



Reading Strategy

REPAIRING COMPREHENSION

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START HERE

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INSTRUCTIONS:

STEP 1: Open the slideshow lesson.

- [Google Slides](#) or [Microsoft PowerPoint](#)

STEP 2: Print this PDF file.

- It has the handouts and lesson plan.

WHAT'S IN THIS PDF:

- This title page and links to specific files (File Table of Contents)
- Handout - Before, During, After graphic organizer
- Handout - Metacognition Reflection questions
- Handout - Rubric
- Bulletin Board Poster
- Lesson Plan
- About Educircles, License, Copyright, Sources, Changelog

WHAT'S NOT IN THIS PDF:

- Slideshow (use the links at the top of this page.)

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Instructions

What's in this
PDF

What's NOT
in this PDF

Repairing Comprehension - START HERE - Page 1 of 5

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Print this PDF

(it has all of the handouts)

File Table of Contents

What do I need	File Name	File type	Get the file
Lesson Plan	Lesson Plan	PDF	one-click copy
Lesson	Slideshow	Google Slides	one-click copy
		Microsoft Powerpoint ⁽¹⁾	one-click copy
Video of slideshow	Repairing Comprehension	YouTube	link
Handouts	Before, During, After (Graphic organizer you can use with any text)	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
	Metacognition (Reflection questions)	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
	Rubric	PDF	one-click copy
		Google Docs	one-click copy
		Microsoft Word ⁽¹⁾	one-click copy
Bulletin Board	Poster (8.5 x 11 page with reading strategy pro tips)	PDF	one-click copy
		Google Slides	one-click copy
		Microsoft Powerpoint ⁽¹⁾	one-click copy
Online version	<ul style="list-style-type: none">• TpT currently only allows one Easel by TpT document to be attached to a product.• All of the handouts are in this single file.• Delete the pages you don't need before assigning your file to students.• Use the one-click copy link (on the right) multiple times to create different versions.	Easel by TpT	one-click copy

(1) If the fonts look messed up in Microsoft Word or Powerpoint, please [watch this video](#).
If you can't edit the Word or Powerpoint file, it's because you're in protected mode. [Read this](#).

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Google Slides

Powerpoint

Video

Google Docs

Word

Easel by TpT



REPAIRING COMPREHENSION


Repairing Comprehension is a strategy we use to check our understanding of a text. We're constantly monitoring new information and fixing things we don't get. Does this sentence make sense with what I know from life? Does this sentence make sense with things I've read?

If something doesn't make sense, we have to go back and figure out why. Reread the section and double-check your thinking. If it still doesn't make sense, you might have to go back even further to figure out why. You can also decide to skip a part for now but don't forget to come back to it later on. A text might start to make more sense as we read more information.

Title of today's text: _____

Works with
any text

REPAIRING COMPREHENSION



1. Read a paragraph and **SAY SOMETHING**

- Ask a question
- Make an inference
- Make a connection
- Form an opinion


2. Does your **SAY SOMETHING** make sense with stuff you know about the world?

- If not, re-read the paragraph.
- Use PEEP to clarify your thinking.

3. Does your **SAY SOMETHING** make sense with stuff you already read in this text?

- If not, re-read the paragraph.
- Re-read the other stuff you already read.
- Use PEEP to figure out why it doesn't make sense.

4. **PEEP: Point, Evidence, Explanation, Point**

**R₁**

Reading for **MEANING**
comprehension strategy

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Graphic Organizer

Before Reading

Before you read the article, look at the title and any illustrations. Let's turn our minds-on and activate any prior knowledge before we read.

Say something about the title of the article. (Ask a question, make an inference, make a connection, form an opinion, etc).

1. Write down the title of the article
-
2. Based on the title, complete the following table

Point (your "say something")	Evidence	Explanation
I think...	because it says right here...	and this proves my point because...
I think...	because it says right here...	and this proves my point because...

STOP and CHECK!

- ☐ I came up with a "say something": ☐ question, ☐ connection, ☐ inference, ☐ opinion
- ☐ I have ☐ a point ☐ evidence from the text ☐ I explain how my evidence proves my point

Before
Reading

page 2



During Reading

Use the **Repairing Comprehension** strategy as you read. Stop after every paragraph to “say something”: ask a question, make an inference, make a connection, form an opinion, etc

1. Come up with an example where you originally thought something, but then as you kept on reading, **your idea changed or you realized your initial ideas might be wrong.**

Point (your “say something”)	Evidence	Explanation
At first I thought...	because it says right here...	and this proves my point because...
But, then I realized...	because it says right here...	and this proves my point because...

2. Come up with an example where you originally thought something, and then as you kept on reading, **you realized your idea was correct. The new information backed up your ideas!**

Point (your “say something”)	Evidence	Explanation
At first I thought...	because it says right here...	and this proves my point because...
Also, I think...	because it says right here...	and this confirms my point because...

STOP and CHECK!

☐ I came up with a “say something”: ☐ question, ☐ connection, ☐ inference, ☐ opinion

☐ I have an example where my idea changed or my initial idea might be wrong.

☐ I have an example where my initial idea was correct and new information confirmed it.

During
Reading

page 3



After Reading

Now that you have read the entire article, let's look at the big picture.

Based on the entire text, "say something" about the entire article (ask a question, make an inference, make a connection, form an opinion).

Find 3 different examples from the text that support your point.

Point (your "say something")	Evidence	Explanation
I think...	because it says right here...	and this proves my point because...
	because it also says right here...	and this confirms my point because...
	because it says right here...	and this confirms my point because...

STOP and CHECK!

☐ I came up with a "say something": ☐ question, ☐ connection, ☐ inference, ☐ opinion

☐ I have 3 different pieces of evidence from the text to prove my point.

☐ For each piece of evidence, I explain how that part from the text proves my point.

After
Reading

page 4



METACOGNITION


Metacognition is an awareness and understanding of one's own thought processes. In other words, it means thinking about how you think.

We use metacognition to become stronger readers by:

- ☐ Noticing what we think about as we read.
- ☐ Using specific strategies to help us think as we read.
- ☐ Looking back at our thought process to decide how to make the strategies work even better for us.

Not all strategies work for everybody all the time, but figuring out which thought processes work for you (and which don't) can help make you a stronger reader!

**REPAIRING
COMPREHENSION**



1. Read a paragraph and **SAY SOMETHING**

Ask a question

Make a connection

Make an inference

Form an opinion

2. Does your **SAY SOMETHING** make sense with stuff you know about the world?

If not, re-read the paragraph.

Use PEEP to clarify your thinking.


3. Does your **SAY SOMETHING** make sense with stuff you already read in this text?

If not, re-read the paragraph.

Re-read the other stuff you already read.

Use PEEP to figure out why it doesn't make sense.

4. **PEEP: Point, Evidence, Explanation, Point**

**R₁**

Reading for **MEANING**

comprehension strategy

1. Describe something you figured out about the meaning of the article by using the strategy **REPAIRING COMPREHENSION**. (Share an aha moment)

2. Explain how **REPAIRING COMPREHENSION** helped you figure out this aha moment.

3. How could you modify this **REPAIRING COMPREHENSION** strategy to work better for you? What rule / tip would you change, modify, delete, or add?

Self Reflection



Rubric - Repairing Comprehension

Everyone will have different “say somethings” because everyone has different life experiences. What we’re looking for is how well supported your point is by **evidence from the text**. We’re also looking to see how well you explain **HOW** your evidence supports your point.

	Level 4	Level 3	Level 2	Level 1
R1. Reading for Meaning	You answered all of the guiding questions.	You answered all the guiding questions.	You tried to answer the guiding questions.	You answered few of the guiding questions.
Ideas	Your point is supported by strong evidence from the text. You explained how your evidence proves your point well. It's a very insightful point that shows you really get the article.	Your point makes sense and you have good evidence from the text. You explained how your evidence proves your point.	Your point is a little confusing because... ... there isn't enough evidence or explanation to support this idea or there are irrelevant details. ... your evidence doesn't really prove your point.	I'm not sure how you came up with this point. There's not enough evidence from the text or there are too many irrelevant details.

	Level 4	Level 3	Level 2	Level 1
R4. REFLECTING on reading skills and strategies	You answered all of the guiding questions.	You answered all the guiding questions.	You tried to answer the guiding questions.	You answered few of the guiding questions.
Ideas	You very clearly explain how you used this strategy with strong support.	You explained how you used this strategy and you have good support.	How you used this strategy is a little bit confusing because there's not enough support or there are irrelevant details.	It doesn't seem like you used this strategy based on what is given here. There's not enough support or there are too many irrelevant details.



REPAIRING COMPREHENSION



Use as
reference

1. Read a paragraph and **SAY SOMETHING**
 - Ask a question
 - Make an inference
 - Make a connection
 - Form an opinion
2. Does your **SAY SOMETHING** make sense with stuff you know about the world?
 - If not, re-read the paragraph.
 - Use PEEP to clarify your thinking.
3. Does your **SAY SOMETHING** make sense with stuff you already read in this text?
 - If not, re-read the paragraph.
 - Re-read the other stuff you already read.
 - Use PEEP to figure out why it doesn't make sense.
4. **PEEP: Point, Evidence, Explanation, Point**



Reading for **MEANING**
comprehension strategy

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Bulletin Board Poster



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Reading Strategy

REPAIRING COMPREHENSION

LESSON PLAN (130 min - 170 min)

REPAIRING COMPREHENSION (real-life example) - 45 min

- [Introduction \(slides 1-6\) - 5 min](#)
- [Real life example of Repairing Comprehension \(slides 8-14\) - 40 minutes](#)

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REPAIRING COMPREHENSION reading example - 55 min

- [4 TIPS to using REPAIRING COMPREHENSION \(slides 15-24\) - 20 minutes](#)
- [Practice - Modelled Reading \(slides 24-42\) - 15 minutes](#)
- [More Practice - Whole Class \(slides 43-51\) - 15 minutes](#)
- [Recap the strategy \(slides 52\) - 5 minutes](#)
- [OPTIONAL Big Picture \(slide 53-61\)](#)

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Independent Practice - 40-80 min

- [Review Independent Reading Handout package - 5 min](#)
- [Hand out article and clarify instructions - 5 min](#)
- [Students read article / complete inferring handouts - 30 min](#)
- [\(Optional\): discussion questions \(if any\) from text - 20 min](#)
- [\(Optional\) Metacognition - 20 min](#)

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MATERIALS

- Slideshow (**File 3**)
- Repairing Comprehension handout (**File 4a**)
- Metacognition handout (**File 4b**)
- Rubric (**File 4c**)
- Article to read while using this strategy - **NOT PROVIDED**
 - Use a novel / textbook that you are studying in class.
 - Use an [Educircles 21st Century Learning Article](#)

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Materials
you need

Repairing Comprehension - Lesson Plan - Page 1 of 19

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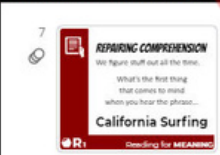
Lesson Plan

Detailed Script



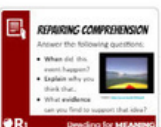


Introduction to Active Reading and Comprehension Strategy (slides 1-6) - 5 min

	<p>In this lesson, we're going to be doing some active reading.</p> <ul style="list-style-type: none">• Active reading means we think about the text as we read.• It's the opposite of passive reading which is when we see the words, but we're not really thinking about what they mean. We're just saying the words.
	<p>In active reading, if we use strategies, we can get better at reading.</p>
	<p>Comprehension strategies help us figure out what's going on in a text.</p>
	<p>Today we're going to be looking at a reading strategy called Repairing Comprehension...</p> <ul style="list-style-type: none">• ... also known as the "Oh, I get it now" strategy. (Get it?)
	<p>Repairing Comprehension is when we actively monitor and check our understanding of the text as we read.</p> <ul style="list-style-type: none">• So we're reading, and we're paying attention• if something doesn't make sense, then we have to figure out why:• We re-read that section and try to figure things out.
	<p>What does Reading Comprehension sound like when it works?</p> <p>You might hear people say things like,</p> <ul style="list-style-type: none">• "Wait, what?!"• "Oh, I get it,"• "I thought it meant this..., but it's actually about that..."

Real life example of Repairing Comprehension (slides 8-14) - 40 minutes



	<p>We do this all the time. We figure stuff out and we're constantly repairing and updating our understanding of things.</p> <p>Here's an example:</p> <ul style="list-style-type: none">• What's the first thing that comes to mind when you hear the phrase, "California surfing."• Today's lesson is going to be about California Surfing. What images come to mind?
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8		Okay, now watch this video: https://youtu.be/BL7EMLipZrl <ul style="list-style-type: none">• Does this video make sense to you?• Does this fit your ideas about California Surfing?• Does it fit the image you had before we watched the video?
9		Most people think about surfboards, but in this video, they're not using surfboards to surf. So maybe you had this "aha moment" where you said, "Huh? I guess this is surfing, but they're on inflatable mats? Are those things toys?"
10		Let's keep on going with this example. Based on the information we have so far, answer the following questions: <ul style="list-style-type: none">• When did this event take place?• Explain why you think that• Explain what evidence you can find to support your ideas.
11		Okay, now let's get some more information. Click the YouTube link and go to the full YouTube page: https://youtu.be/BL7EMLipZrl Here, we get a little bit more information from YouTube itself. Let's ask the same questions: <ul style="list-style-type: none">• When did this event happen?• What evidence can you find and• explain what the evidence means.
12		Here's a close-up of a screenshot of the YouTube page. Let's see if we can figure out when this event took place. Well, we can see right there on the title screen <ul style="list-style-type: none">• it says Mat Meet 8.22.20• so August 22, 2020 But, at the bottom of the video, <ul style="list-style-type: none">• it says August 22, 2010. Wait, what? <ul style="list-style-type: none">• That doesn't even make sense.• The date should be the same, shouldn't it?

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13		<p>We have to fix our understanding of what's going on here.</p> <p>Let's try to figure out what this new information means...</p> <ul style="list-style-type: none"> • Why does it say 8.22.20 at the beginning of the video on this blue title screen? <ul style="list-style-type: none"> ◦ Well, that's a title slide made by the person who created this video ◦ They typed in 8, 22, and 20 into their program to make that slide. • What does the bottom date "August 22, 2010" mean? <ul style="list-style-type: none"> ◦ Well, I know from watching a lot of YouTube videos that that's the date the video was uploaded to YouTube. ◦ I also know from making YouTube videos that you can't change that date - YouTube sets it when you upload your video. ◦ It's an automatic timestamp, so that must be when the video was made (or at least uploaded) ◦ and maybe the person who made this video made a typo in the title slide. <p>As we get new information, we need to constantly update our understanding of what's going on.</p>
14		

4 TIPS to REPAIR COMPREHENSION (slides 15-24) - 20 minutes

15		<p>Let's look at a couple of pro tips to help us Repair Comprehension as we read.</p>
16		<p>Pro tip #1 Read a paragraph (or sentence) and then say something.</p> <p>When I say "say something", I mean do one of the following reading comprehension strategies:</p> <ul style="list-style-type: none"> • ask a question (and then you try to answer your own question.) • make an inference (and figure out what the text is saying, even though it doesn't explicitly say it like that.) • make a connection. (So, for example, connect what you are reading to something else.)



	<ul style="list-style-type: none">○ Text-to-Text - connect the paragraph you just read to another text that you're familiar with.○ Text to self - connect what you're reading with something that you have experienced○ Text to world - connect the information you just read with something happening in the world, or something that people just know (general knowledge about life.)● form an opinion where you agree or disagree with something you just read.
17  REPAIRING COMPREHENSION PRO TIP #2: Does your SAY SOMETHING make sense with stuff you know about the world? ● If not, re-read the paragraph. ● Use the PEEP strategy to clarify your thinking. OR! Thinking for MEANING	Pro tip #2 Does your "Say Something" make sense with stuff you know about the world? <ul style="list-style-type: none">● If not, you need to go back and reread the paragraph and double check your thinking.<ul style="list-style-type: none">○ Why doesn't it fit in with what you know about the world? Did you misunderstand the information?○ Is the stuff you just read something new that you haven't thought about before?● Later on, we'll look at a strategy called PEEP to clarify our thinking.
18  REPAIRING COMPREHENSION PRO TIP #3: Does your SAY SOMETHING make sense with stuff you have already read in this text? ● If not, re-read the paragraph. ● Re-read the other stuff you read. ● Use the PEEP strategy to figure out why things don't make sense. OR! Thinking for MEANING	Pro tip #3 Does your "Say Something" make sense with stuff you have already read in this text. <ul style="list-style-type: none">● If not, we re-read the paragraph we just read.● But then we also go back and read the earlier stuff to try to figure out what's going on.● Again, we'll use the PEEP strategy to try to figure out why things don't make sense.
19  REPAIRING COMPREHENSION PRO TIP #4: Use the PEEP strategy to double check your ideas. ● Make a POINT - say something about the text. ● Give EVIDENCE or an example. ● Explain how your evidence proves your point. ● Restate your POINT. OR! Thinking for MEANING	Pro tip #4 Let's talk about the PEEP strategy to double check our ideas. PEEP is an acronym. <ul style="list-style-type: none">● We make a POINT by "saying something" about the text.● We give EVIDENCE (or an example) from the text.● We EXPLAIN how our evidence proves the point that we made, and then● Finally, we restate our POINT.




Repairing Comprehension - Lesson Plan - Page 5 of 19

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<p>20</p> 	<p>Here's a graphic organizer to help us figure out our Point, Evidence, and Explanation.</p> <ul style="list-style-type: none"> Remember, "your POINT" is the "Say Something" you make after you read a paragraph or a section. For example, <ul style="list-style-type: none"> I think today, we're going to be learning about people standing on surfboards and going down big waves because it says right here "surfing" and I know that you need a board to surf on ... kind of like skateboarding, but on the water... So, that's why I think this article is going to be about surfing on longboards. (At the end, we just restate the point we're trying to make.)
<p>21</p> 	<p>Here's another example of using the PEEP graphic organizer...</p> <p>(By the way, it doesn't matter if you start with the evidence or the explanation. Just start with whatever first comes to mind.) So for example,</p> <ul style="list-style-type: none"> I saw in the video, people were lying down on mats to surf the waves. (Evidence) So I think people can surf on other things and not just surfboards. (Point) and the video proves my point because they're still balancing and surfing down the water because they're surfing something down the waves. It's kind of like how in winter you can use a sled or giant snow tubes or toboggans or crazy carpets to go sledding down hills. You can slide down the snow on a bunch of stuff, so I guess you can surf down water on a bunch of stuff, too. (Explanation) I guess surfing is just about going down waves - it doesn't matter what you use to surf. (restated Point)
<p>22</p> 	<p>As we get new information, we constantly revise and fix our understanding of what's going on.</p> <p>At first</p> <ul style="list-style-type: none"> I thought today's lesson was going to be about people standing on surfboards and going down big waves because it says right here surfing and that usually you surf on a surfboard by standing up and balancing on the board. (At least that's what you usually see on TV and movies)









	<p>But now,</p> <ul style="list-style-type: none">• I think you can surf on other things, and not just surfboards• because it shows right here in the video, people lying down on mats to go down the big waves and they're not always on surfboards• so I think this lesson is going to be about surfing - how you have to balance and ride something down the waves, but it's not always a board that you're balancing on.• so maybe, the lesson is going to be about how you can surf on a bunch of different things and not just surfboards. (It makes me wonder what else you could surf on...)
	<p>Here's another example of repairing comprehension.</p> <p>At first ...</p> <ul style="list-style-type: none">• I thought this video was made on August 22, 2020,• because it says on the title screen, Mat Meet 8.22.20• and usually the 22nd day of the 8th month in the 20th year, well, that would be August 22, 2020. It can't be 1920 because the gear they're using is just way too modern and they probably wouldn't have equipment to film in 1920. <p>but now...</p> <ul style="list-style-type: none">• I think this video was probably made on August 22, 2010 (and now 2020) and there's probably a typo on that title slide - maybe it meant to say 8.22.2010 but the last 2 characters got cut off by accident.• and I think this because right here on the YouTube page on the video upload date, it says August 22, 2010• and I know that you can't change the upload date of a YouTube video. So the person can't have uploaded the video in 2020 and changed the date on YouTube to 2010.• So I know that this video was uploaded to YouTube on August 2010 and the video was filmed on that day or maybe just before that.




Practice - Modelled Reading (slides 24-42) - 15 minutes

	<p>Right, practice time.</p> <p>Let's practice repairing comprehension as we read part of an article.</p>
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<p>25</p>  <p>26</p> 	<p>Pro Tip #1: Say Something</p> <p>The very first thing I have to do is read a paragraph or sentence (or in this case, the title) and then come up with something to say.</p> <p>I know when I do a “Say Something”, it can be a question, an inference, a connection, or an opinion.</p> <p>The title says “California surfer break stereotypes.”</p> <p>Okay let's ask a question:</p> <ul style="list-style-type: none"> • I wonder what stereotypes this person breaks? • If I ask a question, I have to try to answer my own question: <p>So, now, I'm going to make a connection</p> <ul style="list-style-type: none"> • one time, I saw this video where people were riding mats on surf waves instead of surfing on boards... • so maybe the stereotype that gets broken is that you can only surf on surfboards. • Maybe that's a stereotype?
<p>27</p>  <p>28</p> 	<p>Pro tip #2 Does your “Say Something” make sense with stuff you know about the world? And if not, reread the paragraph.</p> <p>Does this make sense?</p> <ul style="list-style-type: none"> • This idea that there's a stereotype about how you can only surf on surfboards... • Are there even stereotypes about California or surfing? • What's a stereotype? I know what it means, but what is it exactly? • What's the criteria or definition of a stereotype?
<p>29</p>  <p>30</p> 	<p>Let's just take a moment here to think more critically about what a stereotype is... Let's come up with some criteria to figure out if our “Say Something” is a stereotype...</p> <p>According to the Dictionary of Psychology,</p> <ul style="list-style-type: none"> • a stereotype is a fixed, often simplistic generalization about a particular group... • SOURCE: Cardwell, 2014 as stored on Google Books: https://books.google.ca/books?id=4sS2AgAAQBAJ&printsec=frontcover&dq=cardwell+Dictionary+of+Psychology.&hl=en&sa=X&ved=2ahUKFwiVqPiWMQzrAhViUd8KHdafDwaQ6AEwAXoECAYQAQ#v=onepage&q=stereotype&f=false







	<ul style="list-style-type: none">• So in other words, a stereotype is a generalization about a group of people or a group of things. <p>There's a great quote about stereotypes from this TED talk about the Danger of a Single Story:</p> <ul style="list-style-type: none">• "The problem with stereotypes is not that they are untrue, but that they are incomplete. They make one story become the only story."• SOURCE: <i>The danger of a single story</i> Chimamanda Ngozi Adichie https://youtu.be/D9lhs241zeg• So, a stereotype is a generalization that is true, but incomplete. It's not the only story.
<div>31</div>  <div>32</div> 	<p>Okay, so coming back to our article and our "Say Something"... maybe the stereotype in this article is that you can only surf on surfboards and this California surfer breaks that stereotype.</p> <p>Use PEEP to try to clarify my thinking.</p> <ul style="list-style-type: none">• Remember, Point, Evidence, Explanation...• and then at the end, if I was writing a paragraph or trying to convince someone in a conversation, I would restate my point to try and make things more clear. <p>So,</p> <ul style="list-style-type: none">• I think this article is about a surfer who break stereotypes because they ride surf mats instead of surfboards• because it says right here, "break stereotypes"• and I think most people think of surfers as standing on surfboards but that's an incomplete idea because there are also surfers who ride waves using mats.• I think that's what the point of this article will be - just challenging this single-story that people ride surfboards when they surf.
<div>33</div> 	<p>Pro tip #3 Does your "Say Something" make sense with stuff you've already read?</p> <ul style="list-style-type: none">• In this case, absolutely.• The title is the only thing we've read so far, so we're done. Let's move on.




<p>34</p>  <p>35</p>  <p>36</p> 	<p>Now we're going to keep on reading the article.</p> <p>Again, remember the first thing we do is we read a paragraph or a section and come up with something to say.</p> <ul style="list-style-type: none"> • "Local California surfer writes for over a decade detailing her journey through surfing, surgery and life." <p>So, I have to come up with something to say about that.</p> <ul style="list-style-type: none"> • This time, I'm going to make an inference - that's when you figure out something that's implied but not explicitly written in the text. • Maybe, something dramatic happens in her life • and maybe, that's why this person needs surgery • and maybe because they need surgery and this was such a big moment in their life, she's writing about it for other people - maybe as a warning or for inspiration? Not sure yet.
<p>36</p>  <p>37</p> 	<p>Does your "Say Something" fit in with what you know about the world? If it doesn't make sense, re-read the paragraph...</p> <p>Ok. Does our "Say Something" make sense?</p> <ul style="list-style-type: none"> • I think so. I could see this happening in a movie... • you know, in the beginning of the movie, something big happens... • and then the surfer needs some sort of life-changing surgery but they're upset because they can't surf any more, • but then they keep going and eventually at the end of the movie, they're surfing again... • and it's a warning to other people about something... or maybe it's a story of hope and resilience • There's probably a montage somewhere with some uplifting music as they get stronger and start to recover from the surgery.... <p>Hmm, if it was a movie, then I wonder</p> <ul style="list-style-type: none"> • who they would get to play the lead role? • What would they look like? • Are they a famous actor or someone new and upcoming? • Who would be the love interest (because there's always a romantic love interest in these kinds of movies...)



	<p>TEACHER NOTE:</p> <ul style="list-style-type: none">• These questions about visualizing this as a movie is intended to help students brainstorm more stereotypes about surfers. (Age, gender, race, socio-economic class)• Later on, if they read the article, they might be surprised by which stereotypes this California Surfer breaks...
<p>38</p>  <p>39</p> 	<p>Okay, now I'm going to use PEEP to clarify my thinking.</p> <ul style="list-style-type: none">• I think something dramatic happens to this person and they need surgery and then they write for 10 years about it• because it says right here at the bottom, "surgery and life" and it also says "writes for over a decade"• and why else would you write for 10 years, unless it was really important to you?• So, I think a major surgery changed this person's life and they wrote about it because they wanted other people to know about this dramatic event that led to their surgery.
<p>40</p>  <p>41</p> 	<p>Pro tip #3 Does your "Say Something" make sense with stuff you've already read?</p> <ul style="list-style-type: none">• And if not, you need to reread the paragraph• but you also have to reread the other stuff you read, so it's fresh in your mind. <p>Okay, well, earlier</p> <ul style="list-style-type: none">• I read the title was "California surfer breaks stereotypes"• usually a title is a pretty good clue as to what the article is about. <p>Double checking our ideas: what does a dramatic event have to do with stereotypes?</p> <ul style="list-style-type: none">• Maybe the surgery has to do with breaking stereotypes about surfing?• Maybe people have a stereotype that surfers are really healthy and physically fit but then here's a surfer who needs surgery• Can you even surf after you have major surgery?• So, maybe that breaks a stereotype?



42


Use PEEP to double check our ideas.


At first...

- I thought this was about a dramatic happening to a person who needs surgery and they write for 10 years about it,

but now...

- I think the article is about a surfer who breaks stereotypes because they have this injury, but they don't let it stop them from surfing
- because it says right there, "stereotypes" and it also says, "her journey through surfing."
- So then it makes me think a journey is when you're going somewhere or through something and so maybe surfing gets this person through their injury and through life, and this is what keeps them going?
- and so I think the stereotype that's being broken here is this idea that you have to be perfect and physically fit without any injuries to be able to surf.

More Practice - Whole Class Shared Reading (slides 43-51) - 15 minutes

43


More practice. Your turn.

Question: What's the first thing we have to do?

- Read a paragraph or sentence and then say something.

Question: When we try to say something about a text, what are our 4 options?

- "Say Something" means you can
 - ask a question
 - make an inference
 - make a connection or
 - form an opinion.







Read the next paragraph:

- From January 2005 to October 2016, Mary Mills wrote over 1305 blog posts chronicling everything from her daily thoughts, her surf sessions and her titanium knee replacement.

By the way, if you can't come up with something to say, you need to go back and reread that paragraph until you can "Say something"

- Give students time to think of a "say something"
- Teacher Tip:** you could do this as a think, pair, share.




<p>46</p>  <p>47</p> 	<p>What do we do next?</p> <ul style="list-style-type: none"> Does the “Say Something” you came up with make sense with stuff you know about the world? If not, reread the paragraph. We also use PEEP to clarify our thinking. <p>Give students time to come up with a PEEP.</p>
<p>48</p>  <p>49</p> 	<p>What do we do now?</p> <ul style="list-style-type: none"> Look at the ideas in your PEEP graphic organizer. Does your “Say Something” make sense with stuff you've already read earlier? If not, reread the paragraph but then you also have to go back and reread the stuff that doesn't agree with this new information. Use PEEP to figure out why things don't make sense. <p>So in this example...</p> <ul style="list-style-type: none"> What does your “Say Something” have to do with information we read in the title about breaking stereotypes? What does your “Say Something” have to do with information we read in the first paragraph about surfing, surgery or life?
<p>50</p>  <p>51</p> 	<p>As we monitor what we read and look for more clues, it's important to know that...</p> <ul style="list-style-type: none"> Sometimes, the new information we get helps us repair our comprehension. For example, <ul style="list-style-type: none"> at first I thought this... but then I realized that... And, sometimes new information confirms what we already knew. For example, <ul style="list-style-type: none"> At first, I thought this but after reading this section, I also think that..., and this continues to confirm my point because...



Recap the strategy (slides 52) - 5 minutes

52



REPAIRING COMPREHENSION

1. Read a paragraph and say something.

2. Ask questions.

3. Make a connection.

4. Make an inference or

5. Form an opinion about what you just read.

6. Check your work.

7. Use PEEP to clarify your thinking.

8. Use PEEP to try to figure out why it doesn't make sense - where's the disconnect?

9. If it doesn't, then you have to double check and reread the paragraph you just read, also go back and reread the other stuff that you read.

10. Use PEEP to try to figure out why it doesn't make sense - where's the disconnect?

Here are four strategies to help us repair comprehension as we read

Pro tip #1 Read a paragraph and say something. "Say something" means that you

- Ask questions
- Make a connection
- Make an inference or
- Form an opinion about what you just read

Pro tip #2 Does your "Say Something" make sense with stuff you know about the world?

- If it doesn't fit in what you know about the world, reread that paragraph.
- Use PEEP to clarify your thinking.

Pro tip #3 Does your "Say Something" fit in with stuff you've already read earlier in this text.

- If it doesn't, then you have to double check and reread the paragraph you just read,
- also go back and reread the other stuff that you read
- Use PEEP to try to figure out why it doesn't make sense - where's the disconnect?


Pro tip #4 PEEP is an acronym. It means you

- make a Point,
- find Evidence,
- Explain how that evidence backs up your point,
- restate your Point

OPTIONAL Big Picture: Reading for Meaning / 21st Century Learning (slide 53-61)

Explaining the big picture helps some students to puzzle together how their learning fits together. Ultimately, the goal is to give students strategies (to become stronger readers) and transferable life skills (to help them become successful at school, and at life.)

53



READING FOR MEANING

R1: READING FOR MEANING

R2: UNDERSTANDING FORM AND STYLE



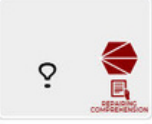





R3: READING WITH FLUENCY

R4: REFLECTING ON READING SKILLS AND STRATEGIES

Reading for meaning is just part of the many strategies and skills that we use when we read.

- R1: Reading for Meaning (Comprehension strategies)
- R2: Understanding FORM and STYLE
- R3: Reading with Fluency (Decoding strategies)
- R4: Reflecting on reading skills and strategies (Metacognition)




<p>54</p>  <p>55</p>  <p>56</p>  <p>57</p> 	<p>We don't know what tomorrow will look like!</p> <ul style="list-style-type: none"> Repairing comprehension is something we do in life, and when we read... Understanding and thinking about changing things is an important skill to help us survive and thrive in today's changing world.
<p>58</p>  <p>59</p> 	<p>One 21st Century Learning Competency that will help us get through today's reading challenges and tomorrow's tough obstacles is our Character.</p>
<p>60</p>  <p>61</p> 	<p>One way to work on our Character is to try to be in a growth mindset. This means recognizing tough moments are an opportunity for us to</p> <ul style="list-style-type: none"> check what we're doing, figure out what things mean, and come up with ways to overcome obstacles. <p>Learning from our mistakes is something we do when we repair our comprehension.</p> <p>Struggling through a text, reading for deeper meaning and reflecting on the strategies we use is an opportunity for us to develop character.</p>

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Independent Practice
Review Independent Reading Handout package - 5 min

52

**REPAIRING COMPREHENSION**
Handing for MEANING

We suggest leaving slide 52 up so that students have a visual reminder of the strategy.

**MAKING CONNECTIONS**
Handing for MEANING

Hand out the Repairing Comprehension package before handing out the article

- Discuss how the Repairing Comprehension package breaks down the strategy into separate questions
- Notice how there is
 - a page for BEFORE READING questions,
 - a page for DURING READING questions, and
 - a page for AFTER READING questions.
- Notice how there is a self-checklist on each page so students can check that they are doing the strategy and thinking as they read.



Hand out article and clarify instructions - 5 min

	<p>Handout the article for today's reading (not provided).</p> <ul style="list-style-type: none">You can use one of the Educircles 21st Century Articles (separate lesson package)you can use a text that students are reading in class. <p>If your students are reading a textbook, there may be discussion questions at the end of the section.</p> <p>(If your students are reading one of our 21st-century learning articles, there are discussion questions at the end of the article.)</p> <ul style="list-style-type: none">Point out to students that although there may be questions that go along with the text that students are reading, right now the focus of the lesson is on reading strategies.In other words, do the Repairing Comprehension handout first, and then answer the discussion questions from the text.Let's see if using PEEP to try to repair comprehension <i>before</i> you read the article, <i>as</i> we read the article, and <i>after</i> we read the article helps us to gain a better understanding of the topic.If you use this comprehension strategy well, you will probably have an easier time answering the discussion questions at the end of the text you are reading today.
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[illegible]

- Students can work independently
- You could construct guided reading groups.
 - FYI: The [21st century learning articles](#) have the same information written at three different reading levels.
 - The body paragraphs are numbered to match information between the reading levels.
- Students could work together in partners or small groups to complete the handout.
 - It's important that whatever "Say Something" a student makes, they use the PEEP graphic organizer to explain their idea.
 - Group members can help double check that their partner had a strong idea:
 - They have a "say something" (an inference, a question they answered, a connection, or an opinion)
 - The evidence their partner cited really proves this "Say Something".
 - They explain how their evidence or example proves their point.
 - This is a great opportunity for teachers to collect anecdotal observation notes to help out with assessment and evaluation.
- Finally, if you use this strategy many times in class, you could have students work independently and use this handout for assessment and evaluation purposes. Rubric included at end.

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Hopefully, using this strategy to encourage active thinking (as they read the text) will help students to answer the discussion questions about the text.



(Optional) Metacognition - 20 min

METACOGNITION

Metacognition is your awareness and understanding of your own thought processes. It is the ability to think about your thinking. It is the ability to reflect on your learning and to use that reflection to improve your learning.

Metacognition is a skill that can be developed and improved over time. It is a skill that can be used in many different ways, including:

- Noticing what we think about as we read.
- Using specific strategies to help us think as we read.
- Looking back at our thought process to decide how to make the strategies work even better for us.

Metacognition is an awareness and understanding of one's own thought processes. In other words, it means thinking about how you think.

We use metacognition to become stronger readers by:

- Noticing what we think about as we read.
- Using specific strategies to help us think as we read.
- Looking back at our thought process to decide how to make the strategies work even better for us.

Not all strategies work for everybody all the time, but figuring out which thought processes work for you (and which don't) can help make you a stronger reader!

Pro teaching Tip:

- This could be done as a whole class conversation.
- You could also have students do this on the handout for them to keep in the student portfolio or for you to use as assessment data.

Metacognition Discussion questions:

- Describe something you figured out about the meaning of the article by using the strategy **REPAIRING COMPREHENSION**. (Share an ah-ha moment)
- Explain how **REPAIRING COMPREHENSION** and using **PEEP** to clarify thinking helped you to figure out this ah-ha moment.
- How could you modify this **REPAIRING COMPREHENSION** strategy to work better for you? What rule / tip would you change, modify, delete, or add?

After students have finished both the Repairing Comprehension handout and the discussion questions from today's text, have students do some metacognition

This gives students an opportunity to reflect on how this reading strategy/thinking process work for them

Metacognition is an awareness and understanding of one's own thought processes. In other words, it means thinking about how you think.

We use metacognition to become stronger readers by:

- Noticing what we think about as we read.
- Using specific strategies to help us think as we read.
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- How could you modify this **REPAIRING COMPREHENSION** strategy to work better for you? What rule / tip would you change, modify, delete, or add?

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- I try to help people achieve goals and stand up for themselves and others.
- Oh, I also make resources for teachers.
- [Read more](#)

About SEOT Mindset

- Strategies, Effort, Optimize, Tinker
- From Mental Health Crisis to Teacher-preneur
- [Read my origin story](#)



MINDSET

If you liked this resource, you would probably like

- [Growth Mindset \(6 Cs\) Social and Emotional Learning bundle](#)
- [Critical Thinking Bundle](#)
- [Reading for Meaning Comprehension Strategies](#)



Repairing Comprehension - START HERE - Page 3 of 5

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Changelog

I occasionally update and improve these products over time. You know, add a new coat of paint, touch up a few words, fix any mistakes, etc.

Once you purchase this lesson package, you get future updates for free!

- Download the most recent version: [Repairing Comprehension](https://links.educircles.org/tpt/repairing-comprehension)
- How to update (or know if you need to update): [HELP \(Repairing Comprehension\)](https://links.educircles.org/tpt/repairing-comprehension).

SINGLE PDF FILE update 2022-06-30

1. This product has been relaunched as a TpT digital download PDF product.
<https://links.educircles.org/tpt/repairing-comprehension>
2. The original product was a TpT Google Drive product and will be archived.
<https://www.teacherspayteachers.com/Product/How-to-Repair-Comprehension-6032976>
3. If you purchased the original Google Drive product, please email Mike@educircles.org

This product now has a Single PDF to print (with File Table of Contents and all handouts)

- **I added a digital learning version** (Easel by TpT)
- **NO CHANGES to content**
- Other changes
 - Simplified file names using descriptive words (handout, slideshow).
 - Combined all handouts into a single PDF to print

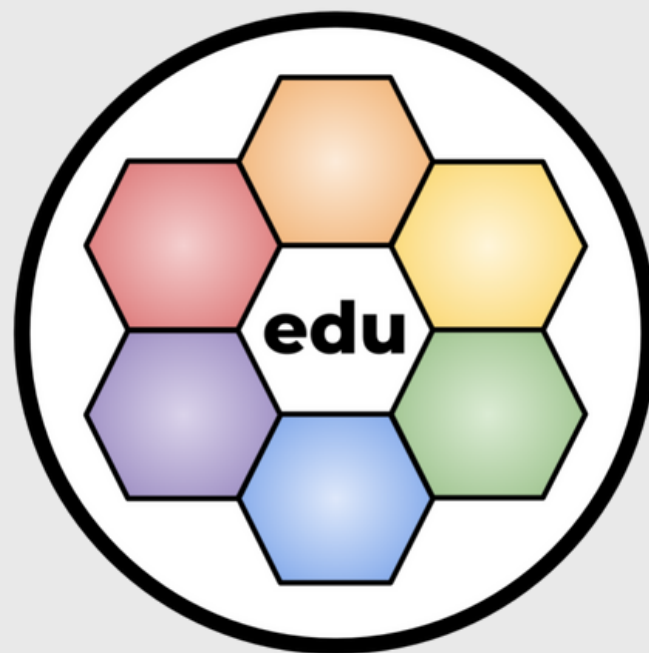
Version 1.0: FREE YouTube video update September 23, 2020

- No changes to handouts.
- Includes FREE YouTube lesson <https://youtu.be/M2sw01t2IVk>
- Slideshow has been updated
- Now includes lesson plan (script)

Version 0.9: Initial release of Repairing Comprehension lesson September 15, 2020

- Includes complete slideshow and handouts
- Does not include lesson plan script or bonus youtube video lesson





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