Abstract

This qualitative action research study shares the experiences of students and their teacher when comprehension monitoring was implemented in a Reading Intervention class. Eighteen eleventh grade students participated in the study in an urban high school containing approximately 3000 students in the northeastern United States. Methods of gathering data included teacher observations, artifacts, surveys, formal and informal interviews, and student reflective journals. Methods of analysis included review of student work, various reflective memos, review of educational philosophers, coding, and the creation of theme statements. Students were taught specific strategies to monitor comprehension including: setting a purpose, utilizing text features, questioning, paraphrasing, evaluating bias, and critical analysis. Students practiced comprehension monitoring with various text genres: short fiction stories, non-fiction editorials, newspaper articles, a memoir, and standardized tests. Findings suggest teachers must routinely provide ample and continuous scaffolding for comprehension monitoring. In addition, comprehension monitoring improves reading stamina by increasing awareness of distractions. The creation of a comprehension portfolio allows students to reflect upon their growth as a reader over a period of time. Furthermore, continuous comprehension monitoring enhances engagement, discussion, and evaluation.