aim
coaching

HELPING YOUR STUDENTS BECOME
SELF-REGULATED READERS

WHAT IS SELF-REGULATED READING?

Self-regulated reading is a process by which students manage their reading and comprehension. Students do this through awareness and regulation of their thoughts, knowledge, and actions to read and understand complex texts.

Self-regulated readers apply strategies purposefully to understand text content, connect information with prior knowledge, check their understanding, and regulate their motivation (Kintsch, 2009; Massey, 2009).

Reading Strategies
(e.g., find the main idea, circle key words)

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Self-Regulation Strategies
(e.g., planning, emotion management)

=

Self-Regulated Reader

Self-regulated reading involves readers planning, executing, and controlling their actions and thoughts related to reading text. This process, detailed below, involves **planning** before reading, actively **engaging** during reading, and **reflecting** after reading.

WHY DOES SELF-REGULATED READING MATTER?

As students get older, they are exposed to more complex texts. Specifically, students are expected to read considerably more expository text than in elementary school. Additionally, they are expected to do more independent reading. Thus, students need to be prepared to read independently and self-regulate. Unfortunately, research has shown that many middle and high school students do not use self-regulation strategies while reading and lack awareness of the reading process (Mateos et al., 2008). Teaching self-regulation strategies in combination with reading strategies (e.g., finding the main idea) helps to prepare students to adapt and modify their reading goals and behaviors to meet the task at hand (Perry et al., 2003).

Additionally, extensive research shows that teaching self-regulation in combination with strategy use results in better learning than strategy instruction alone (e.g., De Corte et al., 2011; Graham et al., 2005). Further, struggling readers report using significantly fewer self-regulation strategies compared to nonstruggling readers (Denton et al., 2015). Thus, students benefit from being taught how to self-regulate **and** being taught strategies to understand text.

HOW TO TEACH SELF-REGULATED READING

WHAT IT LOOKS LIKE	HOW TO SUPPORT IT
PLANNING	
• Preparing to minimize distractions • Activating prior knowledge about the text • Selecting strategies aligned with the task and the text • Predicting text information based on the title, images, and subheadings • Understanding feelings related to reading and planning with feelings in mind	**Model Thinking Before Reading** • "I will make sure that I have cleared my desk, so I won't get distracted while I'm reading." • "I know that when I am finished reading, I need to report advantages and disadvantages, so while I read, I will circle things I think are advantages and underline disadvantages." • "I am a little worried that this text looks difficult. I don't really want to read it, but I know I need to. I will choose a reading strategy I like, and I will try my best." **Provide Opportunities to Practice** • Provide a reading strategy list and have students select strategies before reading. • Have students think or write how they feel before a reading assignment.
ENGAGING	
• Monitoring strategy use • Modifying behaviors and strategies that are not working • Stopping while reading to check comprehension and understand feelings • Summarizing what has been read while reading (e.g., using the get the gist strategy)	**Model Strategy and Behavior Assessment** • "I've read two paragraphs, but I'm not sure what they were about. I forgot to circle the advantages. Let me go back and find my advantages and circle them. I will track with my pencil as I read so I can be sure I am staying focused." • "Oh, that is interesting. This paragraph is telling me…" **Provide Opportunities to Practice** • Stop students and have them check in with themselves. • Provide support materials (e.g., get the gist cards) that prompt students to be actively engaged. • Use partner reading, so students have someone to check in with and share their thinking.

WHAT IT LOOKS LIKE	HOW TO SUPPORT IT
REFLECTING	
• Reflecting on level of focus while reading • Thinking about feelings related to reading the text • Reflecting on comprehension of content • Examining strategy use success or difficulties • Examining behaviors or actions that supported or impeded text understanding	**Model Reflection** • "I enjoyed reading that chapter. It was hard, but I found it interesting." • "Adding the strategy of reading with my pencil helped me stay focused." • "Next time I read, I want to try…" **Provide Opportunities to Practice** • Have students track which strategies they used and what worked and didn't work. • After finishing a text, discuss feelings related to reading it. • Prompt students to think about what they will do the next time they read. • Have students track or graph their comprehension of texts and discuss what caused differences in comprehension.

RESEARCH BASE

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