finish each question by answering them with your deep thoughts about the text.

Lesson 6: Metacognition

SAMPLE

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I can think deeply about a character by thinking about the character in many different ways.

Readers think about characters in many different ways so they can think more deeply and better understand each character.

DIRECTIONS:

1. Read the text carefully.
2. Copy the question stems below onto your answer sheet.

The Character I'm thinking about is..

1. My first impression...
2. What surprised me...
3. What I lo
4. What did not like...
5. How I a same..
6. How I different

3. Finish each question by answering them with your deep thoughts about the text.

Lesson 7: Metacognition

I can think deeply about settings by thinking about the settings in many different ways.

Readers think about settings in many different ways so they can think more deeply and better understand each setting.

DIRECTIONS:

1. Read the text carefull
2. Copy the question ste below onto your answer s et.

1. first im ss...
2. W t, s ised m
3. Wha loved...
4. What I did not like...
5. My similar settings...
6. My different settings...

3. Finish each question by answering them with your deep thoughts about the text.

Lesson 8: Metacognition

SAMPLE

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Student Answer Page

Use this page to complete your literacy center activity

Name: _____ Date: _____

Title: _____ Author: _____

Comprehension Skill: _____ Lesson Number: _____

Use this space to complete step 2 from your literacy center activity card.

SAMPLE

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Tracking my Work

Use this page to keep track of all the centers you have completed

My Name: _____

Comprehension Skill:	Lesson Number	Date completed	Text I Read

SAMPLE

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Tracking Student Work

Use this page to keep track of all the centers students have completed

Student	Date	Comprehension Skill	Lesson # Completed	Skill Mastered?

SAMPLE

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