

Rereading the Text

Teacher Reference

What is it?

Rereading is a literacy strategy that aims to support students' comprehension of sophisticated reading material. Rereading ought to be purposeful, giving students multiple opportunities to see what the text has to offer.

How do I use it?

Effective rereading begins with a purpose. To set a purpose for rereading, predetermine what you want your students to notice and select a reading strategy that will lead them to see what it is you want them to see. Teachers should strategically select reading strategies for students that will help them clarify or gain insight into the text that they are reading. As students learn various reading strategies, they will begin to make decisions on their own, consciously selecting strategies that will assist in their understanding of the text. Eventually, students will become strategic readers, independently (almost subconsciously) applying strategies as they read. A student at this stage may decide to mark the text during his or her first read. Then, during the reread, the student might decide to chart sections of the text or write brief summaries in the margins in order to work through challenging sections of the text. This strategy will also demonstrate for students that texts can be read for multiple purposes.

When should I use it?

Rereading exercises will depend on time and the types of texts we select for our students to read. Rereading can be done with one section of a larger work, or you might want your students rereading a complete text that is shorter in length. You could even have your students reread visuals, terms, or titles in order to make deeper connections to the surrounding information. There are many uses for rereading, and as long as there is well-defined purpose, students will benefit from this exercise. Since our goal is to get students to learn content from the texts we ask them to read, we must dedicate class time to helping students understand these texts. When we select texts purposefully and read them for multiple purposes, our students read fewer texts, creating space for strategic literacy strategies like rereading.

Why should I use it?

Some texts present great challenges for readers and cannot be fully understood with one read through. Therefore, students must develop the habit of rereading in order to clarify sophisticated ideas presented in texts. Another reason for rereading is to see what the text has to offer. Since readers gain a limited understanding of a text during their first read, competent readers will reread sections of the text or the entire piece to gain more insight into the author's message. Since we expect our students to learn from the texts they read, and since students must exercise rhetorical flexibility in order to gain insight into the text as a whole, students must have time to struggle with the text, applying various active reading strategies as they move closer to deep understanding of the text.

Rereading the Text

One-page Reference Guide

Clarifying Information

Go back to a section of the text that you didn't understand and work to clarify the section. (What is the author saying? What do you understand? What don't you understand? How does this section connect with surrounding information?)

Reviewing Reading Aids

Go back to the text and analyze how the reading aids connect to the surrounding text. (What new information did you learn from reviewing the reading aids? What purpose do they serve? What do you understand now that you didn't understand before?)

Checking for Comprehension

Go back to the reading guides and assess your learning. What questions can you answer? Where in the text is this information located? What terms can you define? What do you know about the key concepts?)

Summarizing Information

Go back to the text and summarize information that is relevant to your reading task. (What are the key points, terms, claims, and or ideas? What is the purpose of this section? What is the author doing in this section?)

Categorizing and or Organizing Information

Go back to the text and determine how the information is being presented. (How are ideas being comparing? If there was a cause, what was the effect? How might a timeline help organize the information?)

Pausing to Connect Ideas within the Text

After you mark the text, go back and evaluate the information you marked. (How does this idea relate to other ideas in the text? What is the author attempting to communicate by using these terms? Based on my markings, what do I understand?)

Charting the Text

Go back to the text and determine what the author is doing in each paragraph. (How does the author construct the paragraph or section? What is the author doing?)

Visualizing Ideas Presented in the Text

Go back to sections of the text where complex ideas are being discussed and draw the ideas in the margins or in your notes in order to help you visualize such ideas.