

Lesson 7: Monitoring Comprehension

Newspaper Focus: News and Feature Stories

Background – Good readers check their comprehension as they read. When they encounter text that confuses them, they select from a variety of helpful strategies. They may go back and read part of the text again because they missed or misunderstood previous information. They may have to look up an unfamiliar word. They may have to read more about the topic in another text. They also may discuss the topic with someone who is more familiar with the subject. Many students, on the other hand, do not use “fix-up” strategies when they become confused. In this activity, students are required to think about what they can do when they realize they do not understand what they are reading. With practice, students can learn to take more control of their own comprehension.

5-8 English Standards

A. PROCESS OF READING

1. Formulate questions to be answered while reading.
2. Reflect on what has been discovered and learned while reading, and formulate additional questions.
4. Use specific strategies (e.g., rereading, consultation) to clear up confusing parts of a text.
8. Read for a wide variety of purposes (e.g., to gain knowledge, to aid in making decisions, to receive instructions, to follow an argument, to enjoy).
10. Adjust viewing and listening strategies in order to comprehend materials viewed and heard.

B. LITERATURE AND CULTURE

9. Apply effective strategies to the reading and use of moderately long nonfiction texts (e.g., reference sources, articles, editorials, histories, biographies, autobiographies, diaries, letters, and commentaries) which have an appropriate complexity of content and sophistication of style.

C. LANGUAGE AND IMAGES

3. Consult pertinent information sources on language use (e.g., a dictionary, a thesaurus, a handbook on style).

D. INFORMATIONAL TEXTS

1. Seek appropriate assistance when attempting to comprehend challenging text.
7. Identify common technical terms used in informational texts.

9-12 English Standards

A. PROCESS OF READING

1. Demonstrate an understanding that reading is a gradual process of constructing meaning and revising initial understandings.
3. Identify the author’s purpose and analyze the effects of that purpose on the text.
7. Use the context of a work to determine the meanings of abbreviations and acronyms.
8. Find the meaning of relatively uncommon technical terms used in informational texts.

B. LITERATURE AND CULTURE

8. Apply mature strategies to the reading and interpretation of lengthy adult level nonfiction texts with appropriate complexity of content and sophistication of style.

D. INFORMATIONAL TEXTS

3. Use discussions with peers as a way of understanding information.
5. Analyze and synthesize the concepts and details in informational texts.
6. Explain how new information from a text changes personal knowledge.

H. RESEARCH-RELATED WRITING AND SPEAKING

1. Develop an appropriate strategy for finding information on a particular topic.
4. Identify and use library information services.
7. Identify and use a variety of news sources (e.g., newspapers, magazines, broadcast and recorded media, artifacts), informants, and other likely sources for research purposes.
10. Analyze the validity and weigh the reliability of primary information sources and make appropriate use of such information for research purposes.