

Reading Complex Text

A Self-Assessment of Progress

When the text gets tough...	
Independent Readers	Dependent Readers
* figure out what's confusing them * set goals for getting through the reading * use many strategies for getting through the text * can make the mostly invisible process of comprehension visible	* stop * appeal to the teacher * read on through * keep the mostly invisible process of comprehension at the invisible level

Normally, when I see words in a text that I do not know, I

- A. Think I cannot read the text and shut down and do not read or pretend to read.
- B. Skip it. One word's not that important.
- C. Feel anxious and overwhelmed and hope I do not have to answer questions.
- D. Reread the section and try to figure out what the word means using clues.
- E. Ask someone to help me understand the words.
- F. _____

When I don't understand what the author is trying to say, I _____

After reading this text with my teacher and peers, I

Strategies to understand complex text that work well for me are:

- A. Read aloud, think aloud
- B. Answering questions about the text with a partner
- C. Learning important vocabulary
- D. Having a graphic organizer to fill in
- E. Working with evidence ranking and reasoning
- F. Paraphrasing small sections of the text
- G. Annotation on my own
- H. Annotating with a group
- I. Question Quads