

Self Monitoring Strategies

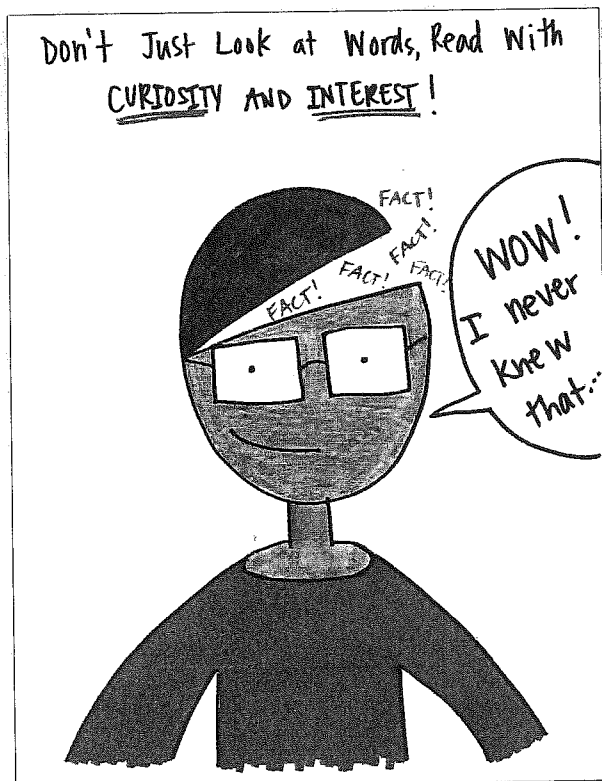
9.2 Reading with a Sense of "Wow"

Strategy Approach the text expecting to learn. As you read new information (facts, figures), or see something new (photographs, diagrams), pause and let the information sink in. React and respond with "Wow, I never knew . . ."

Lesson Language When you read with curiosity and interest, you're more likely to learn and remember the new information you encounter. The stance you take as a nonfiction reader may be slightly different than that of a fiction reader, because when you read nonfiction you read to understand facts, numbers, visual information, and more. As you read, try to let the information "sink in," thinking about how it answers questions or satiates your curiosity. You may even react to new information as you come across it, by saying "wow" and adding on to what's so interesting about what you just read.

Prompts

- What did you learn that's new to you?
- Say back what you learned. Start with, "Wow, I never knew . . ."
- What's sinking in?
- What did you feel like you missed?
- If you can't say it back, try to reread.



Who is this for?

LEVEL
any

GENRE / TEXT TYPE
nonfiction

SKILL
monitoring for
meaning



Hat Tip: *Comprehension Through Conversation: The Power of Purposeful Talk in the Reading Workshop* (Nichols 2006)

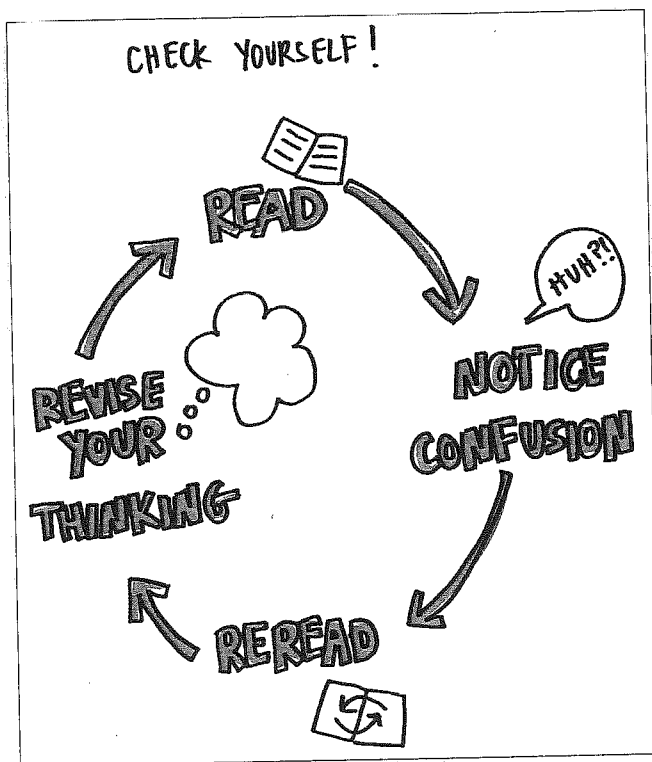
9.4 Check Yourself

Strategy When the information you read feels confusing, stop and say, "Huh?" Then go back and reread, considering why it's confusing. Did you misread the fact? Did the fact contradict something you thought you already knew about the topic? As you reread, be prepared to revise your thinking.

Lesson Language *Expect that when you read nonfiction, you are going to get a lot of information presented to you all at once. Many readers will slow down when reading nonfiction as a way to give their brains time to process the new learning, and also to monitor their own understanding. Read knowing that it's not really reading you're doing unless it's making sense! If anything feels confusing or unclear, it's important to reread. Try to figure out why you were confused and try to fix up the confusion before reading on.*

Prompts

- What was confusing here?
- What made that fact confusing?
- Go back and reread.
- Based on what you just read, what are you thinking about what you knew before?
- Based on what you just read, do you think you read it incorrectly the first time?



Who is this for?

LEVEL
any

GENRE / TEXT TYPE
nonfiction

SKILL
monitoring for
meaning



Hat Tip: *Reading for Real: Teach Students to Read with Power, Intention, and Joy in K-3 Classrooms* (Collins 2008)

Who is this for?

LEVEL
any

GENRE / TEXT TYPE
nonfiction

SKILL
monitoring for
meaning


Strategy After reading each sentence, think about whether you get it (“click!”) or it’s confusing (“clunk!”). As you read it should feel like “Click, click, click.” When you hit a “clunk,” go back and reread to be sure you understand.

Prompts

- Did you understand that?
- Check yourself before moving on.
- Did it make sense? Did it “click?”
- You didn’t understand? Go back and reread.
- Make sure you’re understanding!
- Think to yourself as you’re reading.


Read, Stop, Think:

Is It
a
CLICK?



(keep
reading)

Is It
a
CLUNK?



(Reread)

Do You Get It?



Hat Tip: *Reading & Writing Informational Text in the Primary Grades* (Duke and Bennett-Armistead 2003)

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H

9.14 Slow Down for Numbers

Strategy When you see numbers in a book, the author is giving specific information. Sometimes it takes a minute to understand the numbers. It's helpful to stop and think, "How is this number being used?" and then try to see what the fact with the number is trying to teach you. You can stop and think, "How would I picture this?" You can take a moment to make the picture in your head, or even draw it quickly as a sketch.

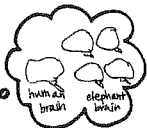
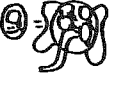
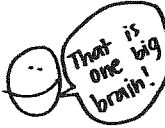

Lesson Language *Sometimes when we read nonfiction we will need to switch our thinking from our reading brain to our math brain! Nonfiction authors include numbers to teach us about all kinds of things including size, scale, distance, quantity, age, dates, and more. While it may seem easy to just breeze past the information, the author put it there for an important reason so we should slow down to try to understand it. For example, in Seymour Simon's book *The Moon* (2003), we learn on the first page that "The moon is Earth's closest neighbor in space. It is about one quarter of a million miles away" (1). As a reader, I need to stop and think about how the number is being used—to teach about a distance. Then, to try to get some picture of it. I know, for instance, that I live ten miles from school. So a quarter of a million miles is 250,000 miles which is such a big number and such a hard thing to imagine. Even if I can't exactly picture how far that is, I can imagine it and understand it's a great, great distance. Later on that page Simon uses more numbers with this fact, "The moon takes about twenty-seven days and eight hours to go around the Earth once" (1). That's three numbers in one sentence! So again, I'd slow down to think how each number is being used and to try to visualize what the numbers are teaching me.*

Prompts

- How is the number being used (length, weight, size, number of years, etc.)?
- What do you picture in your mind?
- Draw a sketch.
- How does that number help you understand the fact?
- What other thing you know uses that same number for size (or weight or length)?

Pay Attention to NUMBERS*

- Here's how -

1. **Envision** the fact 
2. **sketch** (quickly) 
3. **Reflect** on your understanding 
4. **Connect** to other things that use the same number 

*They're giving specific information

Who is this for?

LEVELS
M and above

GENRE / TEXT TYPE
nonfiction

SKILLS
visualizing,
monitoring for
meaning



Hat Tip: *Inside Information: Developing Powerful Readers and Writers of Informational Text Through Project-Based Instruction* (Duke 2014)

Listen to Your Inner Voice



See this lesson in action on page 179.

➔ **TIP:** For secondary kids, use the same two-column form: What the Text Is About/What It Makes Me Think About. They can jot and write a brief summary of the information in the first column and their thoughts in a bulleted list on the thinking side. Remind primary kids that they can draw their thinking on Post-its if they choose.

WHEN and WHY: Early in the inquiry process, kids need to be able to monitor their comprehension or they run the risk of simply reading without thinking and missing important information.

INITIATE: Begin by talking to kids about the difference between summarizing or retelling the text and thinking about it. When we retell or summarize, we list the events in order or come up with some bits of important information. We distinguish this from our own thoughts, which might not even include any retelling of the story. For instance, we might read about a child who loves art and connect that to our own love of riding horses. We want kids to be able to do both—understand what the piece is about and also what it makes them think about.

TEACH/MODEL: Share that when learners read, listen, or view, they have an inner conversation with the text. They listen to their inner voice, the voice that says, *I don't get this part* when they are confused, or says *I never knew that before* when they learn something new. Read a piece of text aloud, then stop and share your own inner conversation and jot down what the text makes you think about on Post-it notes or on an overhead transparency of the text. Include connections, questions, inferences, and reactions as you model your inner conversation.

GUIDED PRACTICE: Read on a bit, then stop and invite kids to turn and talk about their inner conversation. Encourage them to jot what the text makes them think about as you continue reading. Create a chart with two columns: What the Text Is About and What It Makes Me Think About and have them put their Post-its on the thinking side. Then discuss what the piece is mostly about, and write the summary on the summary side.

It's really scary when animals become endangered.

Are polar bears disappearing because of global warming?

Reminds me of ice fishing in the winter time, FREEZING!

INDEPENDENT PRACTICE: Have kids jot or draw their thoughts on Post-its as they read, listen, and view during independent work time.

Use Text and Visual Features to Gain Information



See this lesson in action on page 245.

➔ **TIP:** With younger kids and English language learners, the Feature/Purpose anchor chart should include visual representations of the features, so if you write map in the feature column, you should draw or place an actual map next to the word. With older kids, focus more of your time interpreting features and analyzing them. The point of this lesson is to get kids to pay attention to and learn from text and visual features.

WHEN and WHY: At all stages of inquiry projects we want kids to think about and learn from the text and visual features as they research their questions and read for information.

INITIATE: Explain that nonfiction has two distinct types of features—visual and text—and that we need to pay attention to both types when reading. Choose a range of different readings texts with both visual and text features—nonfiction trade books, magazines, newspapers, and so on. Make sure these include a variety of both visual features, like maps, graphs, and charts, and text features such as bold print, subheads, and titles.

TEACH/MODEL: Flip through the texts and point out which features are visual and which ones are text. Turn to a page and model how you make sense of a graph, distribution map, chart, or other visual feature. Point out a text feature such as a subhead, title, or bold print. Create a Feature/Purpose anchor chart. Think aloud about the purpose of a feature; then write the feature in the left-hand column and the purpose in the right-hand column.

FEATURE	PURPOSE
Photograph	To show something
Caption	To tell about the photo
Label	To name something
Graph	To compare amounts

GUIDED PRACTICE: Hand out some nonfiction texts on a wide range of topics and at a variety of levels; encourage kids to go through them and find a feature. Ask them to turn and talk to a partner about the purpose of each feature and then have them share their features and purposes with the class as you record their responses on the Feature/Purpose anchor chart.

COLLABORATIVE PRACTICE: Pass out a two-column Feature/Purpose graphic organizer. (See the website for this resource.) As the kids read in their inquiry circle, have them jot down the features and their purposes. At the end of the period, invite them to share these elements, their purposes, and most importantly, what they learned from the features.

Annotate Text: Leave Tracks of Thinking



See this lesson in action on pages 149, 179, 183, 209.

→ **TIP:** When working with library books or textbooks that cannot be marked up, kids use Post-its instead of writing in the margins. Post-its are especially handy for our earliest readers, since they can also draw their thoughts. The 3x5 size works very well for the youngest kids. We teach older students to use the whole range of text-marking tools—Post-its, codes, underlining, and annotation—so they can really “attack” the surface of texts and dig out meaning.

WHEN and WHY: As kids do research and read for information, they need to leave tracks of their thinking so they can learn, understand, and remember what they read.

INITIATE: Annotation is a powerful reading tool. Explain that we need to make our reading “thinking intensive” and interact with the text while we read by jotting our thinking. Share an analogy. Talk about the tracks animals leave in the snow after a storm. When we wake up in the morning after a snowfall, we can tell who has been there from the fresh tracks, even though the animal is long gone. Explain that we need to see the kids’ thinking even if they are no longer reading. Readers need to leave tracks in the margins, just as animals do in the snow or on the beach.

TEACH/MODEL: Explain that *annotating* means writing down your ideas as you read. Tell them, “Nothing matters more than your thinking when you read.” Let kids know that instead of highlighting, you are going to jot your thoughts because when readers do that, they remember why they wrote something and are better able to understand. Mention that tracks like these give readers a place to hold their thinking. At the overhead projector, think aloud through a piece of text and jot connections, questions, important information, and inferences in the margins. Share some text codes—a ★ for an important information, a ? for a question, and so forth. Show how you notice when you find an answer or how you might need to research further if your question is not answered.

GUIDED PRACTICE: Engage kids in the process by handing out a copy of the same article you have been modeling with. Read a paragraph, then stop and give students time to jot their thoughts and codes in the margins. Encourage them to turn and talk to a partner and discuss their thinking tracks. Create an anchor chart of various text codes that you come up with together.

TEXT CODES

- ✓ for something known
- L for new learning
- ? or Q for a question
- ?? for confusion
- ★ for important information
- ! for exciting or surprising information
- R for a connection (Reminds me...)

COLLABORATIVE PRACTICE: Encourage kids to leave tracks of their thinking as they continue to read and respond to articles in their inquiry circles.