

Metacognition & NSE ABE Adults Learning to Read

Overview

Introduction

Purpose of the study: To explore metacognitive processes of NSE beginning readers to acquire insights as to what causes many to plateau at 2-3rd grade level. It looked at the metacognitive processes of reading and compared them to metacognitive processes in what would be considered a strength or even area of expertise.

Research Questions Considered

1. How do NSE adult beginning readers define the reading process?
 2. What metacognitive processes do NSE adult beginning readers use during decoding?
 3. What are the metacognitive processes used by NSE adult beginning readers during the meaning-making of reading text?
 4. What are some of the metacognitive processes used by NSE adult beginning readers during complex, non-reading tasks in which the subject perceives him or herself to have strength, talent or expertise?
 5. Are there any relationships between the metacognitive processes of the self-defined expert/strength area and the limited ones of reading?
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Characteristics of NSE ABE Learners

Schooling

- Had difficulty learning to read in school
 - Family patterns of reading difficulties
 - Issues of missed schooling and repeated grades
 - Consistently test at 2nd or 3rd grade reading level regardless of age or schooling
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Reading Patterns

- Poor decoding skills
 - Weak or non-existent phonological awareness
 - Potential learning disabilities
 - Comparisons of adults and children at same reading level, adults are closer to LD children
 - Better orthographic awareness than reading level
 - Often have short-term memory issues
 - Often have listening comprehension issues
 - Gaps from Matthew effect
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Coping Patterns

- Cheating
 - Word calling
 - Guessing
 - Matching of visual patterns
 - Reliance of orthographic patterns
-

Statistics

Below Basic scores on the 2003 National Assessment of Adult Literacy (NAAL)

- 14% of American population scored Below Basic on the prose section
- 12% of the American population scored Below Basic on the document section

9% of the Below Basic group grew up in homes where English was the only language spoken

Metacognition

What is metacognition?

Awareness and understanding one's thinking and cognitive processes; thinking about thinking

Webster's New Millennium™ Dictionary of English

How is it useful for reading teachers?

- Metacognition provides insights into the internal information processing of an individual
 - Metacognitive thinking during reading reveals an individual's knowledge of the reading process
 - Indicators of beliefs about reading
 - Metacognitive descriptions can provide insight into limitations and errors in the learner's understanding of the steps to reading comprehension
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How is it useful for learning?

According to Hartman¹ (2001), "Metacognition is especially important because it affects acquisition, comprehension, efficiency, critical thinking, and problem solving. Metacognitive awareness enables control [and] self-regulation over thinking and learning processes and products" (p. xi). The self-regulatory process of metacognition leads and improves achievement, allowing individuals to better manage their cognitive skills and recognize weaknesses of comprehension (Schraw², 2001). It is the interaction of cognition and metacognition that promotes reading comprehension in an individual (Garner³, 1988).

How is it uncovered?

- Readers are asked to do a think-aloud to explain their thinking about the process during reading
 - Assessments
 - Discussions
-

How is it taught?

- Teachers model their think aloud processes
 - Comprehension monitoring, error recognition and correction modeled
 - Specific reading strategies are taught (SQ3R, etc)
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¹ Hartman, H. J. (2001). *Metacognition in learning and instruction: Theory, research and practice* (Vol. 19). Dordrecht, Netherlands: Kluwer Academic Publishers.

² Schraw, G. (2001). Promoting general metacognitive awareness. In H. J. Hartman (Ed.), *Metacognition in learning and instruction: Theory, research and practice* (Vol. 19, pp. 3-16). Dordrecht, Netherlands: Kluwer Academic Publishers.

³ Garner, R. (1988). *Metacognition and reading comprehension*. Norwood, NJ: Ablex Publishing Corporation.

Metacognition vs. Cognition

Different Functions

Metacognition: Manager

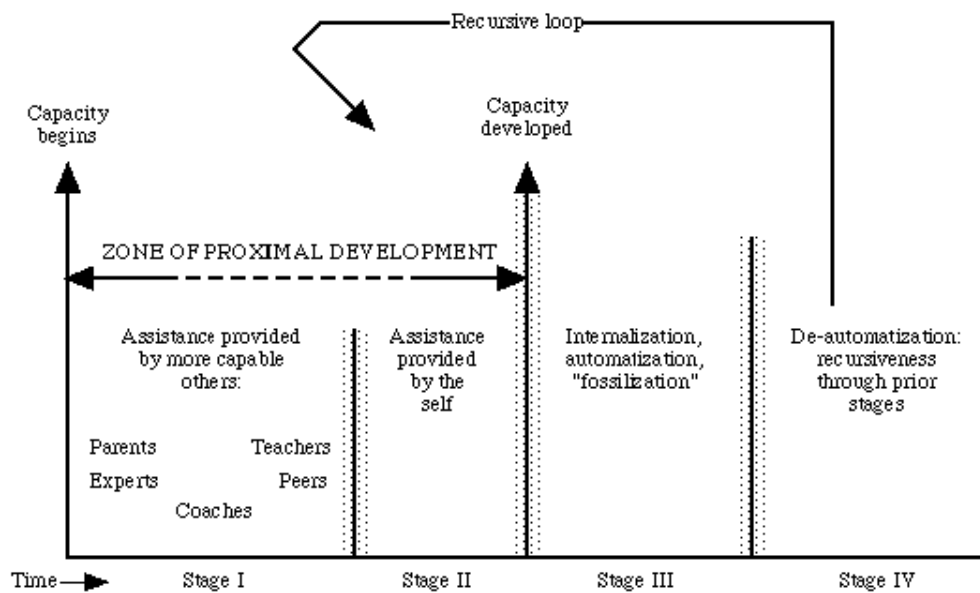
- Selection of strategies
- Monitoring
- Asking questions of text

Cognition: Worker

- Decoding skills
- Syllabification
- Phonological and orthographic pattern awareness
- Encoding
- Inferring
- Comparing
- Analyzing

Both aid in learning

Vygotsky's Zone of Proximal Development⁴



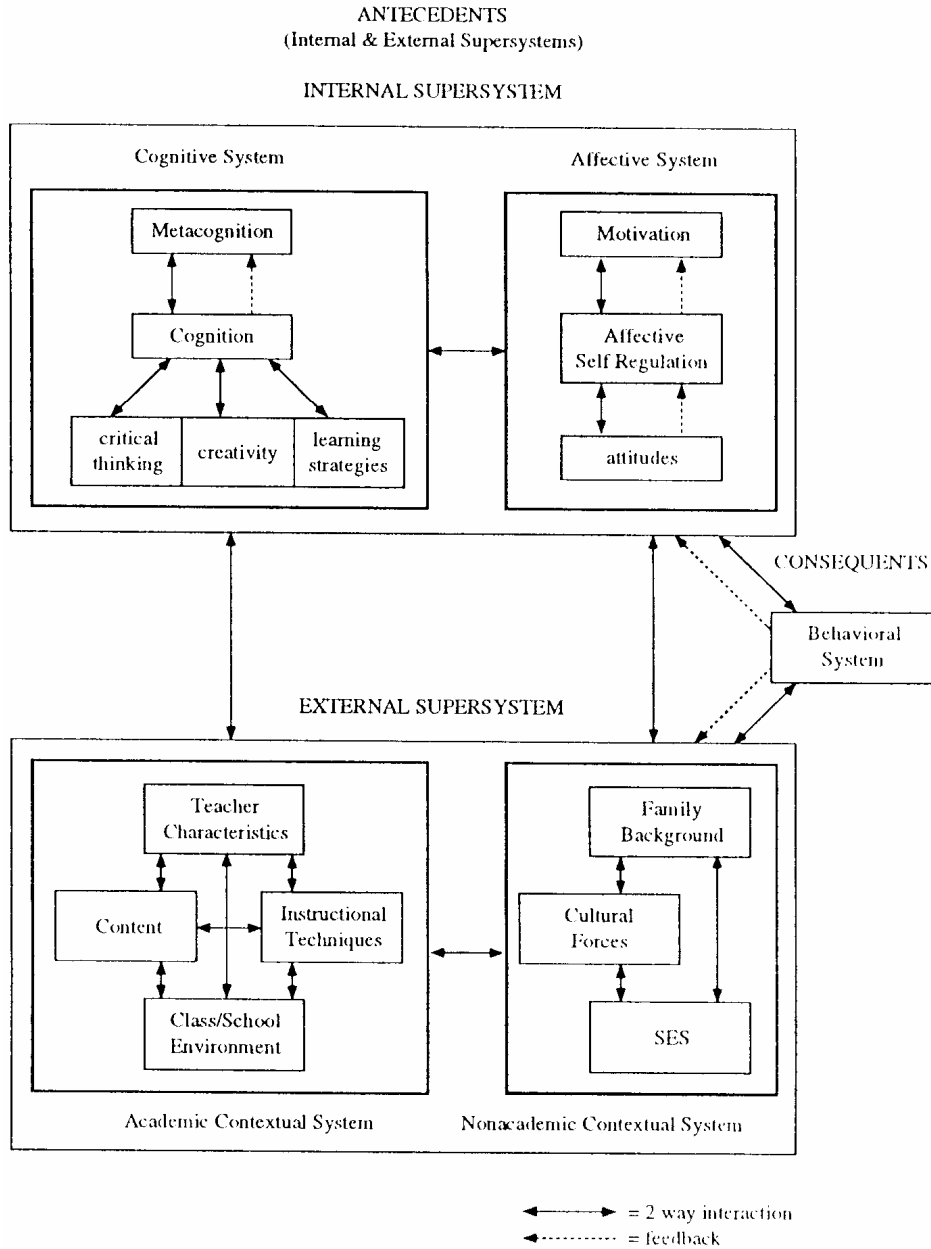
Cognitive skills are developed in Stage I
 Metacognitive skills develop in Stage II

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⁴ Vygotsky's Zone of Proximal Development as described by Tharp and Gallimore.
 Note: From *Four-Stage Model of ZPD*. NCREL. (2004). Retrieved 5/28/2005, from <http://www.ncrel.org/sdrs/areas/issues/students/learning/lr1zpd.htm>

Metacognition vs. Cognition, Continued

BACEIS Model⁵



⁵ *Metacognition in learning and instruction: Theory, research and practice* (Vol. 19) by H.J. Hartman, 2000. p. 45. Dordrecht, Netherlands: Kluwer Academic Publishers. Used with permission

Metacognitive Models

Flavell⁶

Variable	Attributes
Person	How humans learn and process information Individual learning processes
Task	Deal with the nature of the task Processing demands to complete it
Strategy	Knowledge about cognitive and metacognitive strategies Knowledge of when and where to use these strategies

Anderson⁷

1. Preparing and planning for learning
 2. Selecting and using learning strategies
 3. Monitoring strategy use
 4. Orchestrating various strategies
 5. Evaluating strategy use and learning
-

Blakey and Spence⁸

1. Connecting new information to former knowledge
 2. Deliberately selecting thinking strategies
 3. Planning, monitoring, and evaluating the thinking processes
-

Paris and Parecki⁹

- | | |
|--|--|
| Self-appraisal | Self-management |
| <ul style="list-style-type: none"> • Declarative knowledge • Procedural knowledge • Conditional knowledge | <ul style="list-style-type: none"> • Planning • Evaluation • Regulation |
-

⁶ Flavell, J. H. (1992). Cognitive development: Past, present, and future. *Developmental Psychology*, 28(6), 998-1005

⁷ Anderson, N. J. (2002). The role of metacognition in second language teaching and learning. *ERIC Digest* (ED463659), 5.

⁸ Blakey, E., & Spence, S. (1990). Developing metacognition. *ERIC Digest*(ED327218), 4

⁹ Paris, S. G., & Parecki, A. D. (1993). *Metacognitive aspects of adult literacy* (No. TR93-09). Philadelphia, PA: University of Pennsylvania.

Differences Between Good and Poor Readers

Metacognitive Differences

Good Readers

- Focus on content
- Read strategically
- Integrate information as they read
- Monitor comprehension

Poor Readers

- Focus on words
- No strategy use
- Finishing the task is most important
- Do not realize when they don't understand

Meta-comprehension Index¹⁰

Meta-comprehension	Comprehension	
	High	Low
High	students who know aware that they know	students who know think they do not know
Low	students who do not know realize they do not know	students who do not know think they do know

¹⁰ Sandiford, S. N. (1984). Metacomprehension. *ERIC Digest* (ED250670), 4

Novice and Expert Learning

Expert Learners

1. Experts do not just have more knowledge than beginners, nor were they just born with exceptional talent. Experts practiced their skills a lot.
2. Experts know what to notice in a problem.
3. Experts have very organized knowledge.
4. Experts' knowledge is deeply interconnected.
5. Experts have many strategies, which they know exactly when to use.
6. Experts have practiced their basic skills so much that they are automatic.
7. Experts are very aware of their own thinking—they know when they don't know.
8. People become expert by observing experts, learning strategies and facts for specific subjects, solving problems, getting feedback, and talking about why things are the way they are (Cromley, 2000, p. 130).

Experts in Reading

Experts and novices notice the same stimulus differently based on the knowledge that the individual brings to the situation. The following table compares expert theory with fluent (“expert”) readers.

Expert Theory	Fluent Readers
Experts do not just have more knowledge than beginners, nor were they just born with exceptional talent. Experts practiced their skills a lot.	Good readers have practiced reading to gain their fluency.
Experts know what to notice in a problem	Fluent readers know how to get beyond sounding out words and look for ideas and meaning making of passages.
Experts have very organized knowledge.	Fluent readers generally employ strategies, such as examining heading, pictures and other pre-reading strategies to overview prior to reading, and may review at the end. They will also check understanding along the way.
Experts' knowledge is deeply interconnected.	Fluent readers bring other knowledge to the passages, and can discuss ideas that are related to their reading.
Experts have many strategies, which they know exactly when to use.	Fluent readers employ a variety of metacognitive strategies.
Experts have practiced their basic skills so much that they are automatic.	Fluent readers do not need to think about the mechanics of reading.
Experts are very aware of their own thinking—they know when they don't know.	Fluent readers generally employ strategies, realizing when something has not been understood, will return and re-read something for understanding.
People become expert by observing experts, learning strategies and facts for specific subjects, solving problems, getting feedback, and talking about why things are the way they are.	Reading is learned; taught, as well as caught. Reading families tend to foster reading children and non-reading families tend to perpetuate the cycle of low-literacy as well.

Interview Questions

Interview Questions Used

1. Tell me about something you do really well; a strength you have; perhaps you might even consider yourself an expert in this.
 2. How did you learn how to do _____?
 3. What are you thinking about when you do this?
 4. How do you figure out a problem when you are doing _____?
 5. What is reading?
 6. Why do people read?
 7. Why are you learning to read?
 8. How does someone learn to read?
 9. How do you know what the words are?
 10. What do you do when you find a word that you don't know?
 11. What do you do/think after you are done reading a passage?
 12. How do you figure out what a story or passage is about?
 13. How do you know if you've understood what you have read?
 14. What are you thinking about when you are reading?
 15. How would you teach someone how to read if you met someone who couldn't read any words at all?
 16. How do you know how to do things that require reading if you can't read the signs or directions?
-

NSE ABE Students' Perceptions of Reading

What is Reading?

- Source of advancement
- Source of information
- Reading as something with books, information, stories
- Skill related/functional
- Vocabulary/word related
- Seeing and knowing
- Frustration/feeling about ability mentioned

Interview Quotes:

Reading is seeing something and you know what it says. That's what reading is.(S7)

Reading you gotta read books and stuff. And I cannot. I read like if I get help like with the teacher, she teach me. Like she get a book Maryann or Judy get a book and they sit with me and I look at a picture in the book and somewhere I can say, "I want...I want to go" or stuff like that. I got my book, my other book. My other folder. I got stuff what says "I want to go to the store." So I'm learning how to write that. Because I'm saying it so they're teaching me how to write it. So I see it and I write it right here and I write it again. *So when I say, I know what I'm saying.* [emphasis added for clarity] Cause I say words and stuff, so now that they say well you got a book they got me. They make me write the word for me on the board. Then I got to write it. Take it back. All day I got to be with that word. So its, so I can learn the word with the meaning so what I say that's the word. (P10)

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NSE ABE Students' Perceptions of Reading, Continued

How would you teach someone else to read?

- Awareness of process
- Sound it out
- Break it down
- Start with small words

Interview Quotes:

I'd say you gotta sound things out and all that stuff. I'd take em step by step. Just can't read something to em and expect em to follow your voice. You're reading all the words. So you gotta go step by step and get em to sound out words. (P1)

Well for one, I'd give them alphabetical, start em off with the alphabetical um letters and then what I would do is try to work with it, vowels, and then what we would do with, we'd try to go you know, go to the library and find a one that he could....if he could just sound out um anything a part of that book, we'd work with that as far as try to get him to break the words down. (S13)

The same way I learned. [how?] I'd get 'em a baby book like Al and them did to me and have them look over like cat dog and stuff like that and try to sound it out not... least I know.. what it is so I can say it right out. And I can spe.. I can sound em out with no...a little bit. I can sound words out. So I try to do the same as me. Teach em the same way as I learned. You know. I'd teach em the same way . I'd say, I don't know much, but I'll give you, I'll try to help you with what I know to help you get going and then you can go on from there. You know. That's how I learned you know? ... (P14)

- Some had no idea of the process

Interview Quotes:

Um I help them to learn how to read. [How?] To pay attention to me, pay attention to me and tell them how to read. [How would you do that?] Um I would do like follow the words to read. (S3)

You would like uh sit down with em, and you would tell em what the word is and pronounce it and stuff. The words. [Anything else?] Just help em read it. (P16)

How would I teach somebody to read? Oh sit down with em and talk to em. Just like any mom or dad would do with anybody. Ask him, "Do he has a book or whatever." Go to the library, whatever. [anything else?] No. I wouldn't want to see people brainless out there. I see their minds filled with something good. (P12)

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NSE ABE Students' Perceptions of Reading, Continued

Why do people read?

Why are you learning to read?

There is a different perception on why others read and why they are learning to read:

- People read for information or to learn
- I am learning to read to better myself.

Interview Quotes:

Because I want...because I want to better myself. I'm tired of not knowin' how to read. I came here because I want to learn how to read because I want to better myself. I want to you know, don't want to ask somebody to do nothing for me. I want to do it myself and go places and knowing where I'm going and you know, what to do. How to put in a application you know. Stuff like that. And if I want to go somewhere, I ain't gotta ask somebody would you go do this or go that, and you know, the words is right there. You know what I'm saying? And I just want to learn how to read because I'm...I got to that point where I just can't take it no more. (laughs) (S12)

Decoding Strategies:
How do you know what the words are?

- Ask someone
 - Break down the word
 - Look in the dictionary
 - Sounding out the words
 - Skip it
 - Someone shows/teaches me
 - Determine from context
 - Mark as unknown then come back
 - Look for similar words
 - Study and learned it
 - Automatic recognition
 - The book has the words
-

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NSE ABE Students' Perceptions of Reading, Continued

Assessing
comprehension
“How do you
figure out what
the story is
about?”

- Look at the pictures
- Look at the title
- Visualize the story
- “By reading it”
- Ask questions
- Knowing the words

Interview Quotes:

Well let's see. Like a story, I would start with the title. The title of the story is. I'd say like....Bunny. I got a book in there that's... Millie Rabbit and Her Family. I know the title of it. And I see the family. So I started reading it. And little tiny words. I read the words that I know. The words I don't know I write em on the side. And I keep on reading what I do know. And I say, “Don't make sense. Don't make sense. This don't make sense.” Then I might tell you what these words and you tell me. And I write it down and I try to remember cause I know I'm gonna come back to it. That it's somewhere; it'll be down here again. So I know the title's about Molly and Her Baby Rabbits. And I know the title's talking about Molly and her baby rabbits. It's talking about the family. So I know I gotta remember now. Mother. They take her children how to hunt you know. So I keep thinking she gotta teach them how to hunt how to get food. How to provide. Cause I got a book here about her mother and her family and she made them a bed out of her soft fur and she dug a hole and covered up with soft weeds and stuff so that other animals don't find em. That's just all the words I didn't know I just wrote em on the side till I learn em.(S2)

Oh. If I know some of the words, then I might know what it says. (S7)

You got to know saying what you reading *cause if you don't know what you're saying* (emphasis added) you don't know what you're reading about. Bout anything in the story and sometimes you know you can't say well um, I read this book. Now who was these people I was reading about? Who was these people? You gotta to understand who, who is they, who they is. (S10)

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NSE ABE Students' Perceptions of Reading, Continued

How do you know if you've understood what you've read?

- Does it make sense?
- Can discuss with teacher / others
- Say all the words / sounds good
- I don't understand it

Interview Quotes:

Um...stood? [Interviewer: (clarifying word) It makes sense to you] It makes me like sense. That's the story. [Interviewer: In your head, when you're reading it, how do you know if it makes sense?] It makes sense that I ...you read the book. You imagine it ary...imaginary. In your head imaginary. [Interviewer: Hmmm. Tell me more about that.] Imaginary you read a book, you imagine it. Yeah. [Interviewer: So you imagine it in your head? That's wonderful. What happens if you don't imagine it?] Um...[Interviewer: What do you do?] Write it down the paper or something. [Then what?] Then um then you read the book again. Read the book again. (S3)

How do you know if you've understood what you read? Hmmm. You know if you understood or you didn't understand it. What's in it. I don't know. It's just inside of you; something inside of you if you know if you understand it or you didn't. and if you didn't understand, you gonna, it's always gonna be pressing on your mind. Like I wonder what did that mean...what did that mean? What did that mean? If you understood it you open your mind, it's not gonna question you like that. Of course mine did (laughs) [Interviewer: So your mind questions you?] Yeah. One thing I don't understand. Go ask someone. You know. If you, what does this, what does that mean? (S12)

I try to do when I'm reading, but sometimes I don't understand it. That's what I'm trying to say. Like the other day I had this science thing. And I could read it but then she was telling me "What does it tell you?" And I didn't really mean that understand and I was guessing. [Interviewer: Were you saying the words?] Yeah, I was reading the whole thing but I didn't understand it. I don't know why I mean it was like cause I couldn't get it. (P9)

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NSE ABE Students' Perceptions of Reading, Continued

What do you do when you're done reading a passage?

- Repeat / Reread passage
- Feel Proud
- Evaluate performance
- Reflect on information
- Relax-sleep
- Write
- Assess understanding
- Discuss with someone

Interview Quotes:

Well like when I'm reading and I'm reading it pretty good and I know most of these words, I'm thinking, "I'm learning how to read! I know most of these words here." [Interviewer: So you're pretty proud of yourself?] Yeah. I be proud of myself cause because I been... I had a story and I remember I had a deer got it. It's about 2 page. And I can read that whole two page. But I can come in here and read the same story and I miss it. [Interviewer: How did you know you missed it?] I don't know. See... [Interviewer: What clues? How did you know you missed it?] I would miss a whole lot of words. I would look at a word and it would be mushroom you know and I got story (?) at it I just read a story. When I read the same story, I got that story at home. And when I come here and I read the same story. I look for... I'm gonna get nervous or something. And I miss 25 words. If I read the same story. If I get by myself, and read it by myself just calm. You know. (S2)

I be proud of myself. I be so proud... I be yelling and I clap like a little baby. I do I get up there sometimes like a little baby. Oh my God. Look what I did! And then they look at me and say, "You see?" (P10)

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NSE ABE Students' Perceptions of Reading, Continued

Unique Phrases There were several unique phrases used to represent reading concepts.

Phrase	Quote	Student
Got used to words	"That's how I got used to the words on this page."	P12
Need to see words (in head)	Like, you know, I always see them words [good] but I'm saying like, if I don't see em I can't write em....	P14
Flashes in my head	But, you know, I see em, it flashes right up, boom. That's you know I mean That's how it is with me. I don't know how other people do it, but with me, that's it. It flashes in my head....and then I try to recognize it and remember what it is in case I need it again so I don't have to go through that again. I try, but sometime I have to go through it. Words over and over and notes flashing in my head and then I read. I had to keep the same words month after month same words over and over in my head. Same book. Same book. You know. Every time I try to go more, no, you're not ready for that. Same book. Nope. You're not ready for it. I know when you're ready, so hey. The more I looked at it, the more I seen it the more it kept flashing like a flashback in my head and then now I got to see the words so I know what they are. I mean I know what they are. So I can look anywhere and if I see the word, "Oh I know what that is." As I said, my words, certain words I just don't, I'm not, I'm not clickin to em yet. [yet] But I fancy they should it come to me.	P14
Filling it up (the head)	I mean me and myself when I try to get my license I had to study the manual book. Words like that I would know. Do not walk, school zone you stop. I had to learn those things. I needed help and then I just started filling it up. Cause each time I saw that word I would know what it means. It wasn't that easy but I just had to work on it work on it work on it. That's the only way I would know. Go with it.	P4
Keep it in my head	And my son come down here. He be helping me out and stuff. Dad, you know what that word is. Yeah. (laughs) We just said that word. Can't make it. I forgot the word. That's that. And you just keep doing it over and over until you can keep it in your head. And some words I have no problems with; and some words I do. And some words I have no problem	S12
Doors won't open, mind stays locked	Sometimes I blank out when I focus on the story. The doors won't open if I'm not interested. My mind stayed locked. I blank out.	P6
Pressing on my mind, open your mind	It's just inside of you; something inside of you if you know if you understand it or you didn't. and if you didn't understand, you gonna, it's always gonna be pressing on your mind. Like I wonder what did that mean...what did that mean? What did that mean? If you understood it you open your mind, it's not gonna question you like that. Of course mine did (laughs) [so your mind questions you?] Yeah. One thing I don't understand. Go ask someone. You know. If you, what does this, what does that mean?	S12

NSE ABE Students' Area of Expertise

Categories	People Skills	Working with Hands	Athletics	Arts	Other
	<ul style="list-style-type: none"> • Being a friend Caring for people • Helping children • Solving people's problems • Talking with people • Giving biblical advice • Helping others • Staying out of trouble • Hanging out 	<ul style="list-style-type: none"> • Cooking Italian food • Playing video games • Shark fishing • Welding • Fixing radiators • Plumbing • Wash/Wax/Clean cars • Odd jobs, landscaping • Computer networking 	<ul style="list-style-type: none"> • Sports-football, basketball • Lifting weights • Working out • Boxing • Football • Basketball • Lifting weights 	<ul style="list-style-type: none"> • Music • Drawing 	<ul style="list-style-type: none"> • Math

Metacognitive focus

- Thinking about the task or problem
- Thinking how to improve
- Get lost in the activity

Area	Comment
Lifting weights	How to lift as much as I can. What I can lift or not.
Cleaning cars	Ah, thinking about how I can make it look better, how I can make it be better than what it was. Make it look like it was new again.
Playing basketball	I like to be the best player on the court....to score make the points.
Drawing	Figure how to get it right. You know, that, that looks all right. Cause a lot of people have to draw lines and numbers to sketch it out [indicated grids] me, I just don't do that. I just take the paper and just draw it, you know, cause you know, like they say you gotta imagine things to make it come fit this right on the paper, and....not me. I just take the paper and just sit there and put the book in front of me and like I was just drawing before I came down here. Just sit there and look at it and I just sketch it right out. You know?
Cooking	Well, I think about how can you make it look better? Can you add anything in it with it? You know. How can you make it a little better. I put a little meat in it sometimes. You know. You cook up the hamburg, put some hamburg in it, you put ham with it. Sausage yup.

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NSE ABE Students' Area of Expertise, Continued

Quotes from Participants demonstrating expert theory

The NSE ABE students thought differently about their areas of strength/expertise

Expert Theory	NSE Expertise Demonstrated
Experts know what to notice in a problem	See a man open. Find something to do. Throw the ball. Think about it before you throw it. Go by somebody....you get the ball, score the goal, sneak up.
Experts have many strategies, which they know exactly when to use.	Like some of the pictures that come with paperwork. That is when they show you what to use and what not to use. So you just take the diagram out put it down. Like if you're going to put on a faucet. First thing I do is look at it, then put it out and if it looks funny and I look what it says to hold it on the sink first. And I put it on and I look for how to connect it. Because sometimes they have three different ways to connect it and where to put this connection and where to put this connection. Like you know hot is on your right and cold is on your left. You gotta know the cold, cause you gotta put it in the right place on your left. Hot on the right. Cause if you put it on and you turn it and if it comes out the cold side and it's hot you got a problem. How to follow the codes.
Experts have practiced their basic skills so much that they are automatic.	<p>"I'm not thinking about anything. I just go." [lifting weights]</p> <p>Several mentioned relaxation and fun in their responses: "Um...thinking about um how much fun. Yeah." (S3) "Relaxing."(S4)</p> <p>What I'm thinking about? When you do that? You're really not feeling nothing when you sing. You feel just happy. It's like you love yourself of what you been doing. What you didn't even realize what you can do.</p>
Experts are very aware of their own thinking—they know when they don't know.	<p>If it's not working right, I'll just erase it. I'll try it a couple of times. If I don't get it, I know I'm going to get frustrated so I'll put it down. I'll just go and watch TV or something, then I'll go back at it later.</p> <p>Sometimes I have a problem, yes but sometimes I get mad and put it down and come back tomorrow.</p>
People become expert by observing experts, learning strategies and facts for specific subjects, solving problems, getting feedback, and talking about why things are the way they are.	<p>I learned thru my mother and my father and from my family. We always help each other.</p> <p>I learned from back in Jamaica we got all things. We got plumber out there. We get to learn it and then you come from here and develop here and its more and you understand it.</p> <p>Well, I worked in a restaurant up at home. When I was down south and I worked there like five years and I learned it. An Italian restaurant. [best dish?] Lasagna [what's in it?] Well we put rigatonis, meppes, cheese, and different red cheese not pepper, oregano. Put a little sugar in the tomatoes so it won't be all bitter. Is bitter right? (unsure of word) Yeah. Let's see. Come out pretty good.</p>

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NSE ABE Students' Area of Expertise, Continued

How do you know how to do things that require reading when you can't read? (Coping)

- Just know
- Remembering details/ directions
- Ask for help
- Looking or observing
- Connection with other skill / information
- Just figure it out
- Listening

Interview Quotes:

I stand up there and look at them and some of the words and them I don't know what it...If I come anyway and I will know what it says. I will know. You know, I will look at it and I'll know the place that I in and I'll look at the words that it is. Some of the words I will know what it is and some of the words I won't know. But I will go some...anywhere I'll go and I'll meet someone I'll know what it says. I won't know all the words and them, but some of the words what's in-between. I say ok, that's what it says. That's what it means. [Interviewer: So you'll figure it out?] I'll figure it out. Its very easy to figure out what stuff is. As I say, I won't know everything but I will figure out what it says. [Interviewer: So you've managed] yeah. I've been around. I can get around. (S7)

Different Ways of Knowing

The thinking is different

- NSE ABE learners have a different way of approaching things

See like people who, I don't know how you say it, but like, people who can't read, they got their own, they got their own mind. They can't read.... There's different ways how people who can't read does things. It makes you think he can read. You can do this, do that. But once you get in talk to him, maybe a week, a couple days you can really find out what can he do. (S2)

So what do we do?

- Do not assume common understanding
 - Model metacognitive strategies
 - Focus on comprehension
 - Practice think alouds to clarify processes
 - Leverage strengths and expertise thinking. Look for parallels
-

METACOMPREHENSION STRATEGY INDEX

Directions: Think about what kinds of things you can do to help you understand a story better before, during, and after you read it. Read each of the lists of four statements and decide which one of them would help *you* the most. *There are no right answers.* It is just what *you* think would help the most. Circle the letter of the statement you choose.

I. In each set of four, choose the one statement which tells a good thing to do to help you understand a story better *before* you read it.

1. Before I begin reading, it's a good idea to:

- A. See how many pages are in the story.
- B. Look up all of the big words in the dictionary.
- C. Make some guesses about what I think will happen in the story.
- D. Think about what has happened so far in the story.

2. Before I begin reading, it's a good idea to;

- A. Look at the pictures to see what the story is about.
- B. Decide how long it will take me to read the story.
- C. Sound out the words I don't know.
- D. Check to see if the story is making sense.

3. Before I begin reading, it's a good idea to:

- A. Ask someone to read the story to me.
- B. Read the title to see what the story is about.
- C. Check to see if most of the words have long or short vowels in them.
- D. Check to see if the pictures are in order and make sense.

4. Before I begin reading, it's a good idea to:

- A. Check to see that no pages are missing.
- B. Make a list of the words I'm not sure about.
- C. Use the title and pictures to help me make guesses about what will happen in the story.
- D. Read the last sentence so I will know how the story ends.

5. Before I begin reading, it's a good idea to:

- A. Decide on why I am going to read the story.
- B. Use the difficult words to help me make guesses about what will happen in the story.
- C. Reread some parts to see if I can figure out what is happening if things aren't making sense.
- D. Ask for help with the difficult words.

6. Before I begin reading, it's a good idea to:

- A. Retell all of the main points that have happened so far.
- B. Ask myself questions that I would like to have answered in the story.
- C. Think about the meanings of the words which have more than one meaning.
- D. Look through the story to find all of the words with three or more syllables.

7. Before I begin reading, it's a good idea to:

- A. Check to see if I have read this story before.
- B. Use my questions and guesses as a reason for reading the story.
- C. Make sure I can pronounce all of the words before I start.
- D. Think of a better title for the story.

Continued on next page

METACOMPREHENSION STRATEGY INDEX, Continued

8. Before I begin reading, it's a good idea to:
- A. Think of what I already know about the things I see in the pictures.
 - B. See how many pages are in the story.
 - C. Choose the best part of the story to read again.
 - D. Read the story aloud to someone.

9. Before I begin reading, it's a good idea to:
- A. Practice reading the story aloud.
 - B. Retell all of the main points to make sure I can remember the story.
 - C. Think of what the people in the story might be like.
 - D. Decide if I have enough time to read the story.

10. Before I begin reading, it's a good idea to:
- A. Check to see if I am understanding the story so far.
 - B. Check to see if the words have more than one meaning.
 - C. Think about where the story might be taking place.
 - D. List all of the important details.

II. In each set of four, choose the one statement which tells a good thing to do to help you understand a story better *while* you are reading it.

11. While I'm reading, it's a good idea to:
- A. Read the story very slowly so that I will not miss any important parts.
 - B. Read the title to see what the story is about.
 - C. Check to see if the pictures have anything missing.
 - D. Check to see if the story is making sense by seeing if I can tell what's happened so far.

12. While I'm reading, it's a good idea to:
- A. Stop to retell the main points to see if I am understanding what has happened so far.
 - B. Read the story quickly so that I can find out what happened.
 - C. Read only the beginning and the end of the story to find out what it is about.
 - D. Skip the parts that are too difficult for me.

13. While I'm reading, it's a good idea to:
- A. Look all of the big words up in the dictionary.
 - B. Put the book away and find another one if things aren't making sense.
 - C. Keep thinking about the title and the pictures to help me decide what is going to happen next.
 - D. Keep track of how many pages I have left to read.

14. While I'm reading, it's a good idea to:
- A. Keep track of how long it is taking me to read the story.
 - B. Check to see if I can answer any of the questions I asked before I started reading.
 - C. Read the title to see what the story is going to be about.
 - D. Add the missing details to the pictures.

15. While I'm reading, it's a good idea to:
- A. Have someone read the story aloud to me.
 - B. Keep track of how many pages I have read.
 - C. List the story's main character.
 - D. Check to see if my guesses are right or wrong.

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METACOMPREHENSION STRATEGY INDEX, Continued

16. While I'm reading, it's a good idea to:

- A. Check to see that the characters are real.
- B. Make a lot of guesses about what is going to happen next.
- C. Not look at the pictures because they might confuse me.
- D. Read the story aloud to someone.

17. While I'm reading, it's a good idea to:

- A. Try to answer the questions I asked myself.
- B. Try not to confuse what I already know with what I'm reading about.
- C. Read the story silently.
- D. Check to see if I am saying the new vocabulary words correctly.

18. While I'm reading, it's a good idea to:

- A. Try to see if my guesses are going to be right or wrong.
- B. Reread to be sure I haven't missed any of the words.
- C. Decide on why I am reading the story.
- D. List what happened first, second, third, and soon.

19. While I'm reading, it's a good idea to:

- A. See if I can recognize the new vocabulary words.
- A. Be careful not to skip any parts of the story.
- B. Check to see how many of the words I already know.
- C. Keep thinking of what I already know about the things and ideas in the story to help me decide what is going to happen.

20. While I'm reading, it's a good idea to:

- A. Reread some parts or read ahead to see if I can figure out what is happening if things aren't making sense.
- B. Take my time reading so that I can be sure I understand what is happening.
- C. Change the ending so that it makes sense.
- D. Check to see if there are enough pictures to help make the story ideas clear.

III. In each set of four, choose the one statement which tells a good thing to do to help you understand a story better after you have read it.

21. After I've read a story it's a good idea to:

- A. Count how many pages I read with no mistakes.
- B. Check to see if there were enough pictures to go with the story to make it interesting.
- C. Check to see if I met my purpose for reading the story.
- D. Underline the causes and effects.

22. After I've read a story it's a good idea to:

- A. Underline the main idea.
- B. Retell the main points of the whole story so that I can check to see if I understood it.
- C. Read the story again to be sure I said all of the words right.
- D. Practice reading the story aloud.

Continued on next page

METACOMPREHENSION STRATEGY INDEX, Continued

23. After I've read a story it's a good idea to:

- A. Read the title and look over the story to see what it is about.
- B. Check to see if I skipped any of the vocabulary words.
- C. Think about what made me make good or bad predictions.
- D. Make a guess about what will happen next in the story.

24. After I've read a story it's a good idea to:

- A. Look up all of the big words in the dictionary.
- B. Read the best parts aloud.
- C. Have someone read the story aloud to me.
- D. Think about how the story was like things I already knew about before I started reading.

25. After I've read a story it's a good idea to:

- A. Think about how I would have acted if I were the main character in the story.
 - B. Practice reading the story silently for practice of good reading.
 - C. Look over the story title and pictures to see what will happen.
 - D. Make a list of the things I understood the most.
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Schmitt, Maribeth, C., (1999). A questionnaire to measure children's awareness of strategic reading processes. In S.J. Barrentine (Ed.). *Reading assessment. Principles and practices for elementary teachers* , (pp. 189-195). Newark , DE : International Reading Association
