

# A Blog for Busy Teachers

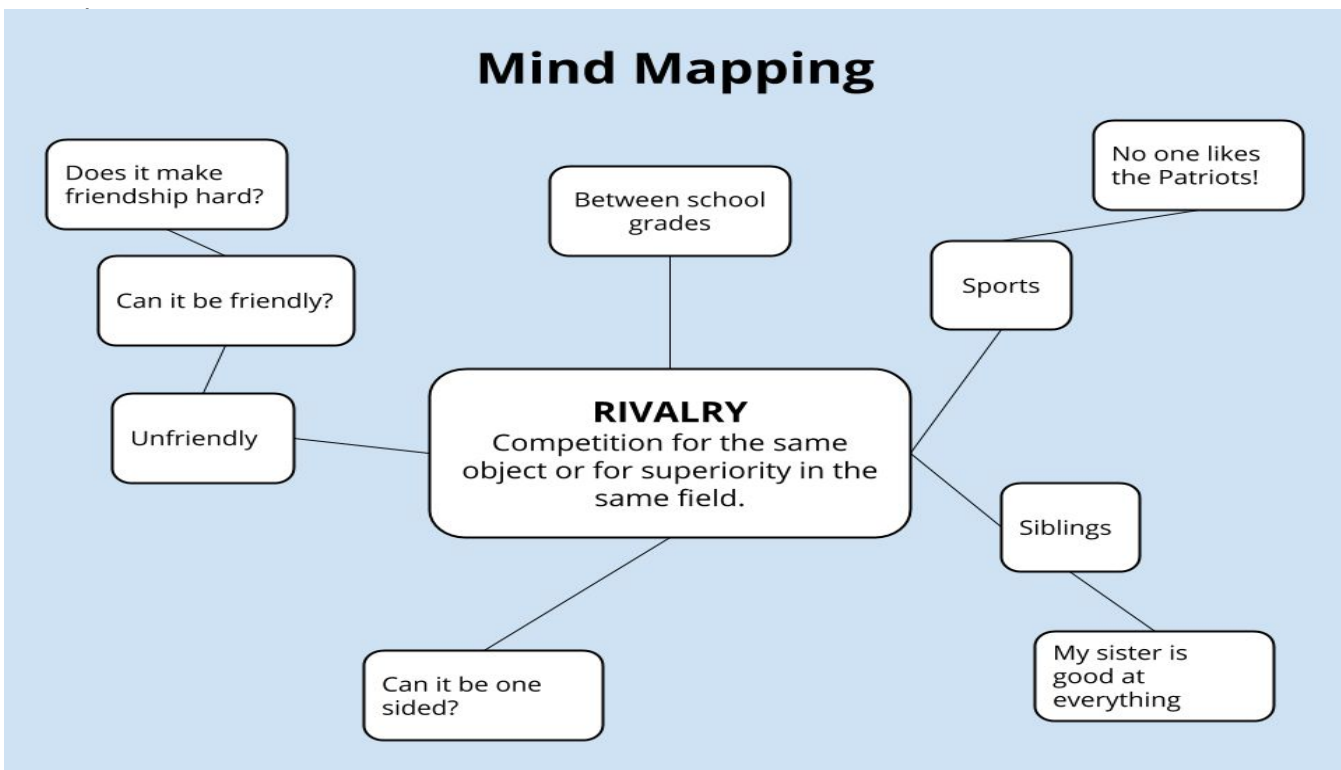
FREE LANGUAGE-BASED TEACHING STRATEGIES

## Metacognition and Reading Comprehension Strategies

Below you will find four strategies to help model and support the development of metacognitive skills involved in self-assessing comprehension.

### 1. Mind Mapping

Showing the connections between ideas and concepts is an important part of the metacognitive process. Mind mapping is a great tool to start students thinking about how a single vocabulary word or concept can become something more complex (Ritchhart, Church, & Morrison 2011). Reflecting back on the 8 thinking areas from Ritchhart, Church, and Morrison (2011), mind mapping encourages students to engage in wondering, asking questions, and making connections. Below is a sample vocabulary mind map for important vocab related to a



## 2. Talk to Yourself Chart

One way to help students begin to think about their own understanding and learning is to use a “Talk to Yourself Chart.” The chart below focuses on helping students think about what they already know about a specific word. It calls their attention to their prior vocabulary knowledge and allows them to make connections between the specified word and other words that they know.

<b>Thinking About Vocabulary Words</b>	
1. The word is _____	
2. Stretch the word: I hear _____ sounds	
3. I see _____ letters because _____	
4. The spelling pattern is _____	
5. This is what I know about the vowel: _____	
6. Another word on the word wall like _____ is _____	

## 3. Class Reflection and Analysis

Discussions are a great forum for collaborative learning and for reflecting on what students understand or do not understand. Ritchart, Church, and Morrison (2011) suggest that engaging in reflective dialogue can help students self-assess what they know or don't know about a reading. Consider the following when structuring discussion:

- Ask students to identify one main concept from the reading and support that thinking with a piece of evidence or a core idea. Students can be asked to summarize a main point, to paraphrase a passage from the reading or by locating direct text evidence to support their thinking.
- Ask students to write down their questions about the reading
- Ask students to describe their understanding of what was in the reading
- Ask students to make a connection from the reading to earlier learned information
- Ask students to draw the concepts they are learning

#### 4. Active Reading Strategy: SQ3R

A popular active reading strategy that encourages students to organize their thinking and understanding about the form and structure of texts is **Survey, Question, Read, Recite, and Review** or **SQ3R**. Developed by Francis P. Robinson in 1946, **SQ3R** provides a step-by-step process for tackling reading assignments and gives a framework for students to process a large amount of new information

SQ3R	Step Actions
Survey	<ul style="list-style-type: none"><li>● Read the title of the section</li><li>● Skim the introduction or the first few paragraphs</li><li>● Read any headings and the first sentence that follows them</li><li>● Look at the visuals and read the captions</li><li>● Notice how many pages are in the chapter</li><li>● Notice any vocabulary words and read them</li><li>● Check for end of chapter questions and read them</li><li>● Check for a summary and read it</li><li>● Notice any other unique things about the chapter</li></ul>
Question	<ul style="list-style-type: none"><li>● Turn chapter titles (and headings) into questions using these cue words: who, what, when, where, why, how.<ul style="list-style-type: none"><li>○ For example: "Adoptive Mother Releases Ducklings in the Wild" might become, "<i>why did the mother release the ducklings?</i>"</li><li>○ This step is easier when the reading has a heading for sections</li></ul></li></ul>
Read	<ul style="list-style-type: none"><li>● Read the text actively by looking for and highlighting the answers to the questions crafted on the question step</li></ul>
Recite	<ul style="list-style-type: none"><li>● Answer the questions from the question step, plus any questions at the end of the text<ul style="list-style-type: none"><li>○ Ideally students should not quote the text to answer the questions; an accurate paraphrase indicates a stronger comprehension</li></ul></li><li>● Teachers should create opportunities for students to apply their newly acquired knowledge and skills to novel situations</li></ul>
Review	<ul style="list-style-type: none"><li>● Summarize the reading assignment, making sure to include all the main ideas.</li></ul>

**Tips for students:**

- Plan ahead! SQ3R takes time, and cannot be completed effectively the night before a test.
- Start the SQ3R process prior to the start of a chapter discussion in class. The lecture will provide a review and explanation of the information you have already previewed.
- While completing the SQ3R, be sure to identify information you would like to review with your teacher for further clarification.

**References:**

Clay, M. M. (2015). *Becoming literate: the construction of inner control*. Auckland: Global Education Systems.

Ritchhart, Ron; Church, Mark; Morrison, Karin. (2011). *Making Thinking Visible*. Hoboken, NJ: Jossey-Bass.