

## 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.

### Before Reading: Introduce the Lesson

- 1) Ask students to think about a time when another person was trying to teach them how to do something: play a video game, cook a particular dish, or download a file to a personal electronic device. Have them think about what they said or did when they did not understand something the other person was saying. Did they ask the person to repeat an instruction? Did they ask the person to explain what a word meant? Did they ask the person to demonstrate how to do it?
- 2) Have several students share personal stories. Explain that they were using their own “fix-up” strategies. They found ways to get the information they needed to understand the task at hand. Explain that they can also use “fix-up” strategies when they read.

### During Reading: Direct Instruction

- 1) Distribute newspapers to students. Direct them to a news story you have chosen in advance. Explain that good readers have “fix-up” strategies to use when they don’t understand what they read.
- 2) Model the strategy using a “think-aloud.” Read the headline of the story. Discuss your predictions. Then read the first paragraph. The first or lead paragraph of a news story usually consists of one sentence, which answers most of the newspaper *Ws*: *who*, *what*, *where* and *when*. The *why* and *how* often appear later in the story, or must be inferred. As a result, the lead paragraph may be long and may require two readings.
- 3) Model fix-up strategies as you continue through the story. Show what you would do if you came across a word you didn’t understand, or a concept or reference that was unfamiliar.
- 4) Distribute the Lesson 7 activity sheet, *Analyze Your Thinking*. Instruct students to complete the activity independently. Have dictionaries available so that they can look up unfamiliar words.

### After Reading: Reflect and Review

- 1) Have students discuss their experiences. Encourage them to give examples of the strategies they used, or could use.
- 2) Discuss options students can use to find additional information, such as the Internet or other reference resources. Have them identify individuals they could ask about specific topics. Provide students with personal examples of when you used a dictionary, almanac, atlas, another person or the Internet to find information to help you understand what you had read.

### Performance Rubric

Expectation: The student was able to ...	Exceeds expectations	Meets expectations	Revisit
Identify areas of misunderstanding			
Determine appropriate strategies to clarify areas of confusion			
Demonstrate awareness of his/her personal needs to use comprehension strategies			

## Student Activity Sheet 7: Analyze Your Thinking

You will not always find everything easy to read. However, you can develop a set of skills to help you understand text that is hard to understand.

- ☞ Select a news or feature story from the newspaper. Write the headline on the line provided.
- ☞ Number each of the paragraphs.
- ☞ Analyze how well you understand each paragraph. If you understand the paragraph, check the "I get it" column.
- ☞ If there is something in the paragraph that isn't completely clear, check the "I need more information" column.
- ☞ Try to identify the word or idea that is confusing and write it in the third column.
- ☞ In the last column, check the strategy you could use to help you understand the paragraph.

Headline of your story \_\_\_\_\_

Paragraph number	I get it!	I need more information	I'm not clear about this	Here's a strategy I might use:
1				<input type="checkbox"/> Reread the paragraph <input type="checkbox"/> Look up the definition of a word <input type="checkbox"/> Look up information in another resource <input type="checkbox"/> Ask someone
2				<input type="checkbox"/> Reread the paragraph <input type="checkbox"/> Look up the definition of a word <input type="checkbox"/> Look up information in another resource <input type="checkbox"/> Ask someone
3				<input type="checkbox"/> Reread the paragraph <input type="checkbox"/> Look up the definition of a word <input type="checkbox"/> Look up information in another resource <input type="checkbox"/> Ask someone
4				<input type="checkbox"/> Reread the paragraph <input type="checkbox"/> Look up the definition of a word <input type="checkbox"/> Look up information in another resource <input type="checkbox"/> Ask someone
5				<input type="checkbox"/> Reread the paragraph <input type="checkbox"/> Look up the definition of a word <input type="checkbox"/> Look up information in another resource <input type="checkbox"/> Ask someone