

"CLICKS AND CLUNKS" IN READING

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Teaching students to monitor their own comprehension is a critical reading strategy. Using the language of the Collaborative Strategic Reading (CSR) model, developed by Klinger & Vaughn, when we understand what we are reading, everything *clicks* into place. But sometimes we hit a *clunk* - a word, phrase or idea that is a point of confusion. This vocabulary of *clicks and clunks* is a good tool for teaching students about self-monitoring comprehension during reading.

Modeling and Demonstration: Tell students that even the best readers hit *clunks* now and then in their reading. Good readers pause when they hit a clunk and use their strategies to repair the *clunk*, so the reading makes sense, or *clicks* once again. Read aloud to model for students what happens when you hit a *clunk* in reading, then use think-alouds to demonstrate using fix-up strategies to repair the point of confusion.

Guided Practice: Provide each student with two or three green sticky flags and two or three red sticky flags. Have them read two or three pages of text and use the red flags to mark "clunks", or points of confusion. Instruct them to replace the red flags with green flags if they were able to use a fix-up strategy to correct the confusion. After reading a few pages, stop to discuss the students' *clunks* and what strategies they used to fix them up. It's important to stop every few pages and allow time for students to talk about their reading strategies, so students develop the habits of metacognition.



Independent application: Remind students during independent reading, to pay attention to *clunks* in their reading, and pause to "talk to their brains" about fixing up the confusion to *click* with their reading once again.