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Week #9 Chapter 7 Klingner Quiz

Prof.- Dr Willard

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### **Question #1**

**List five aspects of the significance of “self-regulation” for the comprehension of text.**

- Self- regulation practices can be integrated within cognitive and motivational processes to advance reading comprehension. Two meta-analyses of effective instructional practices showed that learning skills training was effective when students were metacognitively aware and used self-regulation strategies to support their learning.
- To make their thinking “visible” to students, teachers can show them how to consider comprehension and integrate it with text. Teachers can use “think-alouds” to demonstrate how successful readers approach text comprehension, reflect on text, answer questions, or give themselves feedback.
- Students with reading difficulties benefit when their teachers provide ongoing monitoring and feedback regarding independent use of self-regulation strategies.
- Students can be taught to monitor their own learning by using “awareness” to identify breakdowns in understanding. One way to integrate self-monitoring into academic learning is by teaching students to ask themselves questions to determine if they understand the big ideas and putting them together to make sense. If students are struggling, model how you self-monitor.
- When reading, teachers can ask students to stop and think about ideas they did not understand. Then, ask students to reread and figure out how to “repair” their problem. (Klingner et al., 2015)

## **Question #2**

**Choose one deep intervention strategy described in the chapter(ex. Main Idea) and write a paragraph summarizing how this skill is taught.**

### **Teaching Book-Reading Routines**

- The teacher gathers books that are in keeping with district curriculum, elements taught daily, and with the appropriate reading ability levels.
- Short passages or books are selected, keeping in mind that all students will read the book or passage.
- The teacher can introduce the book with a brief description of what it's about or have students provide information that they have about the book. To ensure that all students are engaged, the teacher will inform students that they will be randomly chosen to answer questions during the reading.
- Some students read the text independently while others point to the words while reading along with their eyes. The teacher models by pointing while reading.
- To check for understanding during and after reading, the teacher asks questions such as, "Who can tell me about what happened in the story?" or "Who or what are we reading about?"
- Questions should be short and answers brief so there's time for a reread. The teacher guides students with a second reading choice such as turn and talk, read chorally together or teacher and student read alternate lines
- After a student error, the teacher directs students to reread from the beginning of the sentence.
- The teacher models and prompts for fluency, especially on the second read, asking students to read a little faster(Klingner et al., 2015)

Klingner, J. K., Vaughn, S., & Boardman, A. (2015). *Teaching reading comprehension to students with learning difficulties*. The Guilford Press.