



**SUPERCHARGE
YOUR READING**

Reading deeply means going beyond just the *gist* of a text.

It's all about making a text

YOUR OWN.



What it looks like to make a text your own:

I CAN EXPLAIN

I understand what I read and can identify the who, what, where, and when.

I CAN ANALYZE

I assess, compare, and understand why and how.

I CAN APPLY KNOWLEDGE

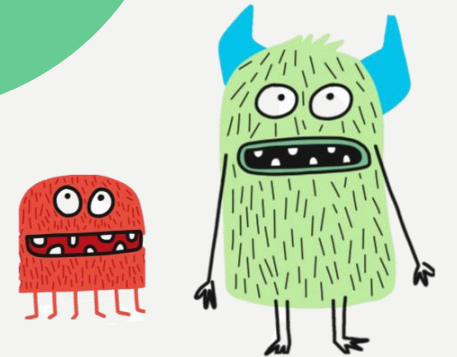
I apply ideas from the text in new ways through my own writing and original projects.

Elements of reading deeply:

Read Actively

Support Your
Understanding

Reveal What
You Know



READ ACTIVELY

Think about
your purpose.

ASSIGNMENT DIRECTIONS

As you read, consider the question: how did the cities of Teotihuacan and Tiahuanaco influence other cultures?

People have lived in cities for thousands of years. Some ancient cities—for example, Rome or Shanghai—are now modern cities. **Other ancient cities, like Teotihuacan and Tiahuanaco in the Americas, were abandoned many centuries ago.** For a long time, people did not know very much about these cities. The inhabitants left no books or readable written records of their civilization.

Archeologists, researchers who study human history by excavating settlements, studied the ruins of these cities. They have learned about the cities and their residents from the buildings, objects, and art that people left behind. While there are still many mysteries, researchers now know much more about Teotihuacan and Tiahuanaco than they previously did.

Select category ▾

I wonder why these cities were abandoned?

Share with class

CANCEL SAVE

Deep readers use a **central question** to help focus their reading. They also ask their own questions **BEFORE, DURING** and **AFTER** reading.

READ ACTIVELY

Take note of what's important.

Deep readers use a **system to annotate** a text and highlight important parts. Using different colors for different types of notes makes it easy to find key words and passages again.

Teotihuacan stood out as the largest pre-Columbian city in the Americas, with a population of 125,000 or more people. The city was around 8 square miles and housed its large population in multifloor buildings, much like modern apartments. Between its population and size, Teotihuacan was the sixth largest city in the world at its peak.

There are still many mysteries surrounding the basic facts of Teotihuacan. We do not know what group of people lived there because their identity has been lost, nor do we know what the city called itself. In the 1400s, the Aztecs named it Teotihuacan meaning "the place where the gods were created" in the Aztec language. While Teotihuacan had a written language, it was written in pictures much like Egyptian hieroglyphics. Many scholars of language think that the pictures only record names and dates, not complex ideas. As a result, it is difficult to learn more from the written record.

Main Ideas

Meaning & Evidence



READ ACTIVELY

Add your own words & files.

Deep readers use notes in a digital text to:

- Summarize ideas
- Define new terms
- Make connections
- Ask questions
- Jot down ideas
- Record helpful background information

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Main Ideas ▾



Teotihuacan was a major city during its time.

Meaning & Evidence ▾



An image of some picture writing at Teotihuacan.



READ ACTIVELY

Chat about it.

The Road Not Taken

By Robert Frost

Two roads diverged in a yellow wood,
And sorry I could not travel both
And be one traveler, long I stood
And looked down one as far as I could
To where it bent in the undergrowth;

Then took the other, as just as fair,
And having perhaps the better claim,
Because it was grassy and wanted wear;
Though as for that the passing there
Had worn them really about the same,

MS. BARDEEN

What evidence does Frost give for the reason behind the choice of road?

Meaning & Evidence

ME 7 MINS AGO

It seems like Frost is saying there are two paths and one is less traveled than the other so he chooses that one.

MS. B. 7 MINS AGO

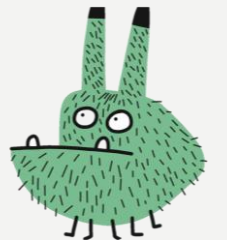
Are you sure one path really is less worn than the other? Take a look at lines 9-10.

ME 3 MINS AGO

It says, "Had worn them really about the same", so I guess the roads aren't so different. But at the end it says, "I took the one less traveled by." How did he know it was less traveled?

MS. B. 2 MINS AGO

Good observations! There's a lot of ambiguity in this poem. Why do you think Frost might want his reader to feel a little unclear about what the two paths are like?



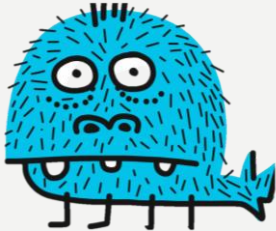
Deep readers **discuss their questions, wonders and ideas with others** to gain a deeper understanding and broader perspective.

SUPPORT YOUR UNDERSTANDING

Don't guess; look it up!

Although this portion of the electromagnetic spectrum is all humans can see, visible light waves aren't the only waves coming from the sun (Fig. 1). The sun also emits electromagnetic radiation with wavelengths longer than 750 nm, such as infrared light, microwaves, and radio waves. Electromagnetic radiation with wavelengths shorter than 400 nm, such as ultraviolet light, has about 200 nm to 400 nm. Energy level: the shorter the wavelength, the higher the energy, the more it can cause harm.

- Highlight and take note
- Hear it
- Define**
- Translate

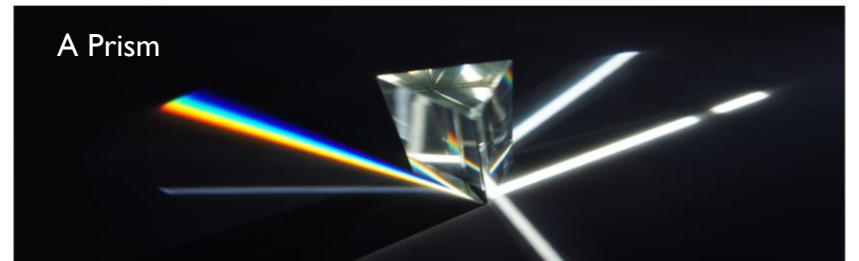
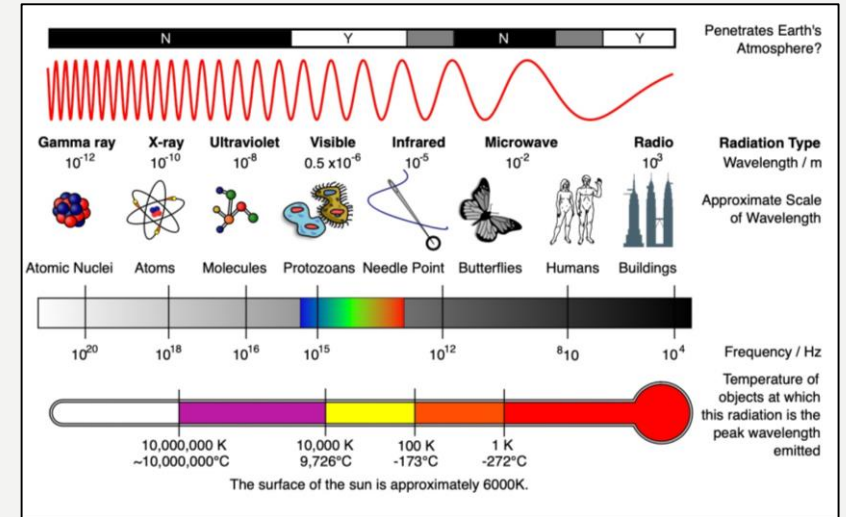


Deep readers use a **dictionary or encyclopedia** to define unfamiliar words. Online tools make it easy, so don't guess at the meaning. Look it up!

SUPPORT YOUR UNDERSTANDING

Add images.

Our eyes are sensitive to only a small portion of **electromagnetic waves** in a range that we call visible light. When all the wavelengths in the visible spectrum are mixed together, we see white light. Shine white light through a **prism** or view the light reflected off the back of a CD, and you'll see the colors of the rainbow: red, orange, yellow, green, blue, indigo, and violet (a.k.a., Roy G. Biv, possibly the first art mnemonic you ever learned). This separation is called dispersion.



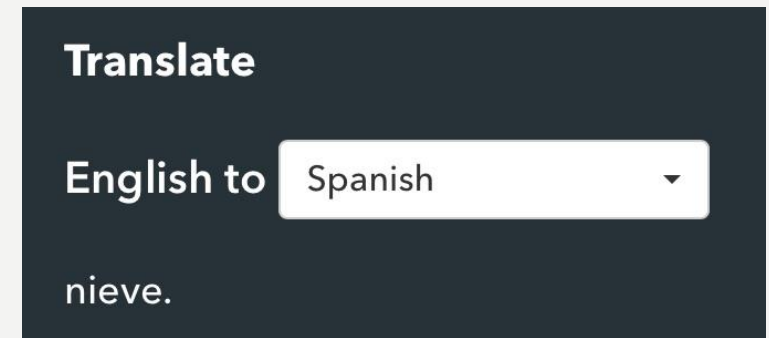
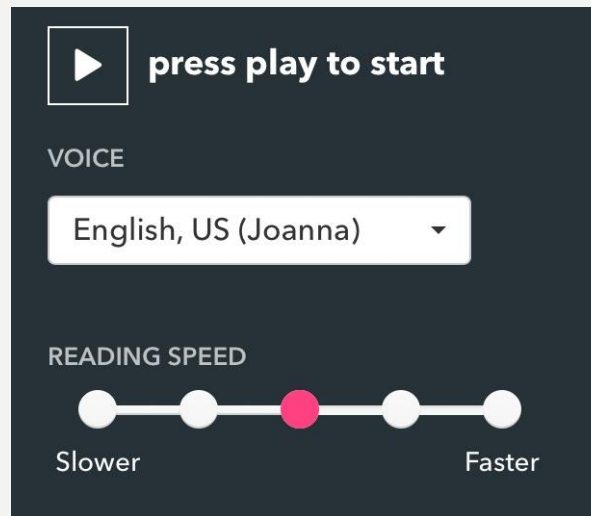
Deep readers use **digital images such as diagrams, maps and photographs** to enhance their understanding of a topic. Don't forget to add these to your notes!

SUPPORT YOUR UNDERSTANDING

Take advantage of technology.

Deep readers use **online text tools** including:

- Text-to-speech
- Translators

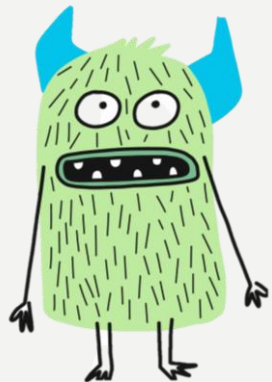


REVEAL WHAT YOU KNOW

Take a moment to think about thinking.

Am I helping my brain learn effectively? What could I do even better next time?

What topics sparked curiosity? What might I want to learn more about on my own?



Metacognition: the ability to think about your thoughts with the aim of improving learning.

Deep readers **realize they have the power to “drive their brain” and actively improve their learning.**

Sometimes this means slowing down to re-read a passage to be sure you understand it. Sometimes this means speeding up to quickly jot down ideas.

REVEAL WHAT YOU KNOW

Everything is connected.

Deep readers **make connections** to link new learning to previous learning, personal experiences and the broader world. Look for these connections **BEFORE, DURING** and **AFTER** reading. Incorporate these connections when you write.

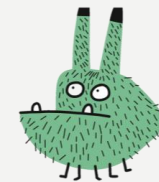
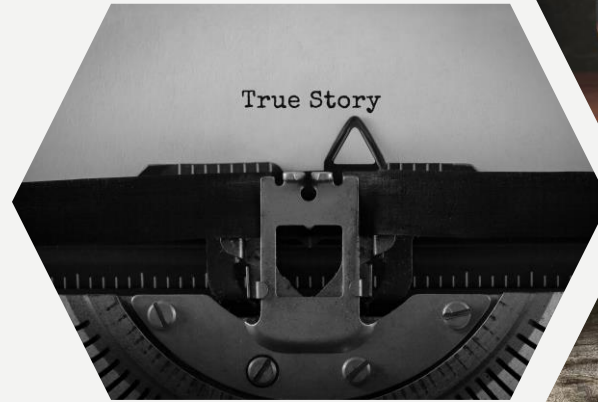


REVEAL WHAT YOU KNOW

Create something new.

Deep readers **reveal their learning through original writing and creative projects.**

A text is truly your own when you can take your learning and turn it into something new. What will you create?



SUPERCHARGE YOUR READING

Read Actively

- Focus your reading with a central question and your own questions
- Use a system to annotate the text
- Add your own notes, questions, definitions and helpful files
- Discuss the text with a friend, parent or teacher

Support Your Understanding

- Use an online dictionary or encyclopedia to look up words you don't know
- Boost your understanding of new terms with images like maps, diagrams and photographs
- Take advantage of technology including text-to-speech, translators and dyslexic text settings

Reveal What You Know

- Evaluate your own learning process and look for ways to improve
- Make connections: text-to-text, text-to-self and text-to-world
- Share your learning by creating something new

