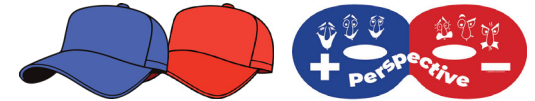
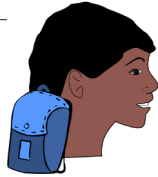


Make Skills Visible & Visual

COMPARE THE FUNCTION OF **COMPREHENSION SKILLS** TO TOYS, TRIGGERS, OBJECTS, & ANALOGIES

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MASK FOR INFORMATION T.H.I.E.V.E.S.

Before reading, scope out and “steal” as much information as possible from the text features. Put on the mask to preview the text, identify the topic and activate relevant background knowledge.

BACKPACK

A reader’s brain contains memories, experiences, and previous learning. A reader unzips his brain backpack to make connections with details stated in the text.

PEEPERS/MAGNIFYING GLASS

Whether using peepers or a magnifying glass, a reader returns to the text to identify the author’s details to support his inference. Evidence is any word or visual detail that the reader can see. If he can put eyeballs on it— it’s text evidence.

GAME CONTROLLER

Use the buttons on a video game controller to identify the three locations for context clues.
1) Reverse to reread. 2) Fast-forward to read on.
3) Pause to look inside the word.



DECODER RING

Like trying to break the code of a secret message with a decoder ring, students have to break the code of the academic vocabulary of a prompt on an assessment. Teach students the meaning of the words in the prompt so they can understand the task.

ESPN SPORTSCENTER

Sportscasters deliver a 90-second summary on a 90-minute game. They tell who played, where they played, the pivotal moments, and the outcome. Readers summarize a text in the same manner— by providing just the highlights.

TRACKS IN THE SNOW

Compare annotating a text to making tracks in the snow. A reader adds his thoughts about the author’s words in the white “snowy” margins of the text. Annotations record the reader’s journey of thinking.

RED/BLUE HATS OR GLASSES

Compare author or character perspectives by “trying on” each viewpoint. Wear the red hat/glasses and think about how Individual A might think or feel. Don the blue hat/glasses to consider how Individual B is thinking or feeling in the same scene (character in literature) or situation (author of informational text).

TABLECLOTH

Trace an author’s argument by identifying its parts. The tablecloth represents the author’s overall position which covers the entire text. Underneath the tablecloth are separate reasons (i.e., tables) that each include legs of evidence that “hold up” the claim.

THEME FOLDABLE

Theme is more than a lesson topic (e.g., friendship). Open up the foldable, representing that a reader must also “open up” the lesson topic to discover the more specific message the author is teaching (e.g., what about friendship did the character learn).