



Self-Monitoring Approach to Reading and Thinking (SMART)

Student edition



Purpose for reading: To check for understanding by paraphrasing, marking and responding to a text **PAGE 1**

Introduction: This activity will introduce you to several strategies that skilled readers use. You will:

- ▶ Check your understanding as you read a passage.
- ▶ Decide if the information you read makes sense.
- ▶ Use context cues to understand unfamiliar words and phrases.

1. **As a class**, survey the article, “Wreck’s tragedy holds many lessons.” What do you think it will be about?

Skilled readers often ask themselves a question about the topic of a text. Consider what you know about the topic of the article. As you scan, note the key words in the headline or the body of the article.

2. Divide the article into several sections (each section should be 4-5 paragraphs). Number each section.

3. Take a piece of paper and divide it into three columns. Put the following headings at the top of each column: “Paraphrase,” “Marks” and “Response.” Write the numbers of each section of your article in the Paraphrase column so you can keep track of what section you are paraphrasing.

4. Read the article section by section. As you read, place an exclamation point (!) next to an idea that you feel you understand. If you find there is a section or sentence that you don’t understand, put a question mark (?) in the margin next to it.

5. When you finish the section you’ve marked as #1, restate what you read in the Paraphrase column. Make sure to use your own words.

6. In the Marks column, write a brief description of the information you placed an exclamation point or question mark next to.



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- 7. Finally, look at the passages you placed question marks next to, and in the Response column, explain whether it was a sentence, word, name, or label that confused you. If you have no question marks in this section of reading, you can move on to the next section.

- 8. Repeat Steps 4-7 for each section until you have completed the entire article.

- 9. Look back at your responses to the confusing passages found in the Response column. Discuss a strategy that would help you clear up the confusion.

- 10. **As individuals**, flip your paper over and on the back, write a three-minute quick write on what you like and don't like about the SMART strategy. Were the columns of information useful in focusing your attention on what you do and don't understand? How could you change the approach to make it even more useful for you?

- 11. **As a class**, share your reflections.

- 12. **Reinforcement:** Stephen Arends has become a role model for his peers and as a result, has probably saved lives. Find a short story in the paper about another role model who is helping others. Use the SMART three-column strategy as you read.

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Time Requirement:
45 minutes

Teacher edition

Page 1

The SMART strategy was developed by Vaughn and Estes in 1986 to promote metacomprehension – an awareness of what you do and do not understand. Today you will walk students through the SMART process.

Standards:

- ▶ Drawing conclusions/inferences
- ▶ Identifying main idea/essential message
- ▶ Analyzing and/or evaluating information
- ▶ Practicing metacomprehension


To ensure student understanding, it is best to read aloud the italicized instructions embedded in the lesson.

1-2. Section division: Before dividing the text into sections, lead students in a brief conversation about what they already know about the article's topic. This will help access their prior knowledge.

Divide sections so that each has between four and five paragraphs. Have students use a pencil or highlighter to divide the sections and number them. Allow 5 minutes.


3. Columns: Have students draw their graphic organizer on paper while you draw it on the board or an overhead. Allow 5 minutes.

4. Read: Read the article aloud to students. After each sentence or two, model self-monitoring by pausing and placing exclamation points and question marks next to each sentence. For example, after you finish the first two sentences, pause and say, "Okay, do I understand what I just read? Yes, I do, so I'm going to place an exclamation point next to it." Do this throughout your reading, but now, as you pause,



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ask students if they understand everything that you just read aloud to them. Place a question mark when a student volunteers that he/she is uncertain of a passage or word. Remind students to mark the passages in their own copy of the paper as you do it in yours.

5-8. Model and direct instruction: Continue to direct the class as they read the article and complete the three columns. Allow 20 minutes.

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9. Analyze: Guide students through an analysis of context to discover the meaning of unknown words or phrases. Allow 5 minutes.

10. Reflect and apply: Monitor students as they write; this is a great way to informally assess their understanding of the process. Allow 5 minutes.

11. Discussion: Guide the discussion so that students see how this process can help them when reading for other classes or for standardized tests. Allow 5 minutes.

12. Reinforcement: To solidify the strategy in their minds, students should engage in guided independent practice.



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Adapted from: Irvin, J., Beuhl, D. & Klemp, R. (2007), *Reading and the High School Student: Strategies to Enhance Literacy*, Pearson.



As seen in



January 25, 2007

Wreck's tragedy holds many lessons

Survivor of car crash that killed twin shares safe-driving message with teens

By Larry Copeland
USA TODAY

Stephen Arends and his family are experts on the perils of teen driving. That expertise came at a tremendous cost.

Arends was 17 when his twin brother Greg lost control of the car they were riding in and crashed into a telephone pole.

Greg, who had been speeding, was killed. Stephen, who was with his brother that day only because he had gotten a speeding ticket the month before, was severely injured. He was in a coma for six months and suffers permanent mental and physical effects of brain injury. He speaks very slowly, each word an individual act of great labor.

"I really do think that we should change the driving age to 18, so the youth have more expertise and maturity and better knowledge," says Stephen, now 21 and a senior at Gibson City-Melvin-Sibley High School in Gibson City, Ill.

The dangers teens encounter on the road because of the behavior of young drivers and their passengers are well documented. In 2005, the latest year for which complete figures are available, 7,460 drivers ages 15-20 were involved in fatal crashes, according to the National Highway Traffic Safety Administration. That year, 3,467 drivers in that age group were killed and 281,000 others were injured in crashes, the agency says.

Research on teen driving is intensifying. The latest entry is a study being released today of the driving habits of 5,665 ninth-,

10th- and 11-graders by Children's Hospital of Philadelphia and State Farm Insurance Companies, a partnership that previously conducted the largest study of children in crashes.

A grueling recovery

The Arends twins' crash happened 3 miles from the family's 2,200-acre farm in Melvin, a town of 500 about 100 miles southwest of Chicago. When Stephen's mother, Bonnie Arends, 44, drove past the accident site en route to the hospital, she didn't think either of her sons had survived.



By John Zich for USA TODAY

Survivor: Since his twin Greg died, Stephen Arends, here with mom Bonnie, travels around talking to teen drivers about safety.

Stephen did survive the Jan. 17, 2003, wreck. His mother and father, Randy Arends, also 44, spent much of the next year sitting at his bedside, praying for his recovery, eventually helping him relearn basic motor skills — things like brushing his teeth and combing his hair.

When Stephen finally took his first steps after the wreck, nurses at the Rehabilitation Institute of Chicago cheered and wept, his mother says.

AS SEEN IN USA TODAY'S NEWS SECTION, JANUARY 25, 2007

That might have been that, but a remarkable thing happened. The Arends twins became a powerful lesson for teen drivers in the communities around Gibson City and Melvin.

A teen-driver safety program begun at Stephen's high school was named by State Farm as the most effective in the nation last year. Stephen and other students travel around the region and state talking with teens about being safer drivers.

Stephen says he does it "because this had such a monumental impact on my life."

Researchers say the Arends twins are typical of the teens they surveyed and that the information they gleaned can be used to create successful intervention programs such as the one in Gibson City.

"We've known who gets into crashes," says Flaura Koplin Winston, a pediatrician and director of the Center for Injury Research and Prevention at Children's Hospital. "Now, we're starting to know why. The Arends family are a typical example of what we saw. Here's a family who had such wonderful kids. And the boys sped. And the parents didn't really recognize the dangers associated with that."

Winston says researchers were encouraged by how much sway parents still have over teen driving behavior. For example, 66% of the teens surveyed say their parents could influence their use of a cellphone while driving; just 47% say their peers would have the same influence.

The Arends say they know now

how critical parental influence is. Randy Arends urges other parents to "be very aware of what your kids are doing. Spend some time with them driving. Do what



By John Zich for USA TODAY

Working together: Stephen Arends and Lindsey Elder discuss Project Ignition at Gibson City-Melvin-Sibley High School.

you can to discourage them from getting a license too soon." Adds Bonnie Arends: "We just don't want to see anybody else go through the pain and the terror."

The teen driving program they support at Gibson City-Melvin-Sibley High School is working, school officials say. Seat belt usage among students there is up from 66% to 85%, and accidents involving drivers ages 16-18 dropped last year.

"In my 22 years as a driver's ed teacher, this has been the only thing that has changed the teen driving attitudes," says Judy Weber-Jones, who started "Project Ignition" in the fall of 2005. "In 2005 and 2006, we had six students who came to us and said the program saved their lives. They started wearing seat belts because of the program, and the seat belt saved their lives."

Saving young lives

Tazewell County, near Gibson City,

recorded 15 teen deaths in car wrecks in 15 months, Weber-Jones says. On July 13, the Project Ignition students made a presentation at the high school. "They haven't had any fatalities since then," she says.

Lucas Pulley, 18, a senior at Gibson City-Melvin-Sibley High School, has been part of Project Ignition from the beginning. "I buckle my seat belt 100% of the time now," he says. "I'll be driving along and realize I have it on, and I don't even remember putting it on. I don't speed anymore. I realize I can be a little late, and it's better than not being alive."

He says the Arends' accident "was a blow on the entire county. Those boys were so active in everything. I had a brother and a sister in high school with them. My brother and sister were just dejected. It was the worst I've ever seen them."

Weber-Jones says Project Ignition is successful because it emphasizes teens working with other teens. "As adults, we've been preaching for years to buckle up, don't speed," she says. "But when it comes from their peers, it really hits home and gets the message across. When it comes from another teen, they listen."

In September 2005, Stephen Arends spoke to an assembly at his high school. "He said, 'I once sat where you are, and I thought I was invincible,'" Bonnie Arends says. "The gym was silent. To see the result of a crash and think that could happen to a normal kid, I think it was pretty shocking to those students."