



## ***Using Self-Monitoring to Teach Reading Comprehension, Productivity, and Accuracy***

**Objective:** To teach students to decode and identify vocabulary and build reading comprehension skills across content areas.

### **Setting and Materials:**

**Settings:** Small class sizes (5-10 students per group); special education self-contained or resource classrooms.

### **Materials:**

- Self-monitoring recording sheet (See Appendix A)
- Passages with comprehension questions to practice reading comprehension (adapted if necessary to be appropriate for student reading levels)

### **Content Taught**

By participating in a specialized reading program designed for readers who struggle with multisyllabic words, students are provided with explicit instruction centered on daily lessons that aim to increase fluency, comprehension, and academic vocabulary with a gradual release of responsibility to the student as their proficiencies grow. Students learn highly generalizable and transferrable word attack strategies that extend from the ELA classroom into the content areas (e.g., ELA/social studies/science). Through repeated reading with partners, students increase reading fluency and comprehension skills.

Students:

- Learn flexible strategies for decoding grade-level multi-syllabic words
- Increase oral and silent reading fluency
- Expand their knowledge of general academic and domain-specific vocabulary
- Improve comprehension as decoding and fluency increase
- Read accurately, quickly, and with confidence

### **Teaching Procedures**

- Provide students with a pretest for reading comprehension
- Session 1: Provide students with initial training (one 30 min session) by (a) discussing the importance of student engagement and (b) providing students with explicit instruction (modeling, guided practice, and corrective feedback)

with two different quick read texts so the students learn to use the self-monitoring recording sheet (see Appendix A)

- Sessions 2: Provide students will an opportunity to practice collaboratively with partners with corrective feedback from the teacher as needed.
- Sessions 3-4: Students practice independently; teacher circulates the room and offers feedback.
- Session 5: Evaluation using tool independently.

### Evaluation

Provide students with a reading comprehension posttest; aim for 80% accuracy or higher.

### Lesson Plan Based on:

Crabtree, T., Alber-Morgan, S. R., Konrad, M. (2010). The effects of self-monitoring of story elements on the reading comprehension of high school seniors with learning disabilities. *Education and Treatment of Children, 33*, 187-203. doi: 10.1353/etc.0.0090

Shimabukuro, S. M., Prater, M. A., Jenkins, A., & Edelen-Smith, P. (1999). The effects of self-monitoring of academic performance on students with learning disabilities and ADD/ADHD. *Education and Treatment of Children, 22*, 397-414.

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## Self-Monitoring Recording Sheet

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Directions: Fill in facts. Focus on details that relate to the five questions, use words and short answers. Keep details about that same person, or topic together.

<b>Questions</b>	<b>Stop One</b>	<b>Stop Two</b>	<b>End</b>
Who are the main characters?			
What is the setting of the story? <i>(When and where is it taking place?)</i>			
What is the story about?			
What are the problems or conflicts?			
How does the story end? <i>(How are the problems or conflicts resolved?)</i>			