

COMPREHENSION

S E U E L E

PEP

The Positive Engagement Project

THE POSITIVE ENGAGEMENT PROJECT

Making a difference...not a dollar.

COMPREHENSION

SHUFFLE

Comprehension is defined as "intentional thinking during which meaning is constructed through interactions between text and reader" (Harris & Hodges, 1995). Readers get meaning from text when they engage in intentional, problem solving thinking processes. The data suggest that text comprehension is enhanced when readers actively relate the ideas represented in print to their own knowledge and experiences and construct mental representations in memory. The Positive Engagement Project's reading activity, **Comprehension Shuffle**, allows kids to use their own awareness and know-how to create logical interpretations as they read whole group, small group, with a partner, or individually.

There is a ton of research on reading comprehension and as it should be, much of it has been grounded in the studies of good readers. Good readers are both purposeful and active as they read; not just passive participants. They use their experiences and knowledge of the world, vocabulary, language structure, and reading strategies to make sense of the text and know how to get the most out of it. They know when they have problems with understanding and how to resolve these problems as they occur. **Comprehension Shuffle** is set up as a way to give all types of readers a fun way of using different comprehension strategies to help them improve their understanding of the text.

In general, the evidence suggests that teaching a combination of reading comprehension techniques is the most effective. When students use them appropriately, they assist in recall, question answering, question generation, and summarization of texts. Here is a list of comprehension strategies in **Comprehension Shuffle**:

Story Elements: Characters
Story Elements: Setting
Questioning: On the Surface Questions and Answers
Questioning: Under the Surface Questions and Answers
Summarizing: One Word Summary
Summarizing: Retell in Own Words
Summarizing: Retell Using Props
Summarizing: Retell Using Gestures
Author's Purpose
Clarifying: Text to Self
Clarifying: Text to Text
Clarifying: Text to World
Cause and Effect
Fiction or Nonfiction
Inferring: Make a Prediction
Genre
Point of View: Perspective
Main Idea and Supporting Details
Sequencing: What Has Happened Up To Now
Fact or Opinion

What is Comprehension Shuffle and how does it work?

The nice thing about **Comprehension Shuffle** is that you can use AS MANY or AS FEW of the comprehension skill cards as you like. If you are a 1st grade teacher, you may want to focus on five or six of the cards in the shuffle. On the other hand, if you are an upper grade teacher, you may want to use all of them; it's totally up to you!

After you have introduced a number of the comprehension skills, give the groups, or pairs, a set of comprehension cards. If you are working on five comprehension skills, let's say *characters, setting, retell in own words, main idea/supporting details, and genre*, you would have a pile of comprehension cards of those skills (more than one of each card, so it truly is a shuffle of comprehension skills). Have the students shuffle the cards and place them face down in a pile in the middle of the table.

The idea of **Comprehension Shuffle** is that you read a little and then you explain what you just read. The comprehension cards give the students a random comprehension skill to perform. If you are working with younger students, have them read a sentence or two and then turn over a comprehension card. Whatever is on that card (one of the five aforementioned skills) is what that student has to do and explain to their group or partner. After the student, and or group, has completed their task, they place the card on the bottom of the pile and the next person reads. After they read a sentence or two, they do the same thing as the first reader.

If you are working with older students, you may have them read a paragraph and then turn over a comprehension card, or maybe an entire page, depending on the ability of the students. The process continues as readers take turns reading. Since there are multiple comprehension skills and multiple cards of those skills, **Comprehension Shuffle** is a fun way to give our students a purpose and be active as they read.

You can use the comprehension cards as you read whole or small group, with partners, or individually (but we prefer when the students are interacting with other students). Before you can set your kids off to use the cards from **Comprehension Shuffle**, it is imperative that you introduce each skill and strategy and give your students many examples of what you are looking for. We have included a large (8 ½ by 11 inch) version of the comprehension card so you can show it to your class as you introduce the skill. It is an exact representation of the smaller version used in **Comprehension Shuffle**.

We will go through each of the comprehension cards one at a time and give you examples of what it could look like in your classroom. Before we do that, let's use this sample story as the basis for all of the comprehension activities in **Comprehension Shuffle**. We have chosen a folktale from India, but the great thing about **Comprehension Shuffle** is that it is intended to use with all types of reading.

A Folktale from India

The Hidden Treasure

Many years ago a very poor peasant bought a plot of land. One day while he was plowing it, he came upon an iron box that was buried in the soil. When he opened it, he was astonished to discover that it was filled with valuable gemstones and coins made of silver and gold.

Since he owned the land where it was found, he could have kept the treasure for himself. But the peasant was a truly honest man. He at once went to the person from whom he had bought the land and showed him the treasure. "What is this?" asked the previous owner of the plot. The peasant told him the story of how the treasure was found.



But the previous owner refused to accept it, saying, "The treasure would have been mine if I had found it. I think it must have been hidden in the plot by my ancestors. As you have found it, it belongs to you."

Finally, the two men decided to divide the treasure into two equal parts. The peasant and the previous owner of the plot would each take half.

Those were the days when people were not greedy.

Comprehension Shuffle Card

Story Elements: Characters

After reading a couple of sentences or a single paragraph, if a student turns over the **characters** card they will be expected to minimally tell the other people (or person) who the character or characters is/are on the section they just read.

The character(s) of this page is /are a poor peasant and the man he bought the land from.

To extend the depth and complexity of the characters card, you can have the students explain how the character, or characters, might be feeling or the role of motivation within them.

I think the poor peasant felt happy and relieved because he was honest with the man who sold him the property and both shared in the treasure.

The goal of the characters comprehension card is get students to think about who the story is about. The term character refers to a person, animal, or object in a story. Characters are well-developed, believable and consistent.

*There is also a Concept Learning Brick with this same image for characters at www.PEPnonprofit.org

Characters



The character(s) of this page is /are _____.

I think _____ felt _____ because _____.



Characters



The character(s) of this page is /are _____.

I think _____ felt _____ because _____.

Characters



The character(s) of this page is /are _____.

I think _____ felt _____ because _____.

Characters



The character(s) of this page is /are _____.

I think _____ felt _____ because _____.

Characters



The character(s) of this page is /are _____.

I think _____ felt _____ because _____.

Characters



The character(s) of this page is /are _____.

I think _____ felt _____ because _____.

Characters



The character(s) of this page is /are _____.

I think _____ felt _____ because _____.

Characters



The character(s) of this page is /are _____.

I think _____ felt _____ because _____.

Comprehension Shuffle Card

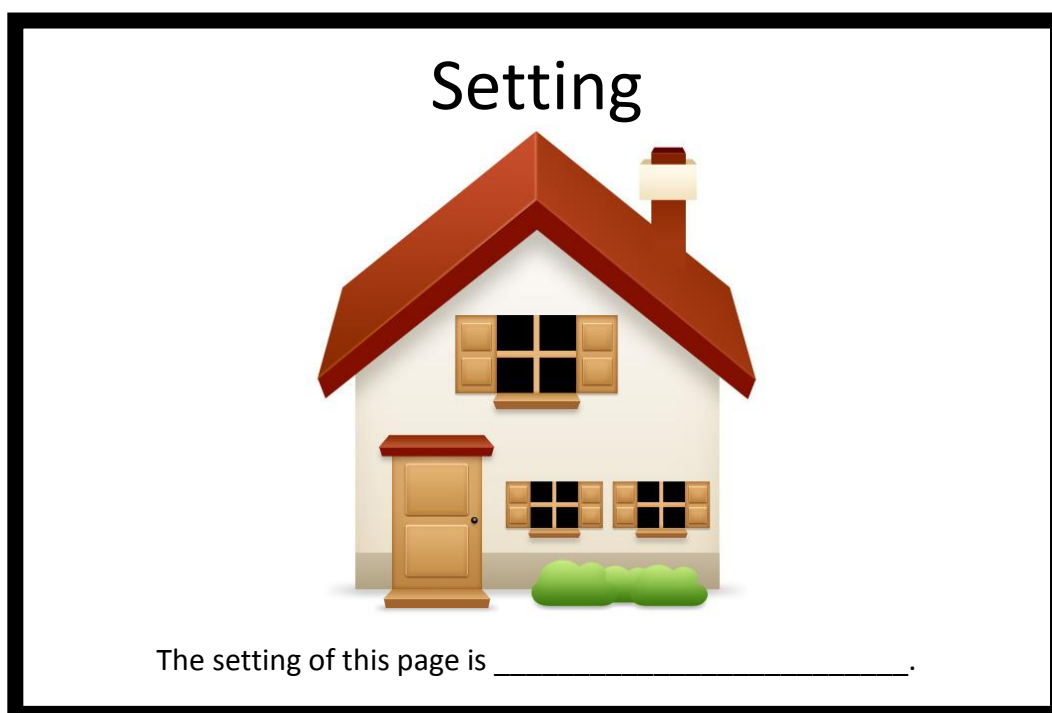
Story Elements: Setting

After reading a couple of sentences or a single paragraph, if a student turns over the **setting** card they will be expected to minimally tell the other people (or person) what the setting is on the section they just read.

The setting of this page is a plot of farm land from long ago.

Setting is the time and place in which a story occurs. A setting of a story, poem, or play can be anchored to a specific time and place, such as on the Oregon Trail in the 1800s, or it can be fictitious, such as a faraway kingdom or in outer space. Whether or not the location is real or fantastical, characters interact with the setting to show and tell a story.

*There is also a Concept Learning Brick with this same image for setting at www.PEPnonprofit.org



Setting



The setting of this page is _____.

Setting



The setting of this page is _____.

Setting



The setting of this page is _____.

Setting



The setting of this page is _____.

Setting



The setting of this page is _____.

Setting



The setting of this page is _____.

Setting



The setting of this page is _____.

Comprehension Shuffle Card

Questioning: On the Surface Question and Answer

After reading a couple of sentences or a single paragraph, if a student turns over the **on the surface** card they will be expected to ask the other people (or person) one on the surface question (the answer is found directly in the text) on the section just read.

The student asking the question from the section they read *must know* the answer before asking the question.

Q: What was in the iron box that the peasant found on his land?

A: The iron box was filled with valuable gemstones and coins made of silver and gold.

Upper grade students can be required to ask multiple on the surface questions, especially if they are reading multiple paragraphs.

On The Surface Q & A



Ask a question that has an answer from the part just read.

On The Surface Q & A



Ask a question that has an answer from the part just read.

On The Surface Q & A



Ask a question that has an answer from the part just read.

On The Surface Q & A



Ask a question that has an answer from the part just read.

On The Surface Q & A



Ask a question that has an answer from the part just read.

On The Surface Q & A



Ask a question that has an answer from the part just read.

On The Surface Q & A



Ask a question that has an answer from the part just read.

On The Surface Q & A



Ask a question that has an answer from the part just read.

Comprehension Shuffle Card

Questioning: Under the Surface Question and Answer

After reading a couple of sentences or a single paragraph, if a student turns over the **under the surface** card they will be expected to ask the other people (or person) one under the surface question (answer is more of an opinion and may not be directly in the text) from the part just read.

An “Under the Surface” question digs deeper (hence the shovel icon) and requires prediction, evaluation or inference to answer. These questions usually begin with *why, how, should, could and would*.

Q: How would you have reacted if you found a hidden treasure on the property?

A: Answer will (and should) vary from students.

The person asking the question can offer their answer after the person or people they are asking answer.

Under The Surface Q & A



Ask a question that requires someone to give their opinion.
These questions usually begin with *why, how, should, could and would*.

Under The Surface Q & A



Ask a question that requires someone to give their opinion.
These questions usually begin with *why, how, should, could and would*.

Under The Surface Q & A



Ask a question that requires someone to give their opinion.
These questions usually begin with *why, how, should, could and would.*

Under The Surface Q & A



Ask a question that requires someone to give their opinion.
These questions usually begin with *why, how, should, could and would.*

Under The Surface Q & A



Ask a question that requires someone to give their opinion.
These questions usually begin with *why, how, should, could and would.*

Under The Surface Q & A



Ask a question that requires someone to give their opinion.
These questions usually begin with *why, how, should, could and would.*

Under The Surface Q & A



Ask a question that requires someone to give their opinion.
These questions usually begin with *why, how, should, could and would.*

Under The Surface Q & A



Ask a question that requires someone to give their opinion.
These questions usually begin with *why, how, should, could and would.*

Comprehension Shuffle Card Summarizing: One Word Summary

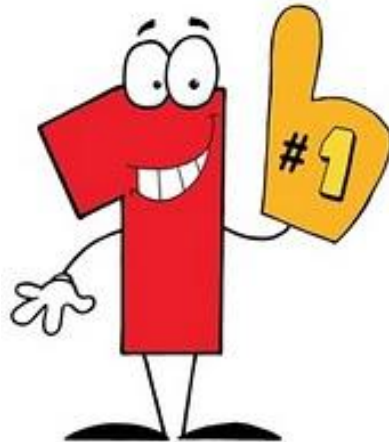
After reading a couple of sentences or a single paragraph, if a student turns over the **one word summary** card they will be expected to summarize what they read in ONE word to the other people (or person) in their group. Each member of the group can then give their one word summary of the reading and reasoning. What is the BIG IDEA of your reading in one word?

I would choose the word HONESTY to summarize my reading.

I chose HONESTY as my one word summary because the poor peasant easily could have kept all of the jewels and coins, but he felt like being HONEST was more important than being greedy.

One-Word Summaries get students in the habit of picking out important concepts and main ideas. The word choice is **not** what leads to learning in one-word summaries, but rather, student rationale for choosing certain words reinforces and even expands their learning.

One Word Summary



I would choose the word _____ to summarize my reading.

I chose _____ because _____.

One Word Summary



I would choose the word _____ to summarize my reading.

I chose _____ because _____.

One Word Summary



I would choose the word _____ to summarize my reading.

I chose _____ because _____.

One Word Summary



I would choose the word _____ to summarize my reading.

I chose _____ because _____.

One Word Summary



I would choose the word _____ to summarize my reading.

I chose _____ because _____.

One Word Summary



I would choose the word _____ to summarize my reading.

I chose _____ because _____.

One Word Summary



I would choose the word _____ to summarize my reading.

I chose _____ because _____.

One Word Summary



I would choose the word _____ to summarize my reading.

I chose _____ because _____.


Comprehension Shuffle Card Summarizing: Retell in Own Words

After reading a couple of sentences or a single paragraph, if a student turns over the **retell in own words** card they will be expected to retell what they read in their own words to the other people (or person) in their group. The reader can also ask another person in the group to retell what they (the reader) just read. **Students can look at the text, but they cannot reread it as part of their retelling!*

The peasant could have kept the treasure, but instead he went to the man he bought the land from and told him how he found the treasure.

Retelling a section in one's own words (rather than reciting a text from memory) provides the students with an opportunity to demonstrate an understanding of what they just read. The twist with retelling in your own words is that the listener has to be attentive because they may have to retell the section that they are hearing.

Retell in Own Words



From the section just read, tell what happened in your own words.

Retell in Own Words



From the section just read, tell what happened in your own words.

Retell in Own Words



From the section just read, tell what happened in your own words.

Retell in Own Words



From the section just read, tell what happened in your own words.

Retell in Own Words



From the section just read, tell what happened in your own words.

Retell in Own Words



From the section just read, tell what happened in your own words.

Retell in Own Words



From the section just read, tell what happened in your own words.

Retell in Own Words



From the section just read, tell what happened in your own words.

Comprehension Shuffle Card Summarizing: Retell Using Props

After reading a couple of sentences or a single paragraph, if a student turns over the **retell using props** card they will be expected to retell what they read using anything in their desk or backpack as a prop to the other people (or person) in their group. The reader can also ask another person in the group to retell what they (the reader) just read using props. **Students can look at the text, but they cannot reread it as part of their retelling!*

Using a pencil to represent the peasant, an eraser to represent the treasure, and an older pencil that is shorter with a broken end to represent the previous owner student retells the encounter where the two men agree to take half of the jewels, gold, and silver.

Children find deeper meaning in stories as they retell them. The more concrete cues we can provide the children, the more comfortable they are in retelling the story. The props assist the children in making the stories come alive.

Retell Using Props



From the section just read, tell what happened in your own words using props (things from your desk).

Retell Using Props



From the section just read, tell what happened in your own words using props (things from your desk).

Retell Using Props



From the section just read, tell what happened in your own words using props (things from your desk).

Retell Using Props



From the section just read, tell what happened in your own words using props (things from your desk).

Retell Using Props



From the section just read, tell what happened in your own words using props (things from your desk).

Retell Using Props



From the section just read, tell what happened in your own words using props (things from your desk).

Retell Using Props



From the section just read, tell what happened in your own words using props (things from your desk).

Retell Using Props



From the section just read, tell what happened in your own words using props (things from your desk).

Comprehension Shuffle Card

Summarizing: Retell Using Gestures

After reading a couple of sentences or a single paragraph, if a student turns over the **retell using gestures** card they will be expected to retell what they read using physical gestures to the other people (or person) in their group. The reader can also ask another person in the group to retell what they (the reader) just read using gestures. **Students can look at the text, but they cannot reread it as part of their retelling!*

A long time ago (pretend to look at your watch as the gesture) a very poor peasant found (put your hand above your eyes as if you were looking for something as the gesture) an iron box filled with riches (rub your thumb and fingers together “money” for the gesture).

Have students use gestures as they retell what they’ve read allows another way for them to comprehend what they are reading. In the journal Cognition, it suggests that it's possible to help children learn difficult concepts by providing gestures as an additional and potent avenue for taking in information.

Retell Using Gestures



From the section just read, tell what happened in your own words using physical gestures (your hands and body).

Retell Using Gestures



From the section just read, tell what happened in your own words using physical gestures.
(your hands and body).

Retell Using Gestures



From the section just read, tell what happened in your own words using props (your hands and body).

Retell Using Gestures



From the section just read, tell what happened in your own words using props (your hands and body).

Retell Using Gestures



From the section just read, tell what happened in your own words using props (your hands and body).

Retell Using Gestures



From the section just read, tell what happened in your own words using props (your hands and body).

Retell Using Gestures



From the section just read, tell what happened in your own words using props (your hands and body).

Retell Using Gestures



From the section just read, tell what happened in your own words using props (your hands and body).

Comprehension Shuffle Card Author's Purpose

After reading a couple of sentences or a single paragraph, if a student turns over the **author's purpose** card they will be expected to explain what the author is trying to do with their writing. Is the author trying to *persuade*, *inform*, or *entertain* the reader with their writing.


The author's purpose for this section is to entertain me because it is a story that has characters, setting, problem, and solution.

Questions you can ask about author's purpose: Did the author try to make me laugh? (**entertain**). Did the author want to tell me a story? (**entertain**). Did the author want to change my opinion? (**persuade**). Did the author try to teach me something? (**inform**). Did the author try to amuse me? (**entertain**). Did the author give me some facts? (**inform**). Did the author try to convince me? (**persuade**).

*There is also a Concept Learning Brick with this same image for opinion at www.PEPnonprofit.org

Author's Purpose

The author's purpose is _____
because _____.



Persuade: get you to do something.
Inform: nonfiction stories
Entertain: fiction stories

Author's Purpose

The author's purpose is _____
because _____.



Persuade: get you to do something.

Inform: nonfiction stories

Entertain: fiction stories

Author's Purpose

The author's purpose is _____
because _____.



Persuade: get you to do something.
Inform: nonfiction stories
Entertain: fiction stories

Author's Purpose

The author's purpose is _____
because _____.



Persuade: get you to do something.
Inform: nonfiction stories
Entertain: fiction stories

Author's Purpose

The author's purpose is _____
because _____.



Persuade: get you to do something.
Inform: nonfiction stories
Entertain: fiction stories

Author's Purpose

The author's purpose is _____
because _____.



Persuade: get you to do something.
Inform: nonfiction stories
Entertain: fiction stories

Author's Purpose

The author's purpose is _____
because _____.



Persuade: get you to do something.
Inform: nonfiction stories
Entertain: fiction stories

Author's Purpose

The author's purpose is _____
because _____.



Persuade: get you to do something.
Inform: nonfiction stories
Entertain: fiction stories


Comprehension Shuffle Card Clarifying: Text to Self

After reading a couple of sentences or a single paragraph, if a student turns over the **text to self** card they will be expected to make a connection from the current text to their own life, experiences, and feelings.

This reminds me of the time I found my brother's lost wallet because I chose to be honest and give it to him.

Text-to-self connections are highly personal connections that a reader makes between a piece of reading material and the reader's own experiences or life. Some example questions students might ask themselves: *What does this remind me of in my life? What is this similar to in my life? How is this different from my life? Has something like this ever happened to me? How does this relate to my life? What were my feelings when I read this?*

Text to Self



This reminds me of _____ because _____.

Text to Self



This reminds me of _____ because _____.

Text to Self



This reminds me of _____ because _____.

Text to Self



This reminds me of _____ because _____.

Text to Self



This reminds me of _____ because _____.

Text to Self



This reminds me of _____ because _____.

Text to Self



This reminds me of _____ because _____.

Text to Self



This reminds me of _____ because _____.


Comprehension Shuffle Card Clarifying: Text to Text

After reading a couple of sentences or a single paragraph, if a student turns over the **text to text** card they will be expected to make a connection from the current text to another text, either the characters, setting, or events.

This reminds me of when I read *The Prophet of Yonwood* because Nikki went to the prophet to be honest about how she felt about the dogs being sent away.

Sometimes when reading, readers are reminded of other things that they have read, other books by the same author, stories from a similar genre, or perhaps on the same topic. These types of connections are text-to-text connections. Some example questions students might ask themselves: *What does this remind me of in another book I've read? How is this text similar to other things I've read? How is this different from other books I've read? Have I read about something like this before?*

Text to Text



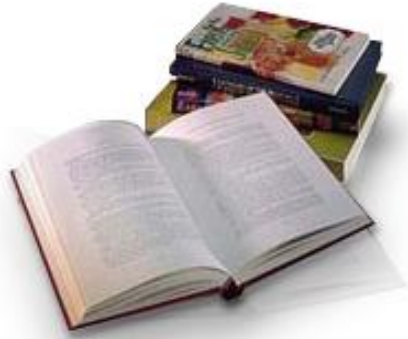
This reminds me of when I read _____ because _____.

Text to Text



This reminds me of when I read _____ because _____.

Text to Text



This reminds me of when I read _____ because _____.

Text to Text



This reminds me of when I read _____ because _____.

Text to Text



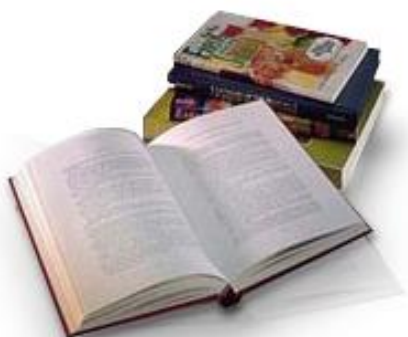
This reminds me of when I read _____ because _____.

Text to Text



This reminds me of when I read _____ because _____.

Text to Text



This reminds me of when I read _____ because _____.

Text to Text



This reminds me of when I read _____ because _____.

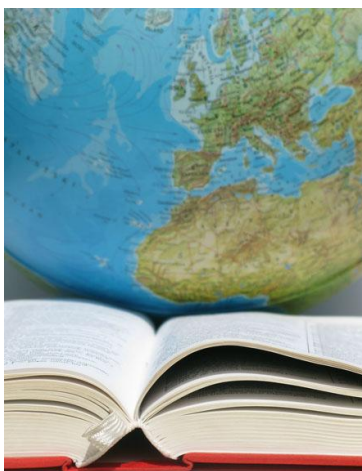
Comprehension Shuffle Card Clarifying: Text to World

After reading a couple of sentences or a single paragraph, if a student turns over the **text to world** card they will be expected to make a connection from the current text to the real world, events, or world history.

This reminds me of something I saw on the news where two people were arguing about both owning the same tree. The characters in this story are acting much nicer than those other two on the news.

Text-to-world connections are the larger connections that a reader brings to a reading situation. We learn about things through television, movies, magazines, and newspapers. Some example questions students might ask themselves: *What does this remind me of in the real world? How is this text similar to things that happen in the real world? How is this different from things that happen in the real world? How did that part relate to the world around me?*

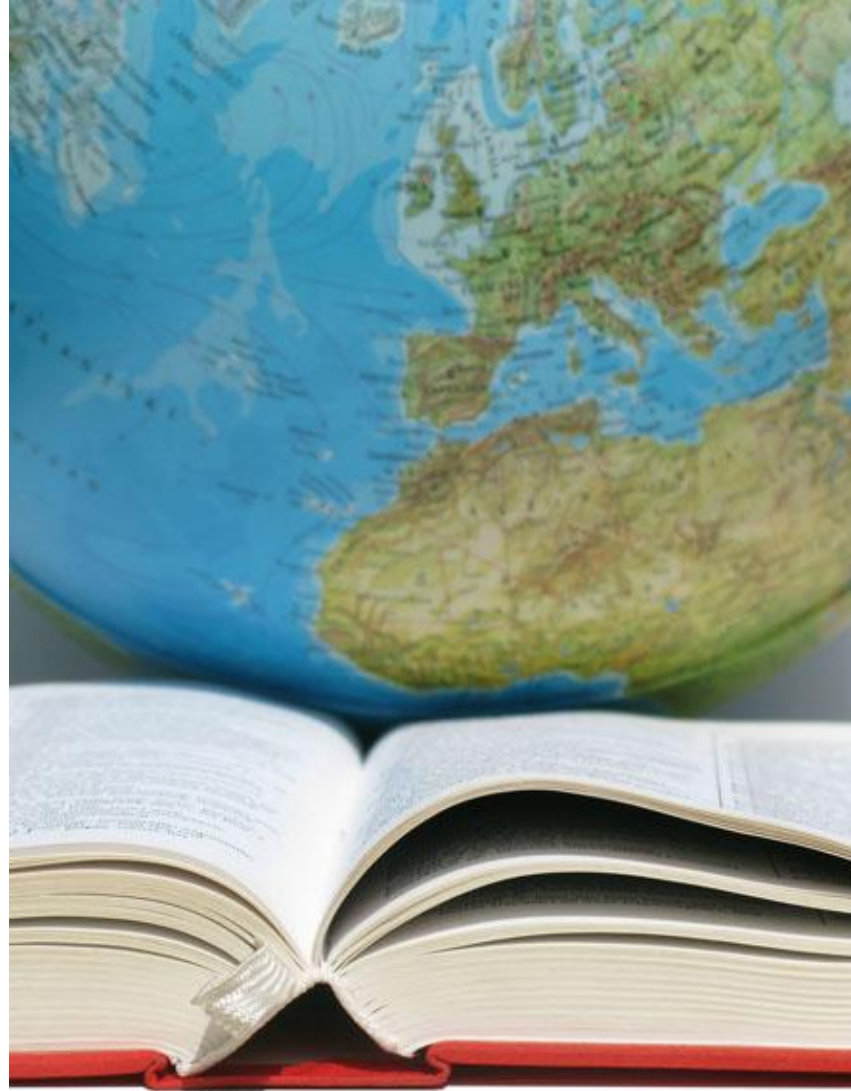
Text to World



This reminds me of something I heard about because_____.

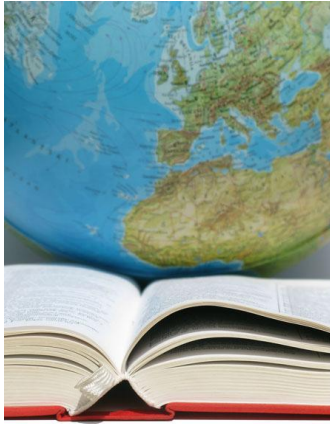


Text to World



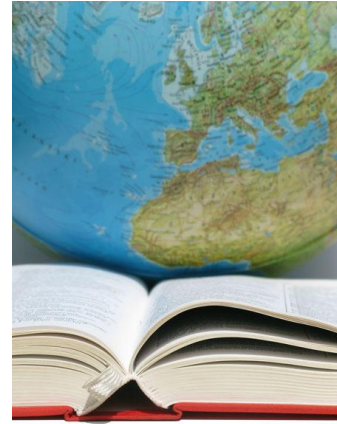
This reminds me of something I heard about because _____.

Text to World



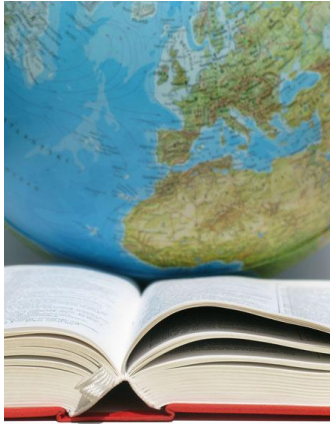
This reminds me of something I heard about because _____.

Text to World



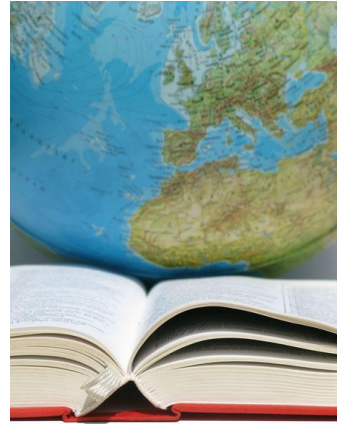
This reminds me of something I heard about because _____.

Text to World



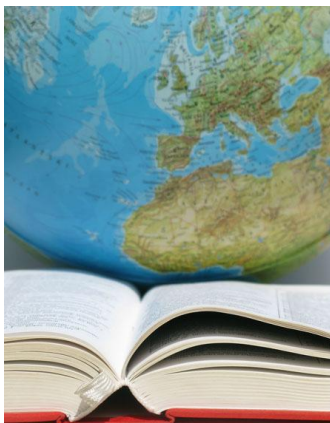
This reminds me of something I heard about because _____.

Text to World



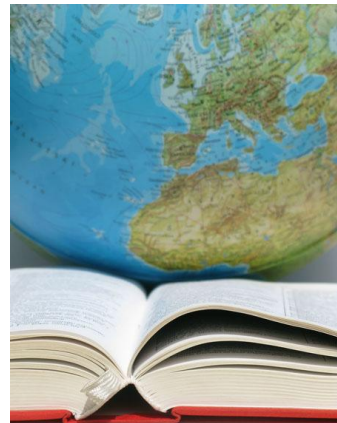
This reminds me of something I heard about because _____.

Text to World



This reminds me of something I heard about because _____.

Text to World



This reminds me of something I heard about because _____.

Comprehension Shuffle Card Cause and Effect

After reading a couple of sentences or a single paragraph, if a student turns over the **cause and effect** card they will be expected to explain to the other people (or person) the cause of some action or its effect in the text just read.

The peasant found the iron box with riches, so he went to the previous owner of the land.

Since both men were not greedy, they decided to split the riches found in the box.


Each action has a **cause**—something that made it happen—and each action has an **effect**—something it makes happen.

Words indicating cause: *because (of), since, created (by), and caused (by).*

Words indicating effect: *since, hence, so, therefore, consequently, and as a result of.*

*There is also a Concept Learning Brick with this same image for cause and effect at www.PEPnonprofit.org

Cause and Effect



_____ , so _____ .
cause effect

_____ ' _____ .
cause effect

Cause and Effect



_____ , so _____ .
cause effect

_____ , _____ .
cause effect

Cause and Effect



_____ , so _____ .
cause effect

_____ / _____ .
cause effect

Cause and Effect



_____ , so _____ .
cause effect

_____ / _____ .
cause effect

Cause and Effect



_____ , so _____ .
cause effect

_____ / _____ .
cause effect

Cause and Effect



_____ , so _____ .
cause effect

_____ / _____ .
cause effect

Cause and Effect



_____ , so _____ .
cause effect

_____ / _____ .
cause effect

Cause and Effect



_____ , so _____ .
cause effect

_____ / _____ .
cause effect

Comprehension Shuffle Card Fiction or Nonfiction

After reading a couple of sentences or a single paragraph, if a student turns over the **fiction or nonfiction** card they will be expected to explain to the other people (or person) if the text just read is either fiction or nonfiction and why.



The Hidden Treasure is fiction because it has made up characters and was made up by someone's imagination.

Fiction is an entertaining, make-believe story that is not real. It is organized by setting, characters, beginning, middle, and end.

Nonfiction is true information that gives you facts to explain something. It is organized by giving information about a topic.

*There are also **Concept Learning Bricks** with the same images for fiction and nonfiction at www.PEPnonprofit.org

Fiction or Nonfiction



This part of the story is _____ because _____.

fiction - nonfiction

Fiction or Nonfiction



This part of the story is _____ because _____.

fiction - nonfiction

Fiction or Nonfiction



This part of the story is _____ because _____.
fiction - nonfiction

Fiction or Nonfiction



This part of the story is _____ because _____.
fiction - nonfiction

Fiction or Nonfiction



This part of the story is _____ because _____.
fiction - nonfiction

Fiction or Nonfiction



This part of the story is _____ because _____.
fiction - nonfiction

Fiction or Nonfiction



This part of the story is _____ because _____.
fiction - nonfiction

Fiction or Nonfiction



This part of the story is _____ because _____.
fiction - nonfiction

Comprehension Shuffle Card Inferring: Make a Prediction

After reading a couple of sentences or a single paragraph, if a student turns over the **make a prediction** card they will be expected to make a prediction about the text just read and explain their reasoning to the other people (or person).

I predict that the peasant will look for more hidden treasures on his land because if there was one iron box, there might be more.

Prediction is a key characteristic of effective reading. Efficient readers develop ideas about what to expect next in the text. It is important to keep predictions in mind as they read. It is O.K. if predictions do not come true! The goal is not to predict correctly 100% of the time, but to understand what they read. Good readers gather information as they continue reading, and often revise their predictions. They also evaluate past predictions. Which predictions came true? Which did not?

*There is also a Concept Learning Brick with this same image for prediction at www.PEPnonprofit.org

Make a Prediction



I predict _____ because _____.



Make a Prediction



I predict _____ because _____.

Make a Prediction



I predict _____ because _____.

Make a Prediction



I predict _____ because _____.

Make a Prediction



I predict _____ because _____.

Make a Prediction



I predict _____ because _____.

Make a Prediction



I predict _____ because _____.

Make a Prediction



I predict _____ because _____.

Comprehension Shuffle Card Genre


After reading a couple of sentences or a single paragraph, if a student turns over the **genre** card they will be expected to explain to the other people (or person) the genre of the text just read. Is it Drama, Fable, Fairy Tale, Fantasy, Folklore, Legend, Mystery, Myth, Poetry, Autobiography, and Biography?

The genre of this text is folklore because it was passed down from older generations.

The notion of genre, as with any artistic interpretation, is open to discussion. Because of the interpretive nature of literary genre, there is no complete and final list available. Students must understand that one work may fall into several categories, thus they must learn what are considered the main and sub genres of writing.

*There is also a Concept Learning Brick with this same image for genre at www.PEPnonprofit.org

Genre



The genre of this text is _____ because _____.

Genre



The genre of this text is _____ because _____.

Genre



The genre of this text is _____ because _____.

Genre



The genre of this text is _____ because _____.

Genre



The genre of this text is _____ because _____.

Genre



The genre of this text is _____ because _____.

Genre



The genre of this text is _____ because _____.

Genre



The genre of this text is _____ because _____.

Comprehension Shuffle Card

Point of View: Perspective

After reading a couple of sentences or a single paragraph, if a student turns over the **POV perspective** card they will be expected to explain to the other people (or person) what they just read from two different perspectives or points of view. Retell a sequence that is explained as if you were wearing the shoes of a specific character, then again from a different point of view, or second character.

From the point of view of the poor peasant: “I wonder if the old owner realizes he left this box of riches here? I better go and let him know about it.”

From the point of view of the previous land owner: “I can’t believe he wanted to give me all of the jewels and gold coins. I will share it, but I refuse to take it all.

Having students try to see different perspectives in reading is a dynamic comprehension skill. How does the character's point of view affect the things that student sees? Considering how another character's perspective changes the scene can help students become more knowledgeable about the ways that they can think about something that they read.

Point of View: Perspective



Give the point of view of **2** characters from the section just read.
Put yourself in their shoes and retell what happened.

Point of View: Perspective



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Put yourself in their shoes and retell what happened.

Point of View: Perspective



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Point of View: Perspective



Give the point of view of **2** characters from the section just read.
Put yourself in their shoes and retell what happened.

Comprehension Shuffle Card Main Idea and Supporting Details

After reading a couple of sentences or a single paragraph, if a student turns over the **main idea and supporting details card** they will be expected to explain to the other people (or person) the main idea and some supporting details from the section just read.

The main idea of this section is in those days people weren't greedy. A supporting detail is the two men decided to share the riches instead of keep it all for themselves.

Identifying main idea and supporting details is an important part of reading comprehension. The main idea of a piece of writing is the central point the author tries to make. This can be an opinion, argument, or a general idea. Most of the time, but not always, the main idea is stated in a topic sentence. This sentence is usually near the beginning and sets up what the rest of the writing will be about, although authors may chose place the main idea in the concluding sentence in a paragraph. Supporting details are sentences that support the main idea. How did the students identify the main idea? What details help support the main idea?

Main Idea and Supporting Details



The main idea of this section is _____.

A supporting detail is _____.

Main Idea and Supporting Details



The main idea of this section is _____.

A supporting detail is _____.

Main Idea and Supporting Details



The main idea of this section is _____.
A supporting detail is _____.

Main Idea and Supporting Details



The main idea of this section is _____.
A supporting detail is _____.

Main Idea and Supporting Details



The main idea of this section is _____.
A supporting detail is _____.

Main Idea and Supporting Details



The main idea of this section is _____.
A supporting detail is _____.

Main Idea and Supporting Details



The main idea of this section is _____.
A supporting detail is _____.

Main Idea and Supporting Details



The main idea of this section is _____.
A supporting detail is _____.

Comprehension Shuffle Card

Sequencing: What Has Happened Up To Now

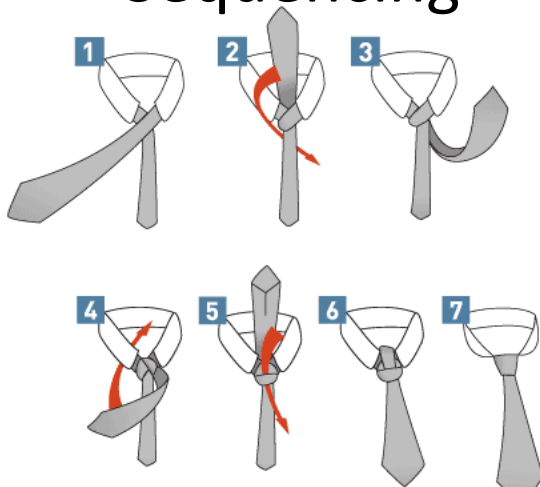
After reading a couple of sentences or a single paragraph, if a student turns over the **sequencing** card they will be expected to explain to the other people (or person) the order in which events or steps take place in the reading up to that point. *This card wants the students to retell the entire reading up to their current position, not just the section read.*

First the peasant bought a plot of land. One day he found an iron box on his property. Then the peasant went to the person from whom he had bought the land and told him how he found the treasure. The peasant wanted the previous owner to keep the box, but he refused. Finally the two men decided to divide the treasure in two equal parts.

To identify sequential order, look for:

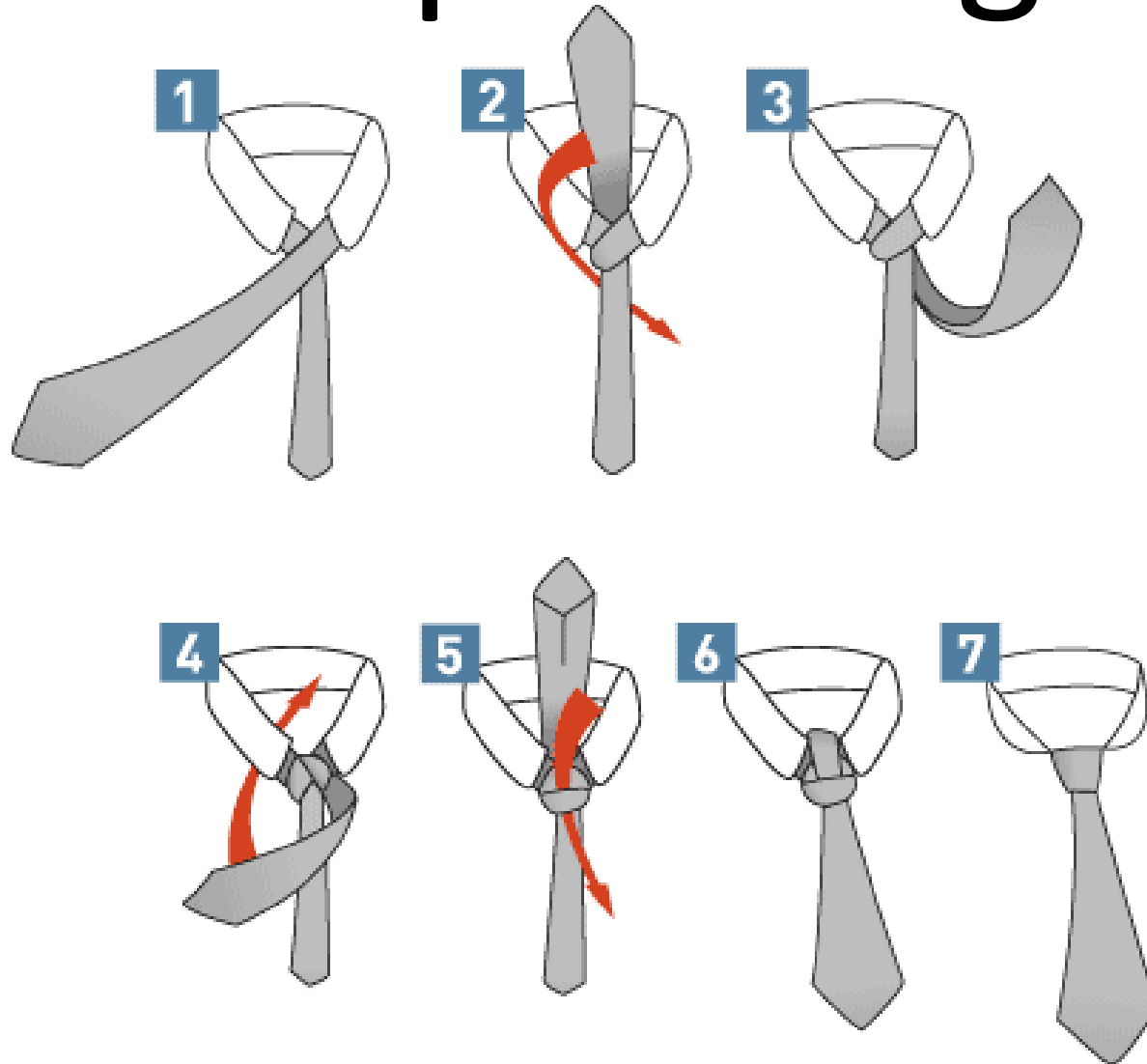
- *headings/subheadings that describe specific events or steps. These headings will usually begin with a verb (action word).*
- *special signal words (before, after, next, then, etc.) that are used to indicate sequence.*
- *numbers that may indicate steps.*
- *dates that indicate when events happened.*

Sequencing



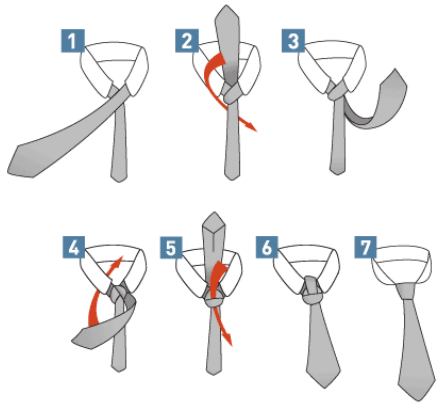
Retell, in order, everything that has happened so far.
Be sure to use signal words: first, next, then, after, finally.

Sequencing



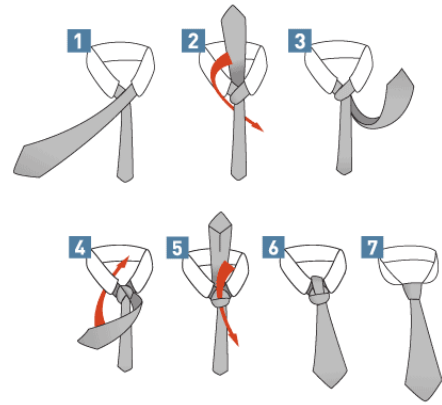
Retell, in order, everything that has happened so far.
Be sure to use signal words: first, next, then, after, finally.

Sequencing



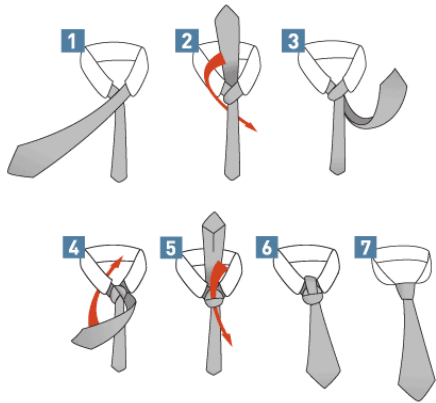
Retell, in order, everything that has happened so far.
Be sure to use signal words: first, next, then, after, finally.

Sequencing



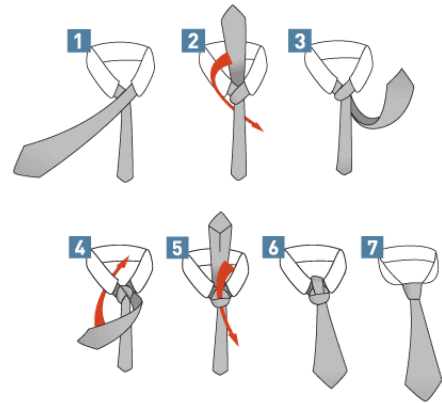
Retell, in order, everything that has happened so far.
Be sure to use signal words: first, next, then, after, finally.

Sequencing



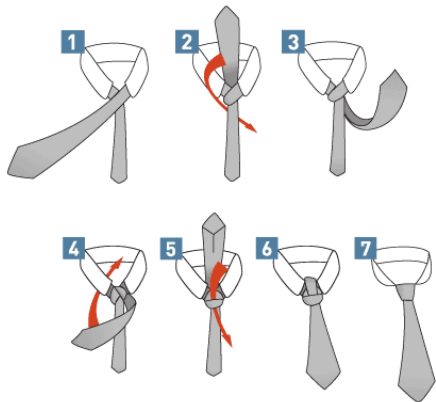
Retell, in order, everything that has happened so far.
Be sure to use signal words: first, next, then, after, finally.

Sequencing



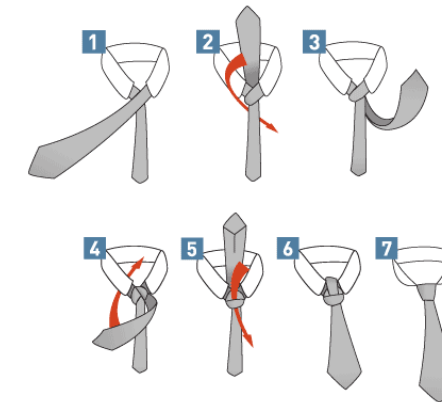
Retell, in order, everything that has happened so far.
Be sure to use signal words: first, next, then, after, finally.

Sequencing



Retell, in order, everything that has happened so far.
Be sure to use signal words: first, next, then, after, finally.

Sequencing



Retell, in order, everything that has happened so far.
Be sure to use signal words: first, next, then, after, finally.

Comprehension Shuffle Card Fact or Opinion



After reading a couple of sentences or a single paragraph, if a student turns over the **fact or opinion** card they will be expected to explain if what they just read is a fact or an opinion to the other people (or person). Many students do not understand the difference in statements of fact which can be proven, and statements of opinion, which express someone's belief or feeling. Being able to differentiate between fact and opinion enables them to use their language more skillfully.

This part of the story is an opinion because there were probably some people who were greedy back in those days.

Identifying whether a statement expresses someone's opinion or contains facts that can be proven is a critical skill for listening, speaking, reading, and writing.

*There are also Concept Learning Bricks with the same images for fact and opinion at www.PEPnonprofit.org

Fact or Opinion



This part of the reading is a,an _____ because _____.

fact - opinion

Fact or Opinion



This part of the reading is a/an _____ because _____.
fact - opinion

Fact or Opinion



This part of the reading is a/an _____ because _____.
fact - opinion

Fact or Opinion



This part of the reading is a/an _____ because _____.
fact - opinion

Fact or Opinion



This part of the reading is a/an _____ because _____.
fact - opinion

Fact or Opinion



This part of the reading is a/an _____ because _____.
fact - opinion

Fact or Opinion



This part of the reading is a/an _____ because _____.
fact - opinion

Fact or Opinion



This part of the reading is a/an _____ because _____.
fact - opinion