

## *"Click or Clunk?" A Student Comprehension Self-Check*

**Description:** Students periodically check their understanding of sentences, paragraphs, and pages of text as they read. When students encounter problems with vocabulary or comprehension, they use a checklist to apply simple strategies to solve those reading difficulties.



Reserve at least a full instructional session to introduce this comprehension strategy. (For effective-teaching tips, consult the guidelines presented in *"Introducing Academic Strategies to Students: A Direct-Instruction Approach"*).

### **Materials:**

- Overhead transparencies of practice reading passages and *"My Reading Check Sheet"*, transparency markers
- Student copies of practice reading passages (optional) or reading/text books, *"My Reading Check Sheet"*

### **Preparation:**

- Prepare overheads of sample passages.

### **Intervention Script:**

1. Tell students that they will be learning ways to read more carefully. Hand out student copies of *"My Reading Check Sheet"*.

Review all of the reading strategies on the student handout.

Instruct students that, during any reading assignment, when they come to:

- the end of each sentence, they should ask the question, *"Did I understand this sentence?"* If students understand the sentence, they say *"Click!"* and continue reading. If they do not understand, they say *"Clunk!"* and refer to the strategy sheet *"My Reading Check Sheet"* to correct the problem.
- the end of each paragraph, they should ask the question, *"What did the paragraph say?"* If they do not know the main idea(s) of the paragraph, students refer to the strategy sheet *"My Reading Check Sheet"* to correct the problem.
- the end of each page, they should ask the question, *"What do I remember?"* If they do not remember sufficient information, students refer to the strategy sheet

“*My Reading Check Sheet*” to correct the problem.

Read through a sample passage with the class. At the end of each sentence, paragraph, and page, “think aloud” as you model use of the comprehension checks. (As you read each sentence, be sure to call out “Click!” when you and the class understand a sentence and “Clunk!” when you do not.)

2. When students have learned to use the “Click or Clunk?” strategy, have them use it in independent reading assignments.

**Tips:**

**Create Silent “Click/Clunk” Signals.** Although it may seem rather silly to have students call out “Click” and “Clunk” as an aid to monitor their own reading, the technique is actually quite valuable. When students must make regular summary judgments about how well they comprehend at the sentence level, they are more likely to recognize—and to resolve—comprehension errors as these mistakes arise.

You might find, however, that students start to distract each other as they call out these comprehension signals. Once you see that students consistently use the technique, you can train them to softly whisper the signal. Or confer with your students to come up with an unobtrusive non-verbal signal (e.g., lightly tapping the desk once for “Click” and twice for “Clunk”) that is obvious enough to allow you to monitor readers’ use of the technique without distracting other students.

**References:**

Anderson, T. (1980). Study strategies and adjunct aids. In R. J. Spiro, B. C. Bruce, & W. F. Brewer (Eds.) *Theoretical Issues in Reading Comprehension*, Hillsdale, NJ: Lawrence Erlbaum Associates.

Babbs, P. J. (1984). Monitoring cards help improve comprehension. *The Reading Teacher*, 38(2), 200-204.

# My Reading Check Sheet\*

Name: \_\_\_\_\_ Class: \_\_\_\_\_



## Sentence Check... "Did I understand this sentence?"

If you had trouble understanding a word in the sentence, try...

- Reading the sentence over.
- Reading the next sentence.
- Looking up the word in the glossary (if the book or article has one).
- Asking someone.

If you had trouble understanding the meaning of the sentence, try...

- Reading the sentence over.
- Reading the whole paragraph again.
- Reading on.
- Asking someone.



## Paragraph Check... "What did the paragraph say?"

If you had trouble understanding what the paragraph said, try...

- Reading the paragraph over.



## Page Check... "What do I remember?"

If you had trouble remembering what was said on this page, try...

- Re-reading each paragraph on the page, and asking yourself, "What did it say?"

\*Adapted from Anderson (1980), Babbs (1984)

## Click Clunk Progress Monitoring

The next pages are an easy way to record & graph your reading comprehension progress monitoring data. Here are the steps to use them:

- 1. Collect 3 samples of the student's number of words circled correctly on a three minute probe (DAZE or MAZE). Circle these three numbers in the gray "baseline" section (one per column).**
- 2. Begin intervention.**
- 3. One time weekly, collect a sample of the student's number of words circled correctly on a three minute probe and circle that number in the white "intervention" section.**

### **Tips:**

*Date each data point in the first row of the table.*

*You may also record the number of errors along with the number of words circled correctly. This can be done on the same recording sheet and differentiated using a different colored pen or shape (e.g., triangle instead of circle).*

### Progress Monitoring: Frequency

Student Name: \_\_\_\_\_  
 Data Collected by: \_\_\_\_\_

Grade Level: \_\_\_\_\_  
 School Year: \_\_\_\_\_

Area Targeted: \_\_\_\_\_  
 \_\_\_\_\_

Goal: \_\_\_\_\_  
 \_\_\_\_\_

Date													
	25	25	25	25	25	25	25	25	25	25	25	25	25
	24	24	24	24	24	24	24	24	24	24	24	24	24
	23	23	23	23	23	23	23	23	23	23	23	23	23
	22	22	22	22	22	22	22	22	22	22	22	22	22
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	2	2	2	2	2	2	2	2	2	2	2	2	2
	1	1	1	1	1	1	1	1	1	1	1	1	1
	0	0	0	0	0	0	0	0	0	0	0	0	0
<b>FREQUENCY</b>	<b>Baseline</b>			<b>Intervention</b>									