

# Metacognition Through Comprehension Strategies

How can I help my child build  
reading comprehension at  
home?



# What are the three types of readers?

1. Those who can Comprehend and Decode
2. Those who can Comprehend but have difficulty Decoding
3. Those who can Decode, but have difficulty Comprehending.



# What is Comprehension?

- The ability to understand the meaning or importance of something.
- Literal
- Inferential



# What reading behaviors impact Comprehension?

- Reading too quickly
- Not attending to punctuation
- Not tracking (omissions, insertions, etc.)
- Impulsivity
- Choosing a book that is too challenging



# How do we know that a reader is comprehending?

- Previous Model
  - Questions at the end of reading
- Current Model
  - Questions before, middle, and end



# What are Strategies?

- Bag of tricks
- Tools
- Ways to approach a task
- Example:

When you choose a new car, what strategies do you use to make your decision?



# What are some specific reading comprehension strategies?

- Reciprocal Teaching
  - Predicting
  - Summarizing
  - Visualizing
  - Connecting
  - Clarifying\*\*\*
  - Questioning\*\*\*



# What is Reciprocal Teaching?

- Palincsar and Brown (1984) developed a procedure where readers and a teacher took turns leading a dialogue where either the student or teacher made predictions when reading, questioned the ideas in the text, sought clarification when confused, and summarized content.
- Other researchers added connecting and visualizing to enhance the model.



# What is Metacognition?

- Self-monitoring of strategies
- “Thinking about your thinking”

Example:

Buying a car



# How do we know if our students are using these strategies metacognitively?

- Anecdotal/Informal
  - Guided reading: Zone of Proximal Development
  - Read aloud
  - Independent reading



# How do we know if our students are using these strategies metacognitively?

- Formal
  - Literacy Collaborative Benchmark Assessment
  - CMT
  - Formative Assessments
  - Summative Assessments



# School to Home Comprehension

- How can we work together to create lifelong readers?



**What does reading  
look like at your  
home?**



# How do we begin this authentic process?

- Step 1: Choose a “Just Right” Book Together (2 copies)
- Step 2: Gentle “Interruptions”
  - “thinking aloud”
  - Wonderments
  - Pause/Reflect/Share
  - What are you thinking now?
  - Example



# How do we begin this authentic process?

- Step 3: Becoming Familiar with the Questioning Stems
  - Both parent and child
  - Questioning/Clarifying\*\*\*
- Step 4: Finding a Comfortable Balance
  - How often?
- Step 5: Reflection
  - Which stems/strategies do my child need more exposure to?



# Questioning

Moving from the Who, What,  
When, Where Questions?

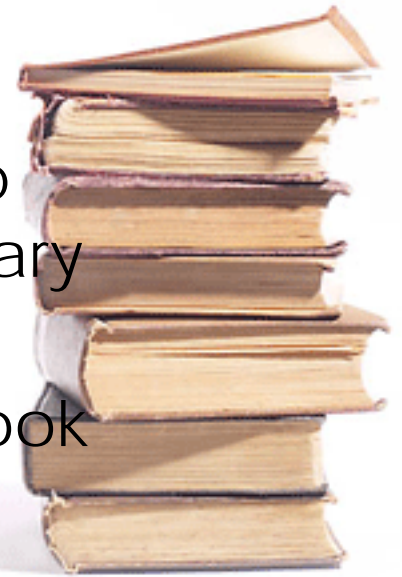
TO

the Why, How, or What if  
Questions?



# Clarifying

- **Good readers clarify as they are reading.**
- You may clarify *how to pronounce a word*... (sound it out, chunk it, look for smaller words within the word)
- You may clarify the *meaning of a word*... (read the sentence before and the sentences after using context clues to help, use a dictionary or a friend to help you...in non fiction you may use a glossary to help you)
- You may clarify *how the text is read*... (look for punctuation that may change the fluency of the text)



# Higher Level Clarifications

- An inference is a conclusion made from what you read or observe combined with what you already knew.
- **Text + Background Knowledge = Inference**



Let's try it  
with a  
poem!



**Why are these strategies so powerful?**

# Transferable Across Disciplines

Writing, Social Studies,  
Science, and Math



# Website

- What types of information would be helpful for you online?



Questions???



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