

## Investigating CLOSE Reading Strategies Used by Middle & High School Students:

### *A Likert Survey and Effect Sizes*

“The effect size of 0.40 sets a level where the effects of innovation enhance achievement in such a way that we can notice real-world differences, and this should be a benchmark of such real-world change....a guideline to begin discussions about what we can aim for if we want to see students change. It becomes a ‘standard’ from which to judge effects...” John Hattie, in *Visible Learning*, p. 17

- **Metacognitive Strategies can include planning how to approach a given learning task, evaluating progress, and monitoring comprehension.** (*Visible Learning-John Hattie, p. 189*)

*1= never; 2= rarely;3= sometimes; 4=usually; and 5= always*

#	CLOSE Reading Behaviors	Effect sizes
1	Before I read I take a text tour and <b>highlight unknown words and text features</b> (bold words, captions, titles, tables, graphs...) ( <i>metacognitive</i> )	<b>.71</b>
2	I <b>use other clues, e.g. titles/headings, introduction, transitions</b> , etc. to help me understand what I am reading. ( <i>metacognitive</i> )	<b>.71</b>
3	Before I read the text, I <b>read the questions/task</b> that assess my understanding of the text. ( <i>Setting clear and specific goals for students</i> )	<b>.70</b>
4	I <b>highlight or underline the thinking/action verbs</b> in the questions/task. ( <i>metacognitive</i> )	<b>.71</b>
5	I <b>use meta-textual markers or highlighters</b> to help me understand what I am reading. ( <i>metacognitive</i> )	<b>.71</b>
6	I <b>pay attention to the text features</b> in non-fiction text. ( <i>metacognitive</i> )	<b>.71</b>
7	I <b>use context clues</b> to help me figure out unknown or multiple-meaning words. ( <i>vocabulary strategy</i> )	<b>.67</b>
8	I make the effort to <b>infer</b> what the author/speaker has written, when the message has not been explicitly stated. ( <i>metacognitive</i> )	<b>.71</b>
9	When the text becomes difficult, I <b>re-read</b> it to increase my understanding. ( <i>Immediate influence and comprehension</i> )	<b>.76</b>
10	I stop periodically to <b>summarize</b> what I’ve already read to check for understanding.	<b>.63</b>
11	I <b>create new knowledge and understandings</b> from what I am reading with information that I have already learned.	<b>.85</b>
12	I annotate text-take notes on what I am reading. ( <i>underline, circle, or make margins notes while reading</i> )	<b>.63</b>
13	I <b>work with my classmates to problem-solve</b> the meanings of unknown words or unfamiliar phrases. ( <i>collaboration</i> )	<b>.59</b>
14	I <b>use reference materials</b> such as dictionary/thesaurus to understand unknown words. ( <i>vocabulary strategy</i> )	<b>.67</b>
15	When I answer questions, I <b>go back into the text to find the evidence</b> to support my response. ( <i>metacognitive</i> )	<b>.71</b>
16	I participate in <b>classroom discussions</b> with my peers about the text I read.	<b>.82</b>
17	I <b>ask my teacher or classmates to explain something</b> in the text that I do not understand. ( <i>help seeking</i> )	<b>.60</b>
18	I often <b>look for signal words</b> to help me figure out how the author has structured the text. ( <i>metacognitive</i> )	<b>.71</b>
19.	The <b>pace of my reading changes</b> when I do not understand the author’s words. ( <i>metacognitive</i> )	<b>.71</b>
20.	Responding to <b>questions</b> about the text helps me to understand what I have read.	<b>.46</b>

