SELF-MONITORING AND READING COMPREHENSION IN SECONDARY
ENGLISH LANGUAGE ARTS CLASSROOMS

By
Rachel Ford

A thesis submitted to the faculty of The University of Mississippi in partial
fulfillment of the requirements of the Sally McDonnell Barksdale Honors College.

Oxford
May 2018
Dedication

This thesis is dedicated to my mother, Lee Ann Hayes. Thank you for your endless support of my endeavors.
Acknowledgements

This work would not have been possible without the expertise, support, and knowledge of my adviser, Dr. Denise Soares. I am grateful to Dr. Soares and my thesis committee, Dr. Roy Thurston and Dr. Susan McClelland for their time and efforts to make this thesis possible.

Thank you to the Mississippi Excellence in Teaching Program (METP) for providing me with the opportunity to go to Washington, D.C. and Canada. Through these travels I was able to further my research of this topic. Through this program, I have made lifelong friends, become a better educator, and feel empowered to make the world a better place.

Lastly, I would like to thank Dr. Rosemary Oliphant-Ingham for her support and advice during my time as an undergraduate student at Ole Miss.
Abstract

RACHEL ELIZABETH FORD: Self-Monitoring and Reading Comprehension in Secondary English Language Arts Classrooms
(Under the direction of Dr. Denise Soares)

This thesis consists of a literature review focusing on self-monitoring and reading comprehension and a capstone project creating a unit plan to integrate self-monitoring into the secondary English Language Arts classroom. The literature review showed that self-monitoring is an effective practice to improve student’s comprehension and creates a more mindful learning experience. The capstone project, a set of lesson plans, has a variety of worksheets and tools to allow teachers to utilize self-monitoring while still meeting Common Core State Standards.
Preface

Throughout my time as a student at The University of Mississippi, I have had the opportunity to enroll in a variety of special education courses. In these courses, I noted the variety of techniques used to increase student learning. I wondered how these techniques, especially self-monitoring, could be incorporated in the secondary English classroom to help all students. This thesis is meant to serve as a practical guide for how teachers can effectively incorporate self-monitoring techniques into an English Language Arts classroom.
Table of Contents

Chapter 1: Artifact
Chapter 2: Literature Review
Chapter 3: Capstone
Chapter 4: Discussion
References
CHAPTER 1: ARTIFACT

Statement of the Problem

The area of inquiry for this capstone project is self-monitoring with secondary students. Based on information from the Schools and Staffing Survey (SASS) from 2011-2012, the average United States class size for departmentalized instruction is 25.5 students in middle schools and 24.2 students in high schools. With so many students, it can be difficult to regulate the learning process and make sure every student is given the differentiated instruction they need. To provide over twenty students the support they need, teachers need accessible interventions that allow for student-centered learning. A large teacher to student classroom ratio also causes concerns with time management. By focusing on interventions that students can do individually and allow them to see when they need to ask for assistance, the teacher is creating more quality classroom interaction while giving students more independence.

The Individuals with Disabilities Education Act (IDEA) requires that students in special education be educated in the Least Restrictive Environment to receive a fair public education. For many students covered by IDEA, this means a general classroom setting. To ensure that these students are receiving an appropriate education in an inclusive setting, teachers need to make sure all students are engaged in the learning process (Obiakor, Harris, Mutua, Rotatori & Algozzine 2012). Once again, time management becomes an issue. Teachers must find a way to effectively
reach all students while conserving the time spent to make sure every student gets the assistance and support they need.

Due to the challenges teachers face, interventions are needed that can be effectively utilized in the classroom that support student independence, help students monitor their own progress, and allow the teacher time to assist students as needed. Self-Monitoring is a widely accepted strategy that can be implemented into a secondary English Language Arts classroom.

**Area of Inquiry**

The area of inquiry for this thesis/capstone is self-monitoring in reading comprehension for students with disabilities. The problem to be researched is how teachers can teach self-monitoring strategies with secondary students. A review of the literature will be conducted. It is hypothesized that students receiving self-monitoring instruction will show improved academics. One way to address this problem is to create a Unit Plan on Self-Monitoring to utilize in a secondary English Language Arts classroom in accordance with Common Core Standards.
CHAPTER 2: LITERATURE REVIEW

Self-Monitoring

Self-Monitoring (SM) is a type of self-management meta-cognitive strategy (Rafferty 2010) whereas students are taught to be aware of a specific behavior. Researchers define SM as a two-step process where students first observe and then record their own behavior (Lane & Menzies, 2011). Self-Monitoring interventions start with students observing a target behavior. The emphasis can be placed on increasing a target behavior such as completing school assignments or decreasing a target behavior like yelling in the classroom (Wright, 2013). After the behavior occurs, the behavior is recorded (Joseph & Eveleigh, 2011). The behavior can be recorded on a chart, table, or in a notebook. Students may also verbally self-monitor by speaking to their teacher (Wright, 2013).

Typically used for students in special education or those considered at-risk in a multi-tiered system of support (MTSS), self-monitoring allows students to independently track their behavior over time. Usually, one or more target behaviors are monitored. To appropriately implement a self-monitoring strategy, the student must understand if they have reached the target behavior (Rafferty, 2010). Self-monitoring interventions that relate functionally to the target behaviors for each individual student are more effective than functionally non-relevant target behaviors (Briere & Simonsen, 2011). Research has shown that when combined with teacher monitoring, interventions for students with disabilities including self-monitoring can
 improve the rate of compliant behaviors, such as listening to adult instructions. (Wadsworth, Hansen & Wills, 2015).

The benefits of self-monitoring are numerous. It requires the student to be actively involved in the intervention. The student must also have a thorough understanding of the specific target behavior and the teacher’s expectation in order to effectively self-monitor. Wright states, “That ability of a child or youth to understand and internalize the behavioral expectations of others is a milestone in the development of social skills.” Self-monitoring is less time consuming for the teacher than other interventions and can be easily implemented into a general classroom (Wright, 2013).

**Self-Monitoring and Secondary Students**

Self-Monitoring as a self-regulation tool has proven to be effective in secondary education. Schmitz and Perels (2011) studied the effects of using diaries to self-monitor students in mathematics. The diaries proved to be an effective tool in increasing self-regulation skills in eighth-grade students. The study also saw an increase in math test scores. Jitendra, Hoppes, and Xin (2000) found when studying students with disabilities that when an experimental group was taught the main idea strategy coupled with self-monitoring techniques, this group outperformed a control group. The experimental group also saw long-lasting results on reading comprehension.

Mason, Reid, and Hagaman (2012), gave an example of how self-monitoring can solve productivity issues in a secondary science classroom. Ms. Casey, an eighth-grade earth science teacher, struggled with students completing group work
and independent work. The large class size, 35 students, made it difficult to consistently monitor all students. Ms. Casey used a timer and had students graph their progress on completing assignments. This proved to be an effective intervention and students completed more work while self-monitoring their progress. Additionally, SM is a strategy used to check for understanding. Joseph (2006) found students with good reading comprehension have learned to utilize self-monitoring to check for understanding. Furthermore, this suggests that some of the challenges with large class sizes as well as increased academic performance can be combated with self-monitoring incorporated into daily classroom procedures.

**Reading Comprehension**

To gain meaning from text, readers must use a culmination of phonemic awareness, phonics, fluency, vocabulary, and reading comprehension skills. From a cognitive perspective, reading comprehension involves everything from decoding to inference making and executive functioning (Kendeou, Broek, Helder, & Karlsson, 2014). Deficits in any of these skills, even phonics or word recognition skills can greatly impact reading comprehension. Other skills such as knowledge of grammar and content also influence reading comprehension (Nation, 2006). A generalized definition of reading comprehension is “the construction of a coherent mental representation of the text in a reader’s memory” (Kendeou, Muis & Fulton, 2011).

The purpose of teaching students to read is reading comprehension (Fedora, 2014). Reading comprehension is a complex and ongoing activity that involves taking new information and applying it to prior knowledge (McLaughlin, 2012). If students
struggle with memory, they may struggle with applying new information to prior knowledge due to memory deficits (Nation, 2006).

Spoken language can impact reading comprehension. There is a link between understanding spoken language and written language. Readers may be limited in what they understand by their knowledge of spoken language. What separates written and spoken language is that in written language there is the added skill of decoding written words (Nation, 2006). Struggling readers may also know the words they are reading, but not be able to comprehend them in context. This is because they are focused on word decoding, instead of overall comprehension. It is important that students understand that comprehension is the goal, not simply word recognition (Hedin, 2010).

**Self-Monitoring of Reading Comprehension**

Self-monitoring strategies can be used for more than keeping track of completed assignments or turning in assignment. In fact, expert readers use self-monitoring as a strategy. A review of self-monitoring studies showed that when students are taught to self-monitor their reading performance positive outcomes included increases in on-task behaviors, productivity, and skills such as comprehension and word identification. On-task behaviors and greater work efficiency were two benefits of self-monitoring reading performance. (Joseph & Eveleigh, 2011). Experienced readers not only think about what they are reading but also monitor their thoughts. They also have procedures in place before, during, and after they read to ensure they will comprehend texts (Berkeley, Taboada, 2014). If an
experienced reader does not understand what they read, they typically will reread to
gain a greater understanding of a text (Hedin, 2010).

When an experienced reader does not understand something, they realize it
through metacognitive processes (McLaughlin, 2012). Struggling readers may choose
not to reread simply because they are not using metacognitive processes to realize
they have not understood what they are reading (Hedin, 2010). Research has
suggested that there is too much emphasis on other parts of reading including fluency
and word recognition skills and too little emphasis on reading comprehension and
working with the text. While fluency may help reading comprehension skills, readers
do not have to obtain advanced reading comprehension skills to be fluent readers.
Many readers may have successfully advanced in other reading skills but still lack the
ability to effectively comprehend what they are reading (Applegate, 2009).

Self-monitoring when reading also offers behavioral benefits to teachers.
Students that are off-task may be more disruptive to the classroom. To alleviate this,
giving students the tools to self-monitor increases on-task behaviors for students and
allows them to attend to the task and produce more completed work. By helping
students increase on-task behaviors, students are less disruptive in the classroom
(Joseph & Eveleigh, 2011).

**Reading Comprehension in the High School English Language Arts Classroom**

Research suggests that self-monitoring is a vital part of reading
comprehension. High school English Language Arts (ELA) classrooms focus on
Common Core and three vital points in literacy: “building knowledge through
content-rich nonfiction and informational texts; reading and writing grounded in
evidence from text; and regular practice with complex text and its academic
vocabulary” (Schmoker, Jago & 2013). These points require advanced reading skills
for secondary students, including reading comprehension.

Individuals with poor self-monitoring habits are unable to reflect if they are
meeting expectations or not. Researchers (Crabtree, Alber-Morgan & Conrad, 2010;
Joseph & Eveleigh, 2011), have established that self-monitoring interventions can
increase reading comprehension skills for students with disabilities as well as those
identified as at-risk; however, less is known about self-monitoring habits for high
school students without disabilities. The purpose of this thesis is to see if students in
general education classrooms, which will comprise of students with and without
disabilities, are using self-monitoring to increase their reading comprehension when
reading texts taught in an ELA classroom.
The University of Mississippi School of Education  
Written Unit Plan  
Understanding by Design (UBD)

<table>
<thead>
<tr>
<th>Unit Title: <strong>Self-Monitoring for Reading Comprehension</strong></th>
<th>Grade Level: <strong>7-12</strong></th>
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<tr>
<td>Subject/Topic Areas: <strong>English Language Arts</strong></td>
<td></td>
</tr>
<tr>
<td>Key Words: <strong>Self-Monitoring, Reading, Comprehension, Understanding</strong></td>
<td></td>
</tr>
<tr>
<td>Designed By: <strong>Rachel E. Ford</strong></td>
<td>Length of Unit: <strong>7 Days Total (Can be used separately for a variety of units and texts)</strong></td>
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</tbody>
</table>

**Brief Summary of Unit:**

The purpose of this unit is to give students the ability to self-monitor their comprehension in the secondary grades through a wide variety of texts, including short stories, poetry, and articles. Students will learn a variety of skills and strategies to monitor their reading and fix misunderstandings quickly, effectively, and primarily independently. This unit is designed to work as one cohesive unit or be separated in between other units to provide consistent self-monitoring practice throughout the school year.

Lessons 1-3 use a scaffolding technique to teach students how to self-monitor using a self-monitoring worksheet. Lesson 1 introduces students to the practice by identifying what self-monitoring is and students watch their teacher model self-monitoring while reading a text. It is important in Lesson 1 that the teacher emphasizes verbally models the thought process while reading. In Lesson 2, students work in groups to complete the self-monitoring worksheet. Students also complete a bell work and exit ticket that asks them to monitor their ability to learn and how they can work better in groups. Lesson 3 is when students independently complete the self-monitoring worksheet. By this lesson, students should feel confident in their ability to self-monitor and know when to ask for assistance. Lesson 4 focuses on analyzing quotes to ensure that students feel comfortable monitoring their understanding of the nuances of literature. In Lesson 5, students use the “Stop, Think, React” strategy to monitor their understanding of poetry.
Lesson 6 asks students to use the “Think, Talk, Write” strategy to analyze a poem. Lesson 7 allows students to apply their knowledge of poetry to nonfiction texts.

Unit Plan Inspired By: “Unit of Study- Monitoring for Meaning: Grade 3-5”

Print Resources:

“The Story of an Hour” by Kate Chopin
“Harrison Bergeron” by Kurt Vonnegut
“A Rose for Emily” by William Faulkner
Quote excerpts from *To Kill a Mockingbird* by Harper Lee, *Paper Towns* by John Green, and *The Great Gatsby* by F. Scott Fitzgerald
“Those Winter Sundays” by Robert Hayden
“Do Not Go Gentle Into That Good Night” by Dylan Thomas
“The Youngest of the Little Rock Nine Speaks Out About Holding onto History”

Identify Desired Results

Goal:

CCCS.ELA-LITERACY.CCRA.R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

CCCS.ELA-LITERACY.CCRA.R.10: Read and comprehend complex literary and informational texts independently and proficiently.

Desired Understandings:

TSW summarize texts using monitoring techniques throughout the reading.

TSW recognize when there are issues with their comprehension of a text and techniques to improve their comprehension.

TSW interpret texts with comprehension including literary elements and analysis.

Daily objectives:

The students will
Day 1: identify what self-monitoring is in their own words.
Day 2: summarize the story “Harrison Bergeron” for comprehension and analyze the story for literary elements in groups.
Day 3: synthesize the text “A Rose for Emily” for comprehension and analyze the story for literary elements independently.
Day 4: identify problems with words, sentence, and comprehension in texts and find solutions.
Day 5: analyze the poem “Nuns Fret Not at Their Convent’s Narrow Room” for deeper meaning by using the stop, think, and react strategy.
Day 6: critique the poem “Do Not Go Gentle Into That Good Night” in groups using the think, talk, and write strategy.
Day 7: use self-monitoring strategies when reading for information.

<table>
<thead>
<tr>
<th>Lesson Plans</th>
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</thead>
<tbody>
<tr>
<td><strong>LESSON 1:</strong></td>
</tr>
<tr>
<td><strong>Objective:</strong> TSW identify what self-monitoring is in their own words.</td>
</tr>
<tr>
<td>Bell ringer</td>
</tr>
<tr>
<td>Read “The Story of an Hour” by Kate Chopin</td>
</tr>
<tr>
<td>Teacher models how to complete a self-monitoring worksheet (Self-Monitoring Worksheet #1)</td>
</tr>
<tr>
<td>Exit Ticket</td>
</tr>
</tbody>
</table>

**LESSON 6:** | **LESSON 7:** |
| **Objective:** TSW critique the poem “Do Not Go Gentle Into That Good Night” in | **Objective:** TSW use self-monitoring strategies when reading for information. |
groups using the think, talk, and write strategy.

Read “Those Winter Sundays” by Robert Hayden and Teacher Models think, talk, and write strategy.

Read “Do Not Go Gentle Into That Good Night” by Dylan Thomas and in groups use the think, talk, and write strategy.

<table>
<thead>
<tr>
<th>Video: “60 Years On, A Look Back at the Little Rock Nine”</th>
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</thead>
<tbody>
<tr>
<td>Article: “The Youngest of the Little Rock Nine Speaks Out About Holding onto History” and complete Lesson 7 Self-Monitoring Worksheet Self-Monitoring Exit Ticket #4</td>
</tr>
</tbody>
</table>
Lesson Plan (Day 1)

Objectives: TSW identify what self-monitoring is in their own words.

Materials: “The Story of an Hour” by Kate Chopin, Self-Monitoring Worksheet #1

Opening:
1. TSW answer the bell ringer question: “What is reading? If you read a text and do not understand what you have read, did you really read the text? Why or why not?”
2. TTW hold a discussion about what it means to read for meaning. TTW then introduce the idea of self-monitoring and ask students to give ideas on what they think self-monitoring is.
3. TTW explain that self-monitoring is checking for meaning throughout the reading process. When reading for meaning with self-monitoring, readers can acknowledge when they do not understand a part of a text and go back to figure their problem out.
4. The class will discuss why self-monitoring is beneficial to the reading process. Ask students for ideas and how it can benefit them when writing essays, having discussions, etc. about specific texts.

Learning Tasks:

*In this lesson, the teacher will model what self-monitoring looks like using a self-monitoring worksheet and the text “The Story of an Hour” by Kate Chopin.*

1. TTW start reading “The Story of an Hour,” stopping frequently to take notes and self-monitor using the self-monitoring worksheet. (Note examples are filled in on the Self-Monitoring Worksheet #1) TTW model auditory the thought process behind self-monitoring.
2. TSW copy these notes and ask questions as needed. They will fill in their own rating of understandings. If a student is rating their understanding at a 1 or 2, they should be instructed to ask for clarification.

Closure:

Exit Ticket: TSW answer the following question: “Explain in a paragraph how one literary element is utilized in “The Story of an Hour.” Use your Self-Monitoring Worksheet to help you answer this question.”
LESSON 1 SELF-MONITORING WORKSHEET (TEACHER EXAMPLE)

Text Title: “The Story of an Hour”

Literary Emphasis: Theme, Symbolism, Comprehension

Fill out the following chart as you read the text. As you read each section of the text, please rate your understanding of the text using the rating scale below. If you notice that your understanding of the text is a 1-3, please make sure to reread and ask for assistance.

Rate Your Understanding:

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I did not understand this section.</td>
<td>I understand some of this section, but I still have questions.</td>
<td>I understand most of this section.</td>
<td>I understand this section, but I am not sure I could teach it to someone.</td>
<td>I understand this section and could teach it to a classmate.</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Section</th>
<th>Summary</th>
<th>Rate Your Understanding</th>
<th>Questions, Literary Elements, etc.</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 Lines 1-10</td>
<td>Mrs. Mallard, a woman with a heart condition, finds out her husband has passed away. She immediately starts weeping and goes to be alone in her room.</td>
<td>Will vary, let students respond</td>
<td>Since they received a “telegram,” this story must be older.</td>
</tr>
<tr>
<td>2 Lines 1-21</td>
<td>Mrs. Mallard sits exhausted in her chair, looking out the window where life continues to move on.</td>
<td>Will vary, let students respond</td>
<td>Out the window, Mrs. Mallard sees a world that is still moving on. Maybe this is a symbol that life goes on, especially when compared to her grief. <em>Metaphor: “as a child who has cried itself to sleep continues to sob in its dreams”</em></td>
</tr>
<tr>
<td>Line Count</td>
<td>Explanation</td>
<td>Question</td>
<td>Analysis</td>
</tr>
<tr>
<td>------------</td>
<td>-------------</td>
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<tr>
<td>3 Lines 22-37</td>
<td>After her immediate display of grief, Mrs. Mallard becomes overwhelmed with a sudden thought. Then she realizes that she is free and experiences a “monstrous joy that held her.”</td>
<td>Will vary, let students respond</td>
<td>Why was she so happy to be free of her marriage? She seems to want to resist this feeling, which is understandable.</td>
</tr>
<tr>
<td>4 Lines 38-49</td>
<td>Mrs. Mallard knows there is more sadness to come, but also joy at her impending freedom. Her husband wasn’t cruel, but she only loved him “sometimes.” She views marriage as a sort of trap.</td>
<td>Will vary, let students respond</td>
<td>Mr. Mallard was not mean, he just took away Mrs. Mallard’s freedom. That’s what she is excited to gain in the middle of all this loss.</td>
</tr>
<tr>
<td>5 Lines 50-60</td>
<td>Josephine, her sister, wants Mrs. Mallard to let her in the room. Mrs. Mallard comments that although once she wanted her life to not be too long, now she wants it to be short. Mrs. Mallard finally lets Josephine in and they walk down the stairs.</td>
<td>Will vary, let students respond</td>
<td>Irony: When her husband was alive, she wanted a short life because she feared life would be too long. Now that her husband is deceased, she dreams of a long life of freedom.</td>
</tr>
<tr>
<td>6 Lines 61-66</td>
<td>Mr. Mallard, who we thought was dead, opens the door to their home. Although Richards tried to hide them from her view, Mrs. Mallard see him and has a heart attack.</td>
<td>Will vary, let students respond</td>
<td>Symbol: Mrs. Mallard not only has a physical heart condition, but an emotional heart condition as well.</td>
</tr>
</tbody>
</table>
LESSON 1 SELF-MONITORING WORKSHEET

Text Title: ______________________

Literary Emphasis: ____________________________

Fill out the following chart as you read the text. As you read each section of the text, please rate your understanding of the text using the rating scale below. If you notice that your understanding of the text is a 1-3, please make sure to reread and ask for assistance.

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Section | Summary | Rate Your Understanding | Questions, Literary Elements, etc. |
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<tr>
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<td>Lines 1-10</td>
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<td>Lines 1-21</td>
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<td>Lines 22-37</td>
<td></td>
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</tr>
<tr>
<td>4</td>
<td>Lines 38-49</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Lines 50-60</td>
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</tbody>
</table>
Lesson Plan (Day 2)

Objectives: TSW summarize the story “Harrison Bergeron” for comprehension and analyze the story for literary elements in groups.

Materials:

Opening:

1. The students will self-monitor at the beginning of class using the Self-Monitoring Bellwork Sheet #1
2. TTW explain that it is important to know how you feel and how that may impact learning.

Learning Tasks:

1. TTW introduce the short story “Harrison Bergeron.” The Self-Monitoring Worksheet #1 will be utilized again, but this time was a focus on setting.
2. TTW ask: “What is setting? What does setting include?”
3. TSW respond: “time, place, and descriptions.”
4. TTW encourage responses and then break the students into groups.
5. TTW model what is expected by completing the first section of the worksheet as a class.
6. TTW divide the students into groups of 2 to 4 (depending on needs of specific classroom) to do the self-monitoring worksheet together.
7. TTW monitor while the students work in groups. Students should be given 30-40 minutes to complete this assignment.
8. TSW turn in their assignment at the end of the class period.

Closure:

1. TSW complete the Self-Monitoring Exit Ticket #1.
2. TTW collect exit tickets as students leave the classroom.
Self-Monitoring Bellwork #1:  
*Adapted from Schmitz and Perels (2017)*

Today, I am in: (circle the number that matches your mood the closest)

A good mood 1 2 3 4 5 A bad mood

At the moment I am:

Awake 1 2 3 4 5 Tired

Am I ready to learn?

Yes No I’m Not Sure

How can I be ready to learn? (write your answer)
Lesson 2 Self-Monitoring Worksheet

Text Title: _____________________________

Literary Emphasis: _____________________________

Fill out the following chart as you read the text. As you read each section of the text, please rate your understanding of the text using the rating scale below. If you notice that your understanding of the text is a 1-3, please make sure to reread and ask for assistance.

Rate Your Understanding:

<table>
<thead>
<tr>
<th>Rate Your Understanding</th>
</tr>
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<tbody>
<tr>
<td>1</td>
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<tr>
<td>I did not understand this section.</td>
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</table>

<table>
<thead>
<tr>
<th>Section</th>
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<th>Rate Your Understanding</th>
<th>Setting Details</th>
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<td>5</td>
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</tr>
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</table>
Self-Monitoring Exit Ticket #1
Adapted from Schmitz and Perels

Answer the following statements.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Very True</th>
<th>Mostly True</th>
<th>Mostly False</th>
<th>Very False</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before I began my assignment, I took time to read the directions and make sure I understood them.</td>
<td></td>
<td></td>
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</tr>
<tr>
<td>All of my teammates contributed and felt safe to voice their opinions.</td>
<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>I understood the text.</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>I understood the setting details.</td>
<td></td>
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<tr>
<td>I feel confident that I answered the questions correctly.</td>
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</table>

In the future, what would you improve on or do differently on assignments like this?

How could you become a better group member?
Lesson Plan (Day 3)

Objectives: TSW synthesize the text “A Rose for Emily” for comprehension and analyze the story for literary elements independently.

Materials: “A Rose for Emily” Text, Pencils, Self-Monitoring Bellwork #1, Lesson 3 Self-Monitoring Worksheet

Opening:
1. TSW enter the classroom and complete the “Self-Monitoring Bellwork #1.”
2. TTW give students five minutes to finish the bellwork and then collect the assignment.
3. TTW lead a discussion on why it is important to be aware of what is hindering learning.

Learning Tasks:
1. TTW ask students if anyone has heard of William Faulkner. If students say yes, they will be given an opportunity to elaborate on what they know about Faulkner. If no students say yes, TTW give a brief introduction, emphasizing the following points:
   a. Author during the 1900s
   b. Wrote primarily about rural Southern life
2. TTW introduce the text “A Rose for Emily,” explaining that the story is divided into five sections and that the text jumps to different time periods. An emphasis will be placed on what time period each section is taking place in. Each section will be divided into two different parts to self-monitor.
3. TSW will use the self-monitoring worksheet to track their progress while independently reading “A Rose for Emily.” If students rate a section a 1 or 2 on understanding, they need to ask for assistance.

Closure:
1. The students will complete a self-monitoring exit-ticket.
Self-Monitoring Bellwork #1:

Adapted from Schmitz and Perels (2017)

Today, I am in: (circle the number that matches your mood the closest)

A good mood 1 2 3 4 5 A bad mood

At the moment I am:

Awake 1 2 3 4 5 Tired

Am I ready to learn?

Yes No I’m Not Sure

How can I be ready to learn? (write your answer)
## Lesson 3 Self-Monitoring Worksheet

<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I did not</td>
<td>I understand this section.</td>
<td>I understand some of this section, but</td>
<td>I understand most of this section.</td>
<td>I understand this section, but I am not</td>
<td>I understand this section and could</td>
</tr>
<tr>
<td>understand</td>
<td></td>
<td>I still have questions.</td>
<td></td>
<td>sure I could teach it to someone.</td>
<td>teach it to a classmate.</td>
</tr>
<tr>
<td>this section.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Section Summary

<table>
<thead>
<tr>
<th>Section</th>
<th>Summar y</th>
<th>Rate Your Understanding</th>
<th>Literary Elements, Questions (Make sure to focus on time for each section.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1, Part 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1, Part 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2, Part 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2, Part 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3, Part 1</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3, Part 2</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4, Part 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4, Part 2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Self-Monitoring Exit Ticket, #2  
*Adapted from Schmitz and Perels*

*Answer the following statements.*

<table>
<thead>
<tr>
<th></th>
<th>Very True</th>
<th>Mostly True</th>
<th>Mostly False</th>
<th>Very False</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before I began my assignment, I took time to read the directions and make sure I understood them.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I asked for help when I needed it.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I understood the text.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I was able to follow the shifts in time in each section.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I understood how to complete the self-monitoring worksheet.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In the future, what would you improve on or do differently on assignments like this?

How could you become better at self-monitoring in the future?
Lesson Plan (Day 4)

Objectives: TSW identify problems with words, sentence, and comprehension in texts and find solutions.


Opening:
1. TTW introduce the quote: “I assign myself no rank or any limit, and such an attitude is very much against the trend of the times. But my world has become one of infinite possibilities.” - Ralph Ellison, *Invisible Man*
2. The class will have a discussion discussing first any words they do not understand.
3. TSW take out a sheet of paper and write down their paraphrase of this quote and then rate their understanding from 1 to 5 of the quote.
4. TSW turn in their paraphrase and engage in a class discussion about the quote.
5. TTW write down notes and guide the students in the discussion.

Learning Tasks:
1. TTW hand out the “Analyzing Excerpts of Texts Using Self-Monitoring” Worksheet. TTW explain the directions and encourage students to work slowly and thoughtfully.
2. TSW complete the worksheet.
3. TTW walk around the classroom and answer questions as needed.

Closure:
1. TSW complete the exit ticket.
Analyzing Excerpts of Texts Using Self-Monitoring

Directions: Read each quote a minimum of three times. On the fourth read, highlight any words you do not know. Look up the definitions of these terms and write them down. Then, answer the questions below the excerpt.

1. “Atticus said to Jem one day, “I’d rather you shot at tin cans in the backyard, but I know you’ll go after birds. Shoot all the blue jays you want, if you can hit ‘em, but remember it’s a sin to kill a mockingbird.” That was the only time I ever heard Atticus say it was a sin to do something, and I asked Miss Maudie about it. “Your father’s right,” she said. “Mockingbirds don’t do one thing except make music for us to enjoy. They don’t eat up people’s gardens, don’t nest in corn cribs, they don’t do one thing but sing their hearts out for us. That’s why it’s a sin to kill a mockingbird.” – Harper Lee, To Kill a Mockingbird

Definitions of New Words:

What confuses you about this passage? Underline any confusing phrases. Write down any ideas about what this passage might mean.

Metaphor: Without reading the entire novel, what does this section tell you about mockingbirds? How could this apply to a human? What is the theme of this passage?

Rate Your Understanding from 1-5, with 1 being “I do not understand” and 5 being “I could teach it to someone else.”

1. “When did we see each other face-to-face? Not until you saw into my cracks and I saw into yours. Before that, we were just looking at ideas of each other, like
looking at your window shade but never seeing inside. But once the vessel cracks, the light can get in. The light can get out.” -John Green, *Paper Towns*

Definitions of New Words:

What confuses you about this passage? Underline any confusing phrases. Write down any ideas about what this passage might mean.

Metaphor: Without reading the entire novel, what does this section tell you about truly seeing people? What does this passage say about light and vision? Is there more to people than meets the eye? Do we really know the people around us?

Rate Your Understanding from 1-5, with 1 being “I do not understand” and 5 being “I could teach it to someone else.”

1. “I couldn’t forgive him or like him, but I saw that what he had done was, to him, entirely justified. It was all very careless and confused. They were careless people, Tom and Daisy—they smashed up things and creatures and then retreated back into their money or their vast carelessness, or whatever it was that kept them together, and let other people clean up the mess they had made.” F. Scott Fitzgerald, *The Great Gatsby*
Definitions of New Words:

What confuses you about this passage? Underline any confusing phrases. Write down any ideas about what this passage might mean.

Characterization: From this excerpt, what can you learn about Tom and Daisy? Are they selfish or selfless? Is this characterization positive or negative?

Rate Your Understanding from 1-5, with 1 being “I do not understand” and 5 being “I could teach it to someone else.”
Self-Monitoring Exit Ticket, #3
Adapted from Schmitz and Perels

*Answer the following statements.*

<table>
<thead>
<tr>
<th>Statement</th>
<th>Very True</th>
<th>Mostly True</th>
<th>Mostly False</th>
<th>Very False</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before I began my assignment, I took time to read the directions and make sure I understood them.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I asked for help when I needed it.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I understood the excerpts of the text.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>I was able to analyze the quotes.</td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>I understood how to complete the analyzing quotes worksheet.</td>
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</tbody>
</table>

In the future, what would you improve on or do differently on assignments like this?

How could you become better at analyzing quotes in the future?
Lesson Plan (Day 5)

Based on Anchor Lesson Seven of “Monitoring for Meaning”

Objectives: TSW analyze the poem “Nuns Fret Not at Their Convent’s Narrow Room” for deeper meaning by using the stop, think, and react strategies.


Opening:
1. TSW answer the writing prompt: “What happens when you do not stop and think about what you have read?”
2. TSW write their responses for five minutes and then turn in their responses to the teacher.
3. TTW lead a discussion with the students about what happens when they do not stop and think about what they have read. This discussion should emphasize the value of stopping to think and consider the benefits of a slower reading process.

Learning Tasks:
1. TTW pass out copies of “Nuns Fret Not at Their Convent’s Narrow Room” by William Wordsworth and the “Stop, Think, React Activity Sheet.”
2. TTW help students divide the poem into sections. Since this poem is a sonnet, the students will divide the sonnet into the three quatrains and the closing couplet.
   a. For other poems, particularly free verse, this method of sectioning may change.
2. TTW instruct the students to individually read each section of the poem, stop and think about what they read and reread if necessary. Once they have finished thinking, students will write down their thoughts about the poem. Remind students that different students will react very differently to the poem. The purpose of this practice is to build higher order thinking skills with poetry.
3. If necessary, teachers may model the first second of stop, think, react for students who may be confused.
4. TSW complete the “Stop, Think, React Activity Sheet.”

Closure:
1. TTW lead students through reading the sections of the poem and encourage students to share their reactions. This should lead into discussions and a deeper analysis of the poem. If students are not reacting to the poem, the teacher can once again model the react part of the strategy and encourage students to share their own ideas.
2. TSW turn in their “Stop, Think, React Activity Sheet.”
Stop, Think, React Strategy Activity Sheet

Text: _________________________

Instructions:

- Step 1: Divide the text you are reading into at least four different sections.
- Step 2: Start reading the first section.
- Step 2 (STOP): At the end of each section, stop reading.
- Step 3: (THINK): Take at least thirty seconds to think about what you have read. Check to make sure you understand what you have read.
- Step 4 (REACT): React to what you have read by writing down your thoughts below. Below are some prompts to start your responses with:
  - I agree/disagree…
  - I do not understand why…
  - Why did the author…
  - I think the purpose of this was…
- Step 5: Repeat these steps for each section of your text.

Section 1 REACT:

Section 2 REACT:

Section 3 REACT:

Section 4 REACT:
Lesson Plan (Day 6)

Based on Anchor Lesson Eight of “Monitoring for Meaning”

Objectives: TSW critique the poem “Do Not Go Gentle Into That Good Night” in groups using the think, talk, and write strategy.

Materials: “Do not go gentle into the good night” Poem,

Opening:
1. TTW explain to students that it is important to stop and think about what you are reading.
2. TTW model think, talk, write with the poem “Those Winter Sundays” by Robert Hayden.
3. TTW first read the poem in its entirety.
4. TTW reread the first stanza and model by speaking aloud the thinking process to try to find meaning.
   a. Since it says “Sundays too,” I think that means the father got up early other days, not just on Sundays. I am not sure what “blueblack cold” means, but I assume it means that it was super cold. It says “cracked hands that ached from labor,” so I can tell that the father is a hard worker. “Weekday weather” confirms that the father works hard during the week, not just on Sundays. “No one ever thanked him” shows that the father was not shown gratitude.
   b. TTW write a short summary of stanza one and react to the text.
      a. The father wakes up early everyday to take make the house warm and it is not treated gratefully.
      b. Reaction: This poem seems to be reflecting on things that have already happen.
2. TTW reread the second stanza and model by speaking aloud the thinking process to try to find meaning.
   a. “Cold splintering, breaking” reaffirms how cold it is outside. The narrator wakes up when “the rooms were warm” after his father called, which shows that the father cares for the narrator because the narrator does not have to stay up during the cold weather. The narrator is “fearing the chronic angers of that house,” which may mean the cold weather in the house.
   b. Reaction: The narrator, from what I can tell, seems to live a much more comfortable life than the father.
2. TTW write a short summary of stanza two and react to the text.
   a. The narrator wakes up and fears how cold the house will be.
   b. Reaction: The narrator gets to avoid the problems of the house, the coldness, and the early mornings because the father takes care of everything for him. The father is a very caring, nurturing figure for the narrator.
2. TTW reread the third stanza and model by speaking aloud the thinking process to help find meaning.
   a. “Indifferently” means with little care or consideration. The narrator does not treat the father with respect, at least in this situation.
   b. This stanza has two examples of things the father is doing for the narrator: 1. “Driven out the cold” and 2. “Polished my good shoes well.”
   c. The stanza ends with a rhetorical question, a question that the narrator does not expect an answer to. The word “austere” in this example I do not know the meaning of, but I can assume it is a negative term since it is combined with “lonely.”
2. TTW write a short summary of stanza three and react to the text.
   a. The narrator recounts speaking “indifferently” to his father, things this father did to help him, and ends with a question.
b. Reaction: I think the narrator is really questioning how he did not see all that his father did for him. I think he regrets not being more grateful to the father not that he sees all that his father did for him.

Learning Tasks:
1. TTW divide the students into groups of 2-4 depending on teacher preference.
2. TTW read the poem “Do not go gentle into the good night” twice out loud.
3. TSW write then be instructed to read the first stanza. They will think about the content of the first stanza for at least thirty seconds.
4. TSW talk in their small groups about what they believe the first stanza means for at least two minutes.
5. TSW individually write down a summary of the first stanza.
6. TSW write then be instructed to read the second stanza. They will think about the content of the first stanza for at least thirty seconds.
7. TSW talk in their small groups about what they believe the second stanza means for at least two minutes.
8. TSW individually write down a summary of the second stanza.
9. TSW write then be instructed to read the third stanza. They will think about the content of the first stanza for at least thirty seconds.
10. TSW talk in their small groups about what they believe the third stanza means for at least two minutes.
11. TSW individually write down a summary of the third stanza.
12. TSW write then be instructed to read the fourth stanza. They will think about the content of the first stanza for at least thirty seconds.
13. TSW talk in their small groups about what they believe the fourth stanza means for at least two minutes.
14. TSW individually write down a summary of the fourth stanza.
15. TSW write then be instructed to read the fifth stanza. They will think about the content of the first stanza for at least thirty seconds.
16. TSW talk in their small groups about what they believe the fifth stanza means for at least two minutes.
17. TSW individually write down a summary of the fifth stanza.
18. TSW write then be instructed to read the sixth stanza. They will think about the content of the first stanza for at least thirty seconds.
19. TSW talk in their small groups about what they believe the sixth stanza means for at least two minutes.
20. TSW individually write down a summary of the sixth stanza.
21. TSW then find the mood, tone, and other literary elements at the teacher’s discretion.

Closure:
1. TTW lead a discussion asking students the question: “Does it help to talk out your thoughts with your classmates? How can you have inner conversations like this when reading independently to help you understand what you read?”
Lesson Plan (Day 7)

Objectives: use self-monitoring strategies when reading for information.


Opening:
1. TTW ask students what they know about the Civil Rights Movement and introduce the term “integration.”
   a. incorporation as equals into society or an organization of individuals of different groups (such as races) (from Merriam-Webster)
2. TTW explain that the Little Rock Nine were a group of nine African American students who integrated Little Rock’s Central High School, a school that was previously all white.
3. TTW show the short video “60 Years On, A Look Back at the Little Rock Nine.” (3:09)

Learning Tasks:
1. TTW pass out the article “The Youngest of the Little Rock Nine Speaks Out About Holding Onto History” and the Self-Monitoring Worksheet for Lesson 7.
2. TTW help read the article aloud to students first.
3. TTW then help the students break the article into eight sections.
4. TTW help students fill out the worksheet for the first two sections.
   a. Section 1: (Lines 1-16): Coretta Walls LaNier, has a dress on display in a Smithsonian Museum. She was one of the nine students to integrate Central High School. When the students went to school on the day to integrate, the national guard kept them out. (Students will individually rate their understanding)
   b. Section 2: (Lines 17-31): LaNier and the other students were recruited by the NAACP to attend the school because of a supreme court case called Brown v. Board which ruled segregation illegal.
5. TTW instruct students to individually complete the last six sections for this article.
6. TTW monitor the room while students work.

Closure:
1. TSW turn in their self-monitoring worksheet and complete a self-monitoring exit ticket reflecting on their learning today.
Lesson 7 Self-Monitoring Worksheet

Article Title: _____________________________

Literary Emphasis: Reading for Information

Fill out the following chart as you read the text. As you read each section of the text, please rate your understanding of the text using the rating scale below. If you notice that your understanding of the text is a 1-3, please make sure to reread and ask for assistance.

Rate Your Understanding:

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>I did not understand this section.</td>
<td>I understand some of this section, but I still have questions.</td>
<td>I understand most of this section, but I am not sure I could teach it to a classmate.</td>
<td>I understand this section, and I could teach it to someone else.</td>
<td>I understand this section.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Section</th>
<th>Summary</th>
<th>Rate Your Understanding</th>
<th>Setting Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>3</td>
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<td></td>
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<td>5</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Answer the following statements.

<table>
<thead>
<tr>
<th></th>
<th>Very True</th>
<th>Mostly True</th>
<th>Mostly False</th>
<th>Very False</th>
</tr>
</thead>
<tbody>
<tr>
<td>Before I began my assignment, I took time to read the directions and make sure I understood them.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I asked for help when I needed it.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I understood the terms in the article.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>I understood how to complete the self-monitoring worksheet.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

In the future, what would you improve on or do differently on assignments like this?

Do you find that reading informational texts is more difficult or easier for you than reading fictional works? Why?
CHAPTER 4: DISCUSSION

This thesis examined the benefits of self-monitoring in secondary English Language Arts classrooms. While self-monitoring is widely used at the elementary level and in special education, there are positive impacts shown through research in using self-monitoring at the secondary level. Since many students struggle with reading comprehension, self-monitoring can be a tool used to assist students in bolstering their understanding of texts.

The unit plan created can serve as a guide for teachers in English Language Arts to utilize and adapt to their specific classrooms. Particularly, the self-monitoring worksheets, self-monitoring bellringers, and self-monitoring exit tickets can be utilized for a variety of texts and to fit specific Common Core State Standards. The lessons can be used individually to fit specific units or as a complete unit to teach students the skills of self-monitoring. For teachers of inclusion classes, this lesson can serve as an intervention for students in the tier process.

Technology and Self-Monitoring

While traditional self-monitoring can use paper, pencils, charts, or graphs, self-monitoring with technology uses programs that collect data overtime to provide real time feedback to instructors and students (Bruhn, Waller & Hasselbring 2016). With more schools incorporating technology, this offers many options for educators to incorporate self-monitoring. Self-Monitoring with technology has been successfully implemented using the I-Connect program with a student with autism. The Android applications uses a timer and prompts students at scheduler intervals to monitor their on task behavior. For this study, the student showed promising growth in on-task behavior. (Rosenbloom, Mason, Wills & Mason
Another study with two high school students with attention deficit hyperactivity disorder found that using the same I-Connect program resulted in an increase in on-task behavior. However, the study found inconclusive results for how the program impacted disruptive behaviors. More research is needed in the future to examine how self-monitoring can be used in the general education classroom.
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