3-8-2017

Raising Students' Metacognitive Awareness of Reading Strategies Helps Improve Their Reading Comprehension Performance

Kouider Mokhtari
The University of Texas at Tyler, kmokhtari@uttyler.edu

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Raising Students' Metacognitive Awareness Of Reading Strategies Helps Improve Their Reading Comprehension Performance

Kouider Mokhtari, Anderson-Vukelja-Wright Endowed Chair
Gina Doepker, Associate Professor
School of Education
The University of Texas at Tyler

Objectives

1. Highlight the role of metacognition in reading comprehension and its impact on student learning.

2. Learn about and use an instrument for assessing students' metacognitive awareness of reading strategies.

3. Use insights gained to help students improve reading comprehension performance.
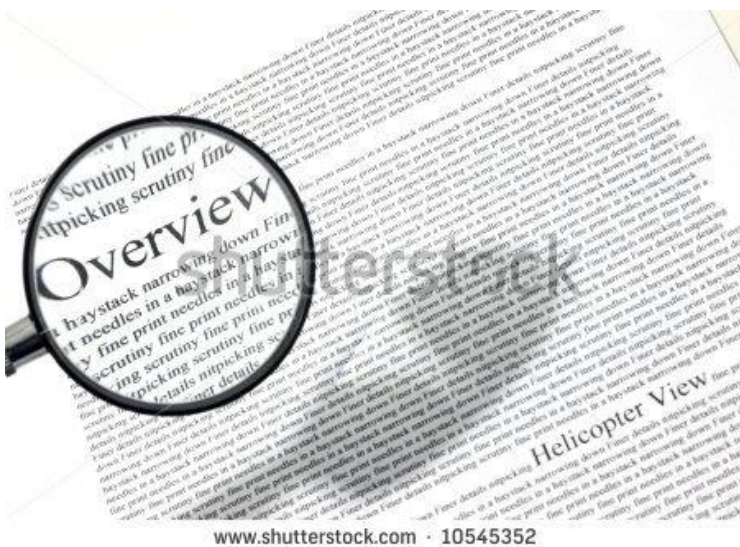
Metacognition & Reading Comprehension

Activity #1: Pair-Share Activity
Share Two or Three Strategies You Used When Reading This Passage

Reading Comprehension

1. Is a complex process…often viewed as the "essence of reading."

2. Is intentional thinking during which meaning is constructed through interactions between text and reader.

3. Is influenced by the text and by the reader's prior knowledge and experience that are brought to bear on it.

Reading Comprehension
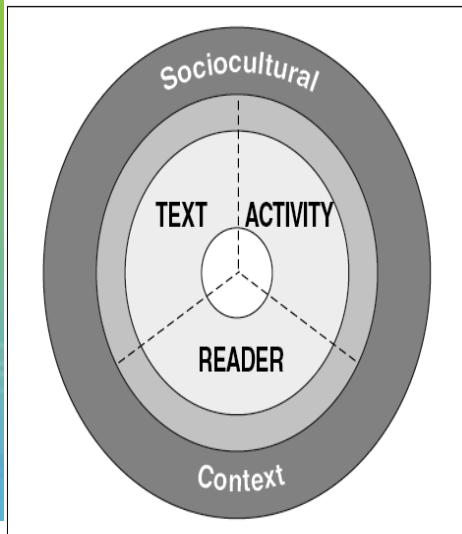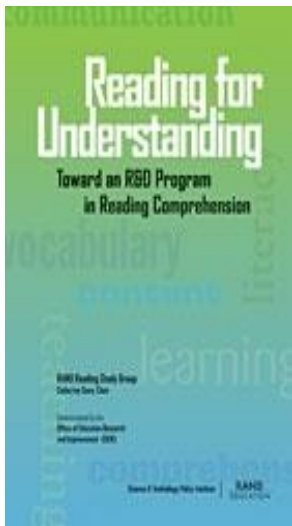
Reading comprehension

1. "Is …the process of simultaneously <u>extracting and constructing meaning</u> through interaction and involvement with written language.

2. Consists of three elements:

   1. the **reader**, **the text**, and **the activity or purpose** for reading.

Metacognition

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Metacognition refers to two important constructs related to reading comprehension:

1. A reader's knowledge or awareness of the status of his or her own thinking while reading.

2. The executive control one has over one's own thinking, including the use of comprehension strategies to facilitate or repair failing comprehension while reading.

MARSI: Metacognitive Awareness of Reading Strategies Inventory (Mokhtari & Reichard, 2002)

MARSI: Metacognitive Awareness of Reading Strategies Inventory

Mokhtari, K. and Reichard, C. (2002). Assessing students' metacognitive awareness of reading strategies. *Journal of Educational Psychology,* 94 (2), 249-259.

1. Global reading strategies

2. Problem-solving strategies

3. Support reading strategies

Setting a purpose for reading
Activating prior knowledge
Skimming to note text structure

Adjusting reading rates
Rereading
Visualization

Taking notes while reading
Underlining
Asking self questions

1 = I **never or almost never** do this.

2 = I do this **only occasionally**.

3 = I **sometimes** do this.

4 = I **usually** do this.

5 = I **always or almost always** do this.

MARSI Instrument

TYPE	STRATEGY	SCALE
GLOB	1. I have a purpose in mind when I read.	1 2 3 4 5
SUP	2. I take notes while reading to help me understand what I read.	1 2 3 4 5
GLOB	3. I think about what I know to help me understand what I read.	1 2 3 4 5
GLOB	4. I preview the text to see what it's about before reading it.	1 2 3 4 5
SUP	5. When text becomes difficult, I read aloud to help me understand what I read.	1 2 3 4 5
SUP	6. I summarize what I read to reflect on important information in the text.	1 2 3 4 5
GLOB	7. I think about whether the content of the text fits my reading purpose.	1 2 3 4 5
PROB	8. I read slowly but carefully to be sure I understand what I'm reading.	1 2 3 4 5
SUP	9. I discuss what I read with others to check my understanding.	1 2 3 4 5
GLOB	10. I skim the text first by noting characteristics like length and organization.	1 2 3 4 5
PROB	11. I try to get back on track when I lose concentration.	1 2 3 4 5
SUP	12. I underline or circle information in the text to help me remember it.	1 2 3 4 5
PROB	13. I adjust my reading speed according to what I'm reading.	1 2 3 4 5
GLOB	14. I decide what to read closely and what to ignore.	1 2 3 4 5

There are a total of 30 statements on the MARSI.

MARSI Interpretation

Global Reading Strategies (GLOB subscale)	Problem-Solving Strategies (PROB subscale)	Support Reading Strategies (SUP subscale)	Overall Reading Strategies
1. ___2___ 3. ___3___ 4. ___3___ 7. ___2___ 10. ___2___ 14. ___2___ 17. ___2___ 19. ___1___ 22. ___2___ 23. ___2___ 25. ___1___ 26. ___3___ 29. ___3___	8. ___3___ 11. ___3___ 13. ___1___ 16. ___5___ 18. ___1___ 21. ___4___ 27. ___1___ 30. ___2___	2. ___1___ 5. ___4___ 6. ___1___ 9. ___1___ 12. ___1___ 15. ___4___ 20. ___3___ 24. ___1___ 28. ___2___	GLOB PROB SUP
÷ 13 (28) ___ GLOB score 2.15 ___ GLOB mean	÷ 8 (20) ___ PROB score 2.5 ___ PROB mean	÷ 9 (18) ___ SUP score 2.0 ___ SUP mean	66 ÷ 30 __66__ Overall score __2.2__ Overall mean

Key to averages: 3.5 or higher = high   2.5-3.4 = medium   2.4 or lower = low

Activity #2: Assess Your Level of Awareness & Use of Reading Strategies When Reading

Activity #3: Find Out What Strategies Preservice Teachers Report Using While Reading

Improving Students' Reading Comprehension Performance Through Reading Strategies Instruction

Encourage Study & Review

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1. Students often forget much of what they 'learn' in school because the material is never stored in their long-term memory.

2. Simple review—*thinking again* about the material—is the best way to store it in long-term memory.

3. Therefore a school-wide program of daily review will significantly improve students' retention of what they learn in school.

Teach Reading Comprehension Strategies

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Sample Reading Strategies

1. Monitoring comprehension

2. Using graphic and semantic organizers

3. Answering questions

4. Generating questions

5. Recognizing & using text structure

6. Summarizing

Use An Instructional Framework for Organizing Instruction

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1. Model metacognitive reading strategies

2. Scaffold instruction via guided practice

3. Provide opportunities for independent practice

Setting Purpose for Reading

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Unless a reader knows what he's looking for and why he wants it, reading becomes nothing more than allowing the eyes to scan the print.

+ Questions to model

  + What's my purpose for reading this?

  + Am I reading this with my purpose in mind?

  + What do I wish to gain from reading?

Modify Reading Rate to Fit Purpose for Reading

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Unskilled readers do not do this.

+ Questions to model
  + Should I scan for details, or read the whole thing?
  + Should I skim to get the general idea?
  + Should I read slowly to make sure I understand every detail?
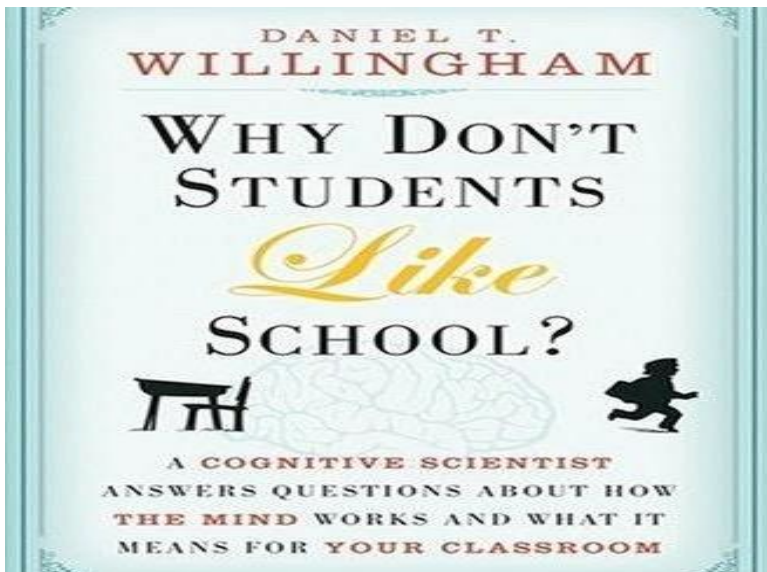 + Should I take notes or highlight?

Using Prior Knowledge

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Prior knowledge is vital to reading comprehension

+ Questions to model
  + What experiences have I had that are like this?
  + What do I already know about the topic?
  + What would I like to know about the topic?

Prior Knowledge

DANIEL T. WILLINGHAM
WHY DON'T STUDENTS Like School?

A COGNITIVE SCIENTIST ANSWERS QUESTIONS ABOUT HOW THE MIND WORKS AND WHAT IT MEANS FOR YOUR CLASSROOM

1. Prior knowledge is more important to successful comprehension than reading ability.

2. Students with relevant background knowledge do significantly better than those who lack background knowledge, regardless of reading ability.

Pay Attention to Text Structure

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Students often do not know that sequence is important to comprehension.

+ Questions to model
  + Which step goes next?
  + Now that I know the first event, what do I think will go next?
  + Can I picture the events that the author wants me to follow?

Use Support Strategies

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Often poor readers will not look for clues to help them.

+ Questions to model

    + Can I figure out that word by looking at other words in the sentence?

    + Does the author explain the word anywhere else?

    + Should I look this word up in a dictionary?

    + Is word even part of a real language?

Stop and Think

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Good readers generally do this, poor readers generally do not.

+ Questions to model
    + Did I really understand that paragraph?
    + Did I get the main idea of the paragraph?
    + Did I get the really important details?
    + Do I agree with this?

Monitor Your Understanding

Poor readers often say any word that comes to mind - just to get through the passage.

+ Questions to model
  + Does that word really fit the sentence?
  + Am I communicating with the author, or just making up my own story?
  + Am I making word-noises, or really reading?

Final Thoughts, Questions & Answers