



## Monitoring Comprehension

Teaching Comprehension Strategies to Students

Video Note Taking Guide  
Presenter: Caryn Lewis

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### Session Outcomes



- Explore what research says about the teaching and learning of reading comprehension
- Understand commonly used comprehension monitoring strategies
- Teachers will differentiate among strategies that are appropriate before, during, and after reading

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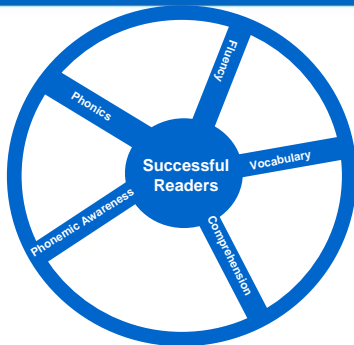
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**National Reading Panel Report**



- Comprehension Monitoring:**  
Where students learn how to be aware of their understanding of the materials
- Cooperative Learning:**  
Where students learn reading strategies together
- Use of graphic and semantic organizers:**  
Where readers make graphic representations of the material to assist comprehension

National Reading Panel Summary, 2000, p. 15

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**National Reading Panel Report**



- Question answering:**  
Where readers answer questions posed by the teacher and receive immediate feedback
- Question generation:**  
Where readers ask themselves about various aspects of the text
- Story structure:**  
Where students are taught to use the structure of the story as a means of helping them recall story content

National Reading Panel Summary, 2000, p. 15

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**Reading Comprehension Defined**



**“Intentional thinking during which meaning is constructed through interactions between text and reader.”**

Harris and Hodges, 1995, p. 207

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## Good Readers Are...



- Purposeful
- Active
- Strategic
- Flexible

Put Reading First, 2001, pp. 48-57

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## Text Comprehension Instruction



- Monitoring comprehension
- Using graphic and semantic organizers
- Answering questions
- Generating questions
- Recognizing story structure

Put Reading First, 2001, pp. 48-57

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## Reading Comprehension Strategies



- Predict
- Monitor/clarify
- Question
- Summarize
- Visualize
- Making use of prior knowledge
- Making inferences

Put Reading First, 2001, pp. 48-57

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
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
## Strategies For Reading Text






**Before Reading**

- Preview the text/predicting
- Build background knowledge
- Set purposes



**During Reading**

- Check understanding
- Monitor comprehension
- Integrate new concepts



**After Reading**

- Summarize
- Evaluate the ideas
- Make applications

Flood & Lapp, 1992

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## Comprehension Monitoring



**It's important to teach students to monitor and repair comprehension:**

- Track their thinking
- Notice when they lose focus
- Stop and go back
- Reread to enhance understanding
- Identify what's confusing
- Consciously select the best strategy

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## Teaching Students To Monitor Comprehension



- **Direct instruction:**
  - Teaching
  - Modeling
  - Guided practice
  - Application
- **Cooperative learning**
- **Multiple-strategy instruction**

Put Reading First, 2001, pp. 48-57

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**Predicting**



- Previewing the text
- Accessing prior knowledge
- Text structures
- I think..., I'll bet..., I predict..., I imagine..., I wonder...

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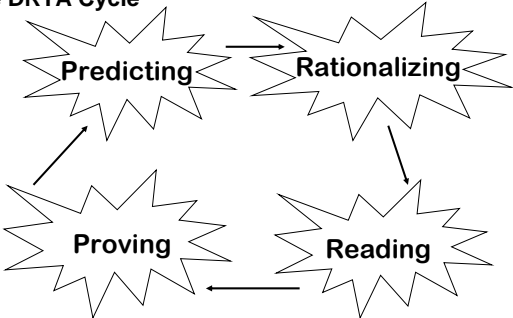
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**DRTA**



The DRTA Cycle



Russell Stauffer, 1975

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**Directed Reading-Thinking Activity**



- Children receive a copy of the text
- Teacher leads students through making predictions
- Students read a segment of the text
- Teacher guides students in examination of the evidence
- Students revise and generate new predictions
- Students continue reading

Russell Stauffer, 1975

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**Question**



- **Student generated**
- **Literal: Who, what, where**
- **Inferential: why, how, what if**

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**Question-Answer Relationship**



- **Teach the four types of questions:**
  - Right there
  - Think and search
  - Author and you
  - On your own
- **Model how to analyze and answer questions**
- **Students practice**

Taffy Raphael, 1982

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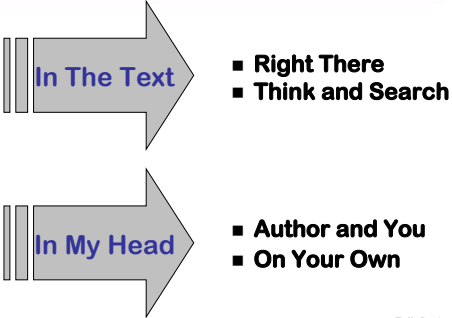

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**QARs**



- **Right There**
- **Think and Search**
- **Author and You**
- **On Your Own**

Taffy Raphael, 1982

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**Right There** 

The answer is right in the text and usually easy to find.      **The words used to make up the question and the answer are usually the same.**



**Question:**      **Answer:**  
 What year did the Civil War end?      The Civil War ended in 1865.

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**Think and Search** 

The answer is in the text, but you need to put different parts together to answer it.      **Words for the question and words for the answer are not usually the same.**



**Question:**      **Answer:**  
 What are the primary organs of the digestive system?      The esophagus, stomach and intestines make up the digestive system.

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**Author and You** 

The answer is not in the text, but the text will be used to find an answer.      **Think of what you already know and link it to what you know from the text. See how they fit together.**



**Question:**      **Answer:**  
 Using the graph, explain why you think there was a sharp dip in sales during 1991.      I think 1991 sales were down because there was less income made by households that year.

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## On My Own



The answer is not in the text so prior knowledge and experiences must be used.

The question can be answered without having read the text.



**Question:**

Why is it a good idea to conserve water?

**Answer:**

I think water should be conserved because...

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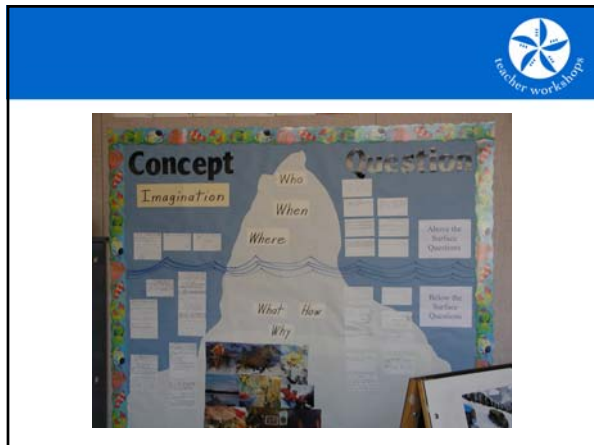
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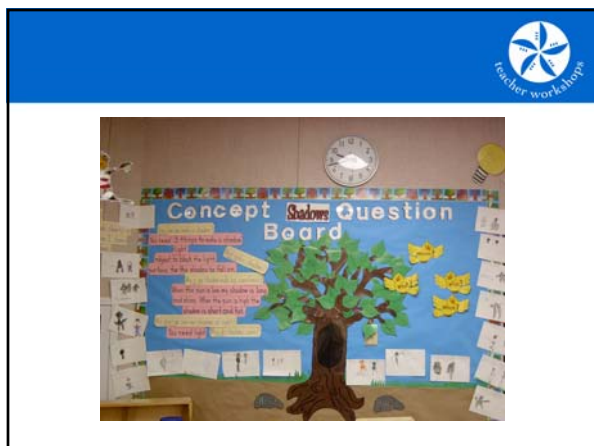
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**Monitor/Clarify** 

- Identify words they are unfamiliar with
- Identify sentences or phrases that need clarification
- Identify passages that are not clear
- I don't understand the part where....
- This \_\_\_\_ is not clear
- I can't figure out....
- This is a tricky word because....

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**Monitor/Clarify** 

**Clarifying an idea**

- I reread the part I didn't understand
- I think about what I know
- I talk to a friend
- I read on and look for clues
- I restate the passage in my own words

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**Summarize** 

<p><b>Narrative</b></p> <ul style="list-style-type: none"> <li>■ Character</li> <li>■ Setting</li> <li>■ Problem</li> <li>■ Event</li> <li>■ Resolution</li> </ul>	<p><b>Expository</b></p> <ul style="list-style-type: none"> <li>■ Important points</li> <li>■ Logical order</li> <li>■ Conclusion</li> </ul>
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**Summarize** 

- The story takes place...
- First, next, then, finally...
- The main point was...
- A problem occurs when...
- This part was about...
- The most important ideas in this text are...
- Overall, this was about...

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**Good Summaries include:** 

- Key people/items
- Key places
- Key words and synonyms
- Key ideas and concepts

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**Summary Organizer** 

**Main Characters or Items**

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**Key Settings**

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**Key Events**

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**Key Vocabulary**

Character 1:	Character 2:

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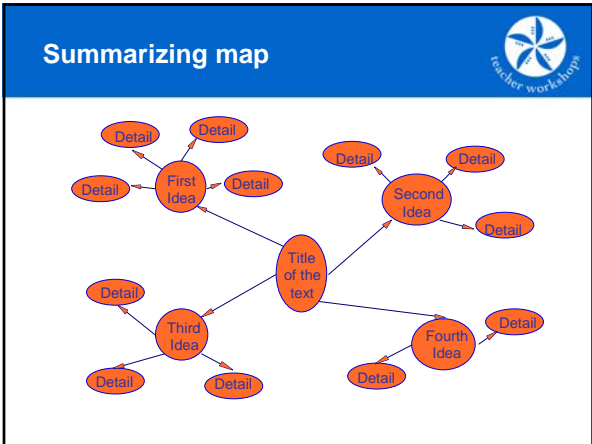
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- ### Multi-Strategy Instruction
- Teaching students to move fluidly through the various strategies
  - Students understand when to select a specific strategy
  - Students understand how genre impacts the strategy they select

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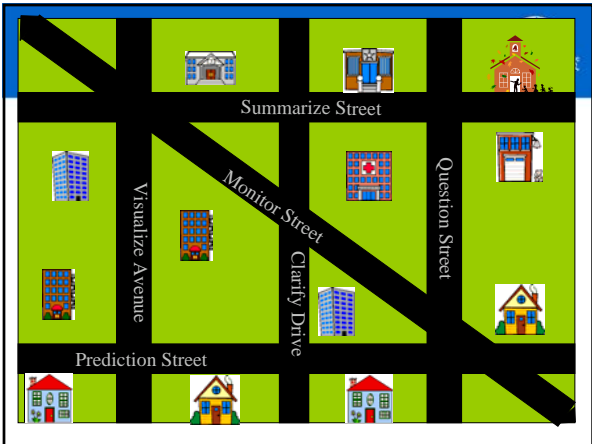
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**Stop:**

- **Make predictions.**
- **Set a purpose for reading.**

**Slow Down:**

- **Monitor comprehension.**
- **Apply strategies.**

**Go:**

- **Continue reading for more information.**

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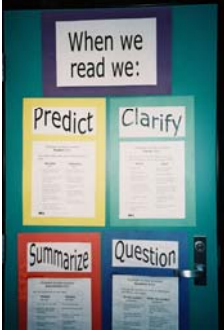
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**Assessing Reading Comprehension**

- **Retell or summary**
- **Strategy assessment**
- **Teacher observation**
- **Cloze passages**

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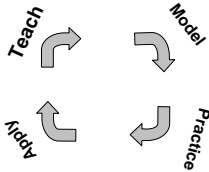
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## Conscious Selection of Strategies



- Explicit teaching of strategies
- Teacher modeling and think aloud
- Students practice in cooperative groups
- Independent practice



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## Cooperative Learning



- Partners or groups
- Students practice strategies
- Students discuss use of strategies

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## Closing



- Imagine a student whom you are working with who is struggling with reading comprehension
- Select two or three instructional strategies that you learned today that you feel would be helpful in improving the student's comprehension
- Share with a partner what strategies you have selected to assist this student

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