

BACK UP AND REREAD		
UNDERSTAND	<b>Definition</b>	When meaning breaks down, going back and rereading again to understand the meaning of the selection and/or words or parts that didn't make sense.
	<b>When to teach this strategy</b>	<p>If you see readers who . . .</p> <ul style="list-style-type: none"> <li>• continue to read without checking to see if what they are reading makes sense.</li> <li>• read the words but don't think about what they are reading.</li> </ul>
PREPARE	<b>Why we teach it</b>	Backing up and rereading is part of the active reading cycle readers do to make sense of what they are reading. When readers back up and read a passage again, they usually read it more slowly, with more intention and focus, which allows their brain to absorb the meaning—or lack of meaning—of what they've read.
	<b>Secret to success</b>	You must be aware when the text is not making sense. You have to stop, back up, and read the selection again, this time more slowly, paying close attention to the meaning of the text.
TEACH	<b>How we teach it</b>	<p><i>Today we are learning how important it is to back up and reread. Many times, readers get to the end of a sentence, paragraph, or page and realize they do not remember what they have read. They are not able to make meaning out of the text. When this happens, it is important that you stop, go back, and read again. When we do this, it helps us understand and remember what we read.</i></p> <p>We choose a text and model the strategy for students. We stop after a sentence or two and say, <i>I am not sure I understand what is going on now. I need to go back, slow down, and reread. I am going to pay careful attention as I reread the part of the text that I didn't understand.</i></p>
		<p><b>Suggested language:</b></p> <ul style="list-style-type: none"> <li>• <i>Did that make sense? What might you do when the text doesn't make sense?</i></li> <li>• <i>Even when you use other strategies like Cross-Check, you also need to back up and reread to check to see if it makes sense.</i></li> <li>• <i>When you back up and reread, try reading a bit more slowly.</i></li> </ul>
SUPPORT	<b>Instructional Pivots</b>	<p><b>Possible ways to differentiate instruction:</b></p> <ul style="list-style-type: none"> <li>• Model again for the reader and explain the importance of understanding what is read.</li> <li>• Pair this strategy with the strategy <i>Check for Understanding</i> to teach readers to stop and make sure they understand the text.</li> <li>• Encourage readers to use this strategy every time they are reading and meaning breaks down.</li> </ul> <p>Reconsider materials, setting, instruction, and cognitive processes.</p>
	<b>Partner Strategies</b>	<p>These strategies may provide support before, during, and after teaching this strategy:</p> <ul style="list-style-type: none"> <li>• <i>Check for Understanding; Monitor and Self-Correct</i></li> <li>• <i>Adjust and Apply Different Reading Rates to Match Text</i></li> <li>• <i>Make and Adjust Mental Images; Use Text to Confirm</i></li> </ul>