

Comprehension Strategies

Monitoring for Understanding

**This booklet is the ninth in a series of support materials.
It contains a synthesis of material from a variety of
on-line and printed sources. It has been designed to
support the Northern Adelaide Region Comprehension
focus 2010-2013**

Booklet 1: Making Connections

Booklet 2: Questioning

Booklet 3: Inferencing

Booklet 4: Visualising

Booklet 5: Summarising, Synthesising & Determining Importance

Booklet 6: Comprehension Strategies for Non-Fiction Texts

Booklet 7: Comprehension and Mathematics

Booklet 8: Structures and Processes for Comprehension

Booklet 9: Monitoring Understanding

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Please note: The following pages provide ideas and examples compiled from a variety of sources that may be useful as a starting point in your classroom. They are not intended as one off activities. They should be incorporated in your teaching of reading using the Gradual Release of Responsibility Model.

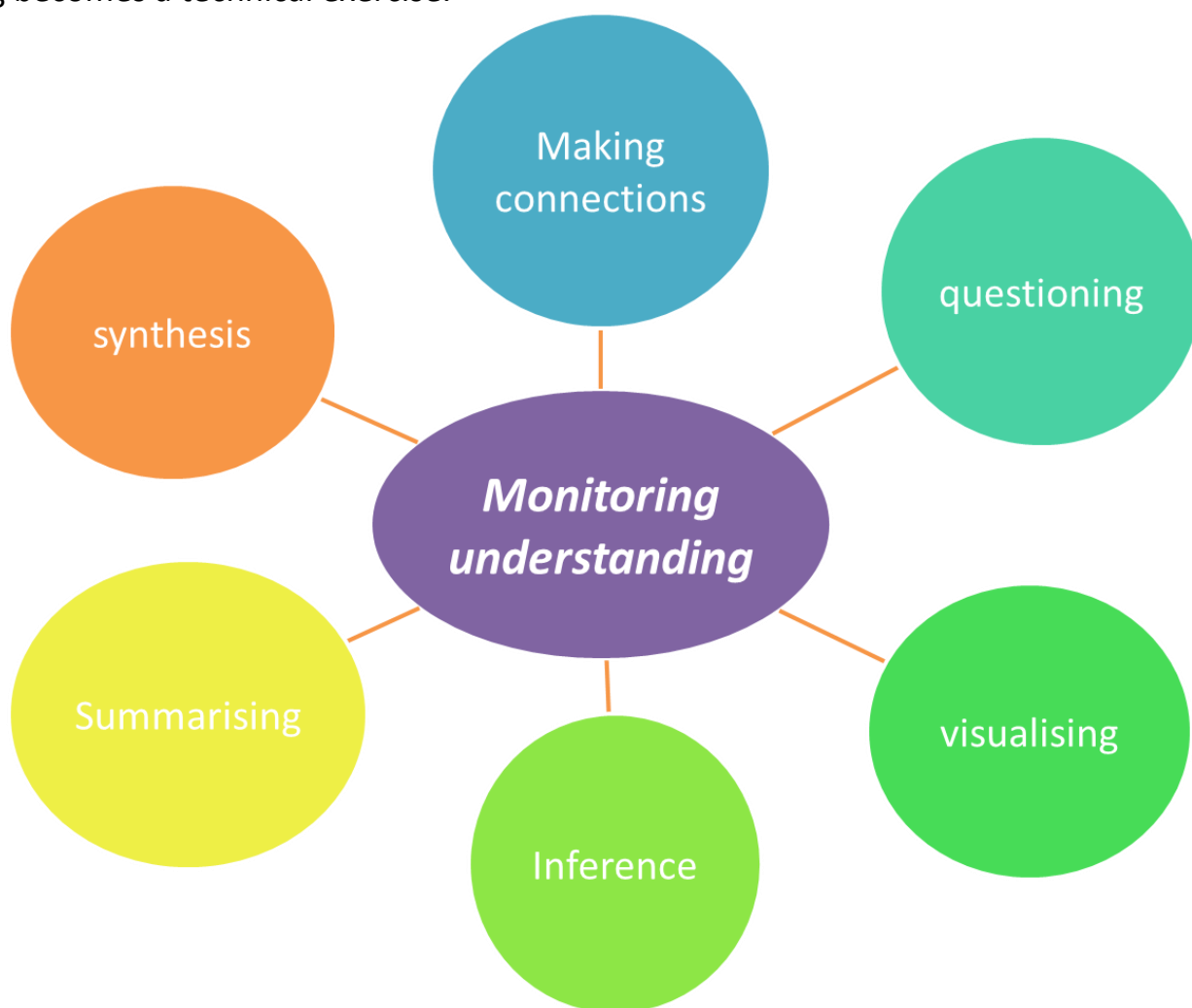
Monitoring Understanding

Comprehension is “making meaning” of texts. Texts, for the purpose of this document, include printed, visual, auditory, digital and multi-media texts.

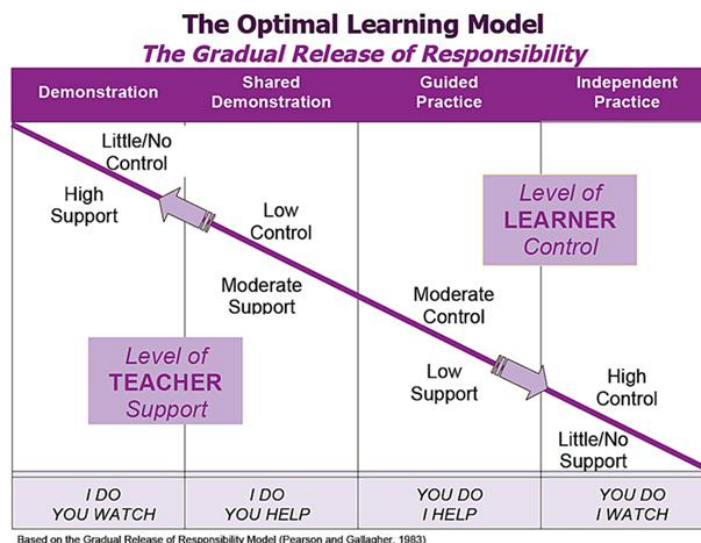
Students find it difficult to comprehend or make meaning when they lack:

- A repertoire of comprehension strategies
- Background knowledge of the content
- Knowledge of the structures and features of the text
- A purpose for engaging with the text

Monitoring understanding is at the heart of all the comprehension strategies. If we do not ensure we understand what we are reading then there is no comprehension of texts and reading becomes a technical exercise.



How to make the 'implicit' 'explicit'- Think aloud approaches



The key to successful implementation of the reading strategies is utilising the *Gradual Release of Responsibility Model*.

Monitoring for Understanding relies on teachers sharing 'what is in their head' with their students. Think alouds allow this thinking to emerge and be shared. It begins with modelling and gradually allows students to consider their own thinking. Some prompts for this thinking are:

- **So far, I've learned...**
- **This made me think of...**
- **That didn't make sense.**
- **I think ____ will happen next.**
- **I reread that part because...**
- **I was confused by...**
- **I think the most important part was...**
- **That is interesting because...**
- **I wonder why... I just thought of...**

Think Aloud Checklist

Make a tally mark every time you hear one of the following:

Strategy Think Aloud	Tally Mark For Each Time Strategy Used	Cue Words
Predicting		I predict... In the next part I think... I think this is...
Questioning		Why did... What did... How did... Where was... Should there...
Visualizing		I see... I picture...
Personal Response		I feel... My favorite part... I liked/disliked...
Clarifying		I got confused when... I'm not sure of... I didn't expect...
Summarizing		I think this is mainly about... The most important idea is...
Reflecting		I think I'll... next time. Maybe I'll need to... next time. I realized that... I wonder if...
Making Connections • personal connections • text-to-text connections		This is like... This reminds me of... This is similar to... If it were me...

Template based on activity in Schoenbach, R., Greenleaf, C. L., Cziko, C., Hurwitz, L. (2000). *Reading for Understanding: A Guide to Improving Reading in Middle and High School Classrooms*. San Francisco, CA: Jossey-Bass, 78.

Adapted by CAST <http://www.cast.org>

1. Monitoring comprehension

Students who are good at monitoring their comprehension know when they understand what they read and when they do not. They have strategies to "fix" problems in their understanding as the problems arise. Research shows that instruction, even in the early grades, can help students become better at monitoring their comprehension.

Comprehension monitoring instruction teaches students to:

- Be aware of what they do understand
- Identify what they do not understand
- Use appropriate strategies to resolve problems in comprehension

2. Metacognition

Metacognition can be defined as "thinking about thinking." Good readers use metacognitive strategies to think about and have control over their reading. Before reading, they might clarify their purpose for reading and preview the text. During reading, they might monitor their understanding, adjusting their reading speed to fit the difficulty of the text and "fixing" any comprehension problems they have. After reading, they check their understanding of what they read.

Students may use several comprehension monitoring strategies:

- Identify where the difficulty occurs

"I don't understand the second paragraph on page 76."

- Identify what the difficulty is

"I don't get what the author means when she says, 'Arriving in America was a milestone in my grandmother's life.'"

- Restate the difficult sentence or passage in their own words

"Oh, so the author means that coming to America was a very important event in her grandmother's life."

- Look back through the text

"The author talked about Mr. McBride in Chapter 2, but I don't remember much about him. Maybe if I reread that chapter, I can figure out why he's acting this way now."

- Look forward in the text for information that might help them to resolve the difficulty

"The text says, 'The groundwater may form a stream or pond or create a wetland. People can also bring groundwater to the surface.' Hmm, I don't understand how people can do that... Oh, the next section is called 'Wells.' I'll read this section to see if it tells how they do it."



Adjusting your reading rate

Follow the read speed code and read at the right rate!



Read – Speed – Code

SPEED LIMIT
SLOW

Read slowly when . . .

- the text is difficult to understand
- you don't know much about the subject
- you are rereading a part to help you understand it better
- there are hard charts and/or diagrams

SPEED LIMIT
MEDIUM

Read at a medium pace when . . .

- the text is not hard to understand
- you know something about the subject
- there are lots of charts and/or diagrams

SPEED LIMIT
FAST

Read fast when . . .

- the text is easy to understand
- you know a lot about the subject
- you are skimming or scanning
- there are no charts and/or diagrams

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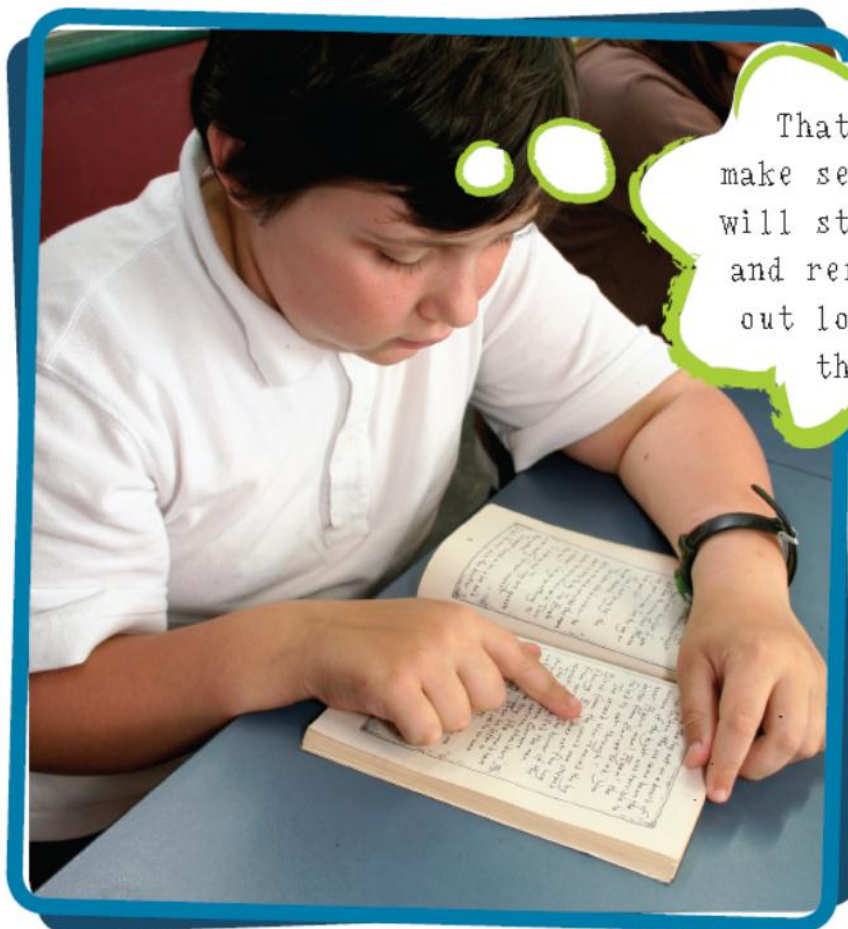


Self-monitoring

Self-monitoring is being aware of your own thinking when you read.

A really important part of self-monitoring is knowing when you have stopped understanding what you have read. It may be that you are not sure of what a word, sentence or even a paragraph means.

If you can recognise when this happens, you can use a strategy such as rereading to fix it.



That bit doesn't make sense. I think I will stop and go back and reread it slowly out loud and see if that helps.

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Word attack strategies

What do good readers do when they come to a word they don't understand?

- 1 Read back (re-read).**
- 2 Read ahead (read on).**
- 3 Use the context to guess the meaning.**
- 4 Use pictures, charts etc for clues.**
- 5 Look for a part in the word you already know (prefix, suffix, root).**
- 6 Use a dictionary.**
- 7 Ask for help.**

Introduce: Comprehension Strategy: Comprehension Monitoring

Lesson Type: Introduce

Grade: K, 1, 2, 3

Group Size: Whole class or small group

Length: 30+ minutes

What to Do:

Teacher will model (“think aloud”) with a group of students using a book to demonstrate how students monitor their own comprehension.

Materials needed:

appropriate leveled text

[Fix-Up Strategy T-Chart](#)

[Comprehension Monitoring Bookmark](#)

Objective/Purpose of the lesson

To teach students how to become aware of their own understanding during reading

To teach students to monitor their comprehension and to stop and think about their reading and know what to do when they don’t understand

To use “fix-up” strategies to help them repair meaning when it breaks down

Students need to know *Why* is it helpful to monitor comprehension:

It helps students maintain attention while reading.

It teaches students to use strategies to enhance understanding.

Students need to know *What* it is to monitor their comprehension:

Sometimes text does not make sense as you read it and students need to learn to recognize when this happens and stop to fix it.

Students should stop regularly and check to make sure that they understand what they are reading.

Students need to know *How* to monitor comprehension:

While reading stop periodically to check for understanding.

If you do understand, keep reading.

If you do not understand, use a fix-up strategy to help you understand the text better.

Students need to know *When* is it helpful to monitor comprehension:

As you read all types of text.

Helpful teaching tips for this lesson

Think about whether or not the text will be motivating and engaging for your students.

Include the steps for explicitly teaching a comprehension strategy in your instruction:

1. Explain what the strategy is and why it is useful (see lesson “Objectives”)
2. Model or think aloud as you engage in the strategy’s use. You will need to do this multiple times (see lesson “Introduction”)
3. Coach students as they engage in the strategy’s use – guided practice. Release responsibility to students as they become more able
4. Prompt students to use a strategy when it is appropriate to the task – provide independent practice
5. Encourage flexible, independent use of strategies by having students use, and then discuss strategies they use as needed at different points in their reading

Introduction

To teach comprehension monitoring, the teacher, when reading aloud to the class or small group, will demonstrate the strategy by interrupting her own reading to “think aloud”. The teacher will articulate to the students her own awareness of difficulties in understanding words, phrases, clauses, or sentences in a text. When the text poses a comprehension breakdown the teacher will employ a “fix-up” strategy to solve the problem.

Before modeling, the teacher might say,

Today I am going to read . . . As I read, I think about what I am reading and if something does not make sense or is confusing to me I will stop and try to fix the problem. While I am reading, if something is confusing to me I will stop and talk out loud to show you how I monitor my comprehension. Watch what I do as I read.

Teacher will then read aloud and model to students by “thinking aloud” how to stop and monitor her comprehension.

Activities

Teacher reads an appropriate text.

Teacher explains the “fix-up” strategies (When I do not understand what I am reading, I will apply a “fix-up” strategy to make sure I understand before I continue reading). Teacher will model the following “Fix-Up” strategies:

Reread and think.

Read to the end of the page, think, and see if you are still confused.

Ask yourself a question about what is confusing you and reread to answer your question.
You can use forward clues as well as backwards clues.

Use context clues or the dictionary to figure out the meaning of a word you don't know. Again, using forward clues and backward clues.

Use the strategy for decoding multi-syllabic words on a long word you think you have not coded correctly.

Once you have modeled the strategy provide time for the students to practice. Have them use one of the recording sheets (Comprehension Monitoring bookmark or the Fix-Up Strategy T-Chart) to monitor their comprehension and identify which "fix-up" strategy to use. It is important to give students time to practice while you provide support and scaffolding.

Assessment

Fix-Up Strategy T- Chart

Comprehension Monitoring Book Mark

Anecdotal records, observation of sharing during small group, etc.

Closure

Remind students why we need to monitor their comprehension, how it will help them be better readers, and how they can use this strategy to better understand the main ideas the author is trying to tell us.

Possible next steps or extensions to this lesson

Do your students need this strategy modeled again?

Do your students need more time to practice with more support by you?

Are your students able to identify when to implement a "fix-up" strategy?

Once this strategy is introduced to your students and you have provided guided practice for your students, share with your PLC the strategies you may have used successfully with your students to help them engage in comprehension monitoring.

Possible reflection questions for you PLC might be:

Have you modeled the strategy appropriately?

Have you been releasing responsibility to the students?

Have students been using the appropriate "fix-up" strategy when comprehension monitoring breaks down?

Engage in video sharing by taping yourself teaching this lesson. Choose a clip to share at your PLC and ask your colleagues for feedback on a specific piece of your lesson.

Research that supports this lesson

Almasi, J. F. (2003). *Teaching Strategic Processes in Reading*. New York: The Guildford Press

Block, C.C., & Pressley, M. (2001). *Comprehension instruction: Research-based best practices*. New York: Guilford.

Duke, N.K., & Benneett-Armistead, S. (2003). *Reading and writing in the primary grades: Research-based practices*. New York: Scholastic.

Oczkus, L.D. (2003). *The four reciprocal teaching strategies*. In *Reciprocal teaching at work: Strategies for improving reading comprehension*. Newark, DE: International Reading Association.

Pressley, M. (2002). *Reading instruction that works: The case for balanced teaching, second edition*. New York: Guilford.

Stahl, K.A.D. (2004). Proof, practice, and promise: Comprehension strategy instruction in the in the primary grades. *The Reading Teacher*, 57, 598-609.

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There are two broad categories of strategies: "in your head" strategies and "on paper" strategies. "In your head" strategies can be either cognitive or metacognitive, depending on whether or not the reader is aware that he or she is using them. "On paper" strategies, on the other hand are always referred to as metacognitive strategies (as opposed to cognitive strategies), because when we take out a pen or pencil in order to engage in a strategy, we are always aware of our strategy use.

Examples of "In Your Head" Strategies	Examples of "On Paper" Strategies
<ul style="list-style-type: none">VisualizingMaking predictionsGenerating questionsIdentifying main ideas and detailsRecognizing sequenceUsing background knowledgeComparing and contrastingIdentifying cause and effectSummarizingDrawing conclusions	<ul style="list-style-type: none">Taking notesUsing a highlighterDrawing graphsDrawing picturesUnderlining ideas in the textBrainstorming ideas about the textMaking diagrams

<ul style="list-style-type: none">✚ Relating to personal experiences✚ Skimming and scanning✚ Rereading	
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STRUGGLING READERS

Readers who are struggling to comprehend a text may be having any number of problems related to strategy use and metacognition, including the following:

- ✚ They're not reading with a purpose in mind.

- ✚ They read every text the same way (i.e., using the same strategies), regardless of the purpose for reading the text, the extent of their background knowledge on the topic of the text, the genre of text, etc.

- ✚ They have a limited repertoire of strategies to fall back on.

- ✚ They are not using the strategies that they are aware of effectively.

- ✚ They are not aware that they aren't comprehending what they're reading.

Certainly there are secondary school students who have trouble identifying and pronouncing words. But we too often make the assumption that if they *can* identify and pronounce words then they can and are comprehending what they read. In every class there are students who are failing to comprehend what they are reading. It is the responsibility of all content area teachers to teach students direct strategies to comprehend better. Good readers automatically use a variety of reading strategies. Poor readers do not. And in order to get to the point where they can use strategies automatically, they first need to use them in a more controlled, metacognitive way.

WHAT CAN TEACHERS DO?

When a text is particularly challenging (i.e., introduces a lot of new concepts and/or vocabulary words, is written above grade level according to a readability formula, is not very reader friendly, etc.) or when you are working with students who are having trouble monitoring their comprehension of a text, providing your students with a tool to help them monitor their comprehension while they are reading will greatly improve comprehension.

STAGE	TEACHER'S GOALS
BEFORE READING	<ul style="list-style-type: none"> ✚ Activate students' prior knowledge. ✚ Provide vocabulary instruction if necessary. ✚ Establish one or more specific and explicit purposes for reading. ✚ Motivate students to read.
DURING READING	<ul style="list-style-type: none"> ✚ Provide students with an activity that will allow them to monitor their comprehension in light of the purpose(s) for reading.
AFTER READING	<ul style="list-style-type: none"> ✚ Provide students with the opportunity to assess their own comprehension of the text in light of the purpose(s) for reading. ✚ Extend and elaborate on ideas from the text.

Many instructional reading strategies have a comprehension monitoring element built in. For example, study guide questions, embedded questions, KWL (if the L column is completed while reading), and double-entry journals are all activities that students engage in *while* they are reading. Each of these strategies requires the reader to stop at various points during their reading, think about what they've read, and record ideas.

Readers' awareness of when meaning breaks down.

How aware a student is of what kind of reader they are is demonstrated in this diagram. Students who are unaware that meaning has broken down are at the greatest risk of comprehension difficulties.

Tacit readers	lack awareness of how they think when they read.
Aware readers	may realize when meaning has broken down, but lack strategies to fix the problem or repair confusion.
Strategic readers	use a variety of strategies to enhance understanding and monitor and repair meaning when it is disrupted
Reflective readers	can apply strategies flexibly depending on their goals for reading. They reflect on their thinking and revise their use of strategies. You can observe this reflective stance when students comment with surprise, amazement, or wonder as they read

(Strategies that Work- Harvey and Goudvis)

Reasons for breakdown	What can be done about it
run into words that are unknown or unusual	Vocabulary- ask, word substitute, dictionary
Stopped concentrating	Re-read or read aloud
Reading too fast	Slow down and re-read
Lose thread of content	Read in smaller chunks, re-read before and after
Not know enough about the topic	Find out more, teacher scaffolding, easier text
Lose visualisations of content	Try to find mental pictures, look at source material such as the internet
Can't see text organisation	Know and teach text types so they can be recognised
Didn't know which strategy to use	Explicit teaching of strategies so that students can try appropriate ones.

Ways to leave trails of thinking when reading independently.

Coding the text.

It is important to develop these with your class or have whole school agreements so that the students all understand the code.

R- reminds me of

T-T text to text

? Question

! Surprising



Self-monitoring key chart

SM10



I understand this









I don't understand this



Important information (highlight, circle or underline)



Wow! that's interesting

Title _____ Author _____	
<p>Wow! This part is exciting. </p>	<p>This is puzzling. </p>
<p>I think . . . </p>	<p>I feel . . . </p>
<p>A funny part is . . . </p>	<p>A surprising part is . . . </p>

Other ways to show understanding and leave tracks of thinking.

- Sticky notes
- Margin notes
- Think sheets –scaffolds, graphic organisers
- Response journals, literature logs, notebooks, wonder books
- Artistic, dramatic, musical, numerical, scientific, historical, economic



Comprehension

C.041

Monitoring for Understanding Strategies Game



Objective

The student will use multiple strategies to comprehend text.



Materials

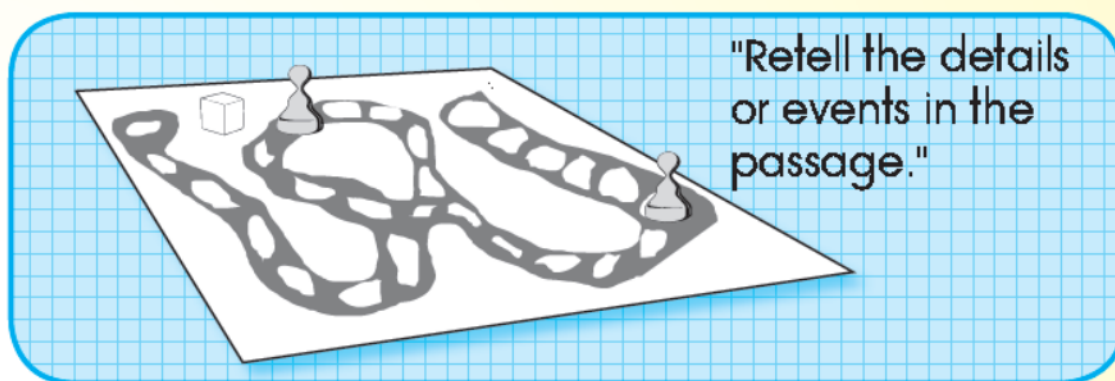
- ▶ Narrative or expository text
Choose text within students' instructional-independent reading level range.
- ▶ Game board (Activity Master C.041.AM1a - R041.AM1b)
- ▶ Number cube (Activity Master C.026.AM3)
- ▶ Sticky notes
Place strategically throughout text to facilitate answering questions or completing tasks on game board.
- ▶ Game pieces (e.g., counters)



Activity

Students read text and use strategies to comprehend text by answering questions.

1. Place game board, game pieces, and number cube on a flat surface. Provide each student with a copy of the text that has been marked with sticky notes. Students place game pieces on space that reads, **BEFORE READING**.
2. Taking turns, students roll the number cube and move game piece that many spaces.
3. Read question or task and answer orally. Then move game piece to space that says, **START READING**.
4. Read text aloud and stop at the sticky note.
5. Roll number cube and move game piece that many spaces.
6. Read question or task and answer it as it relates to what has just been read. Note: If, at any time, there is a dispute about the answer given, students are encouraged to discuss it. If it can not be resolved, record question or task and answer, and discuss later with teacher.
7. Continue reading and answering questions or tasks until entire text is read. Note: If players reach **END** before text is completely read, go back to **START READING** and continue.
8. Peer evaluation



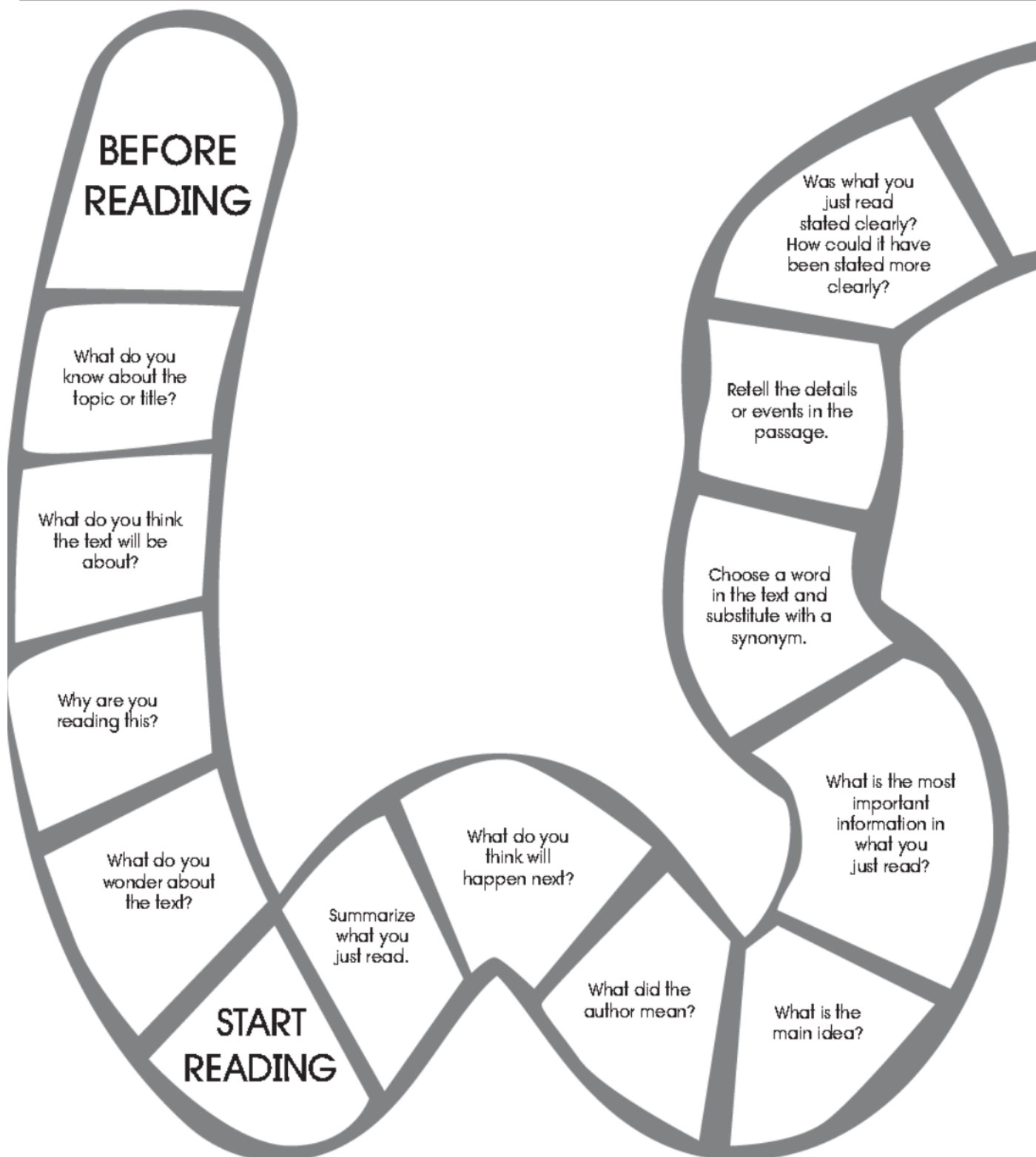
Extensions and Adaptations

- ▶ Record answers to selected questions (Activity Master C.041.SS).
- ▶ Read text with partner, stop periodically, select a card, and answer question or do task (Activity Master C.041.AM2a - C.041.AM2b).
- ▶ Write text-related questions on game board (Activity Master V.029.AM2a - V.029.AM2b).

Comprehension

Strategies Game

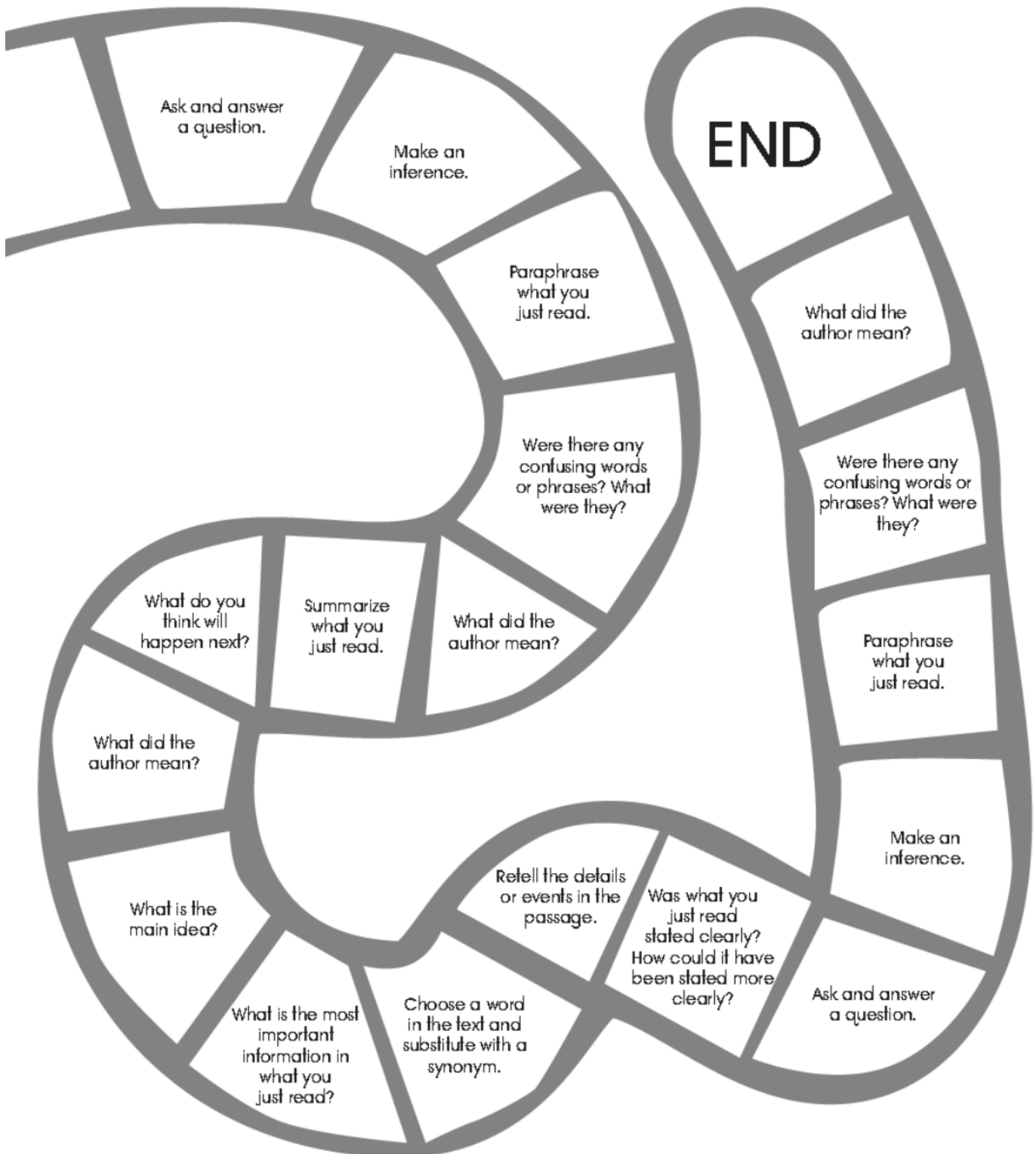
C.041.AMIa



Comprehension

C.041.AM1b

Strategies Game



4-5 Student Center Activities: Comprehension

2007 The Florida Center for Reading Research

Name _____

Strategies Game

C.041.SS

1.	Ask and answer a question.
2.	Make an inference.
3.	What do you think will happen next?
4.	What is the most important information in what you just read?
5.	Summarize what you just read.
6.	Were there any confusing words or phrases? What were they?
7.	What is the main idea?
8.	Choose a word in the text and substitute with a synonym.

Paraphrase what
you just read.

What did the
author mean?

Were there any
confusing words
or phrases? What
were they?

What do you think
will happen next?

Was what you
just read stated
clearly?
How could it
have been stated
more clearly?

Summarize what
you just read.

question and task cards





Comprehension

C.043

Monitoring for Understanding

Monitor and Mend



Objective

The student will use multiple strategies to comprehend text.



Materials

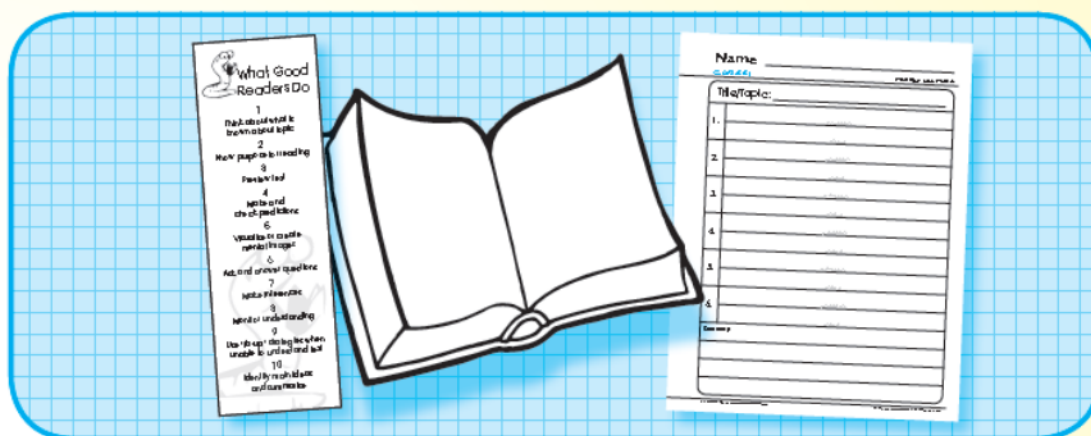
- ▶ Narrative or expository text
Choose text within students' instructional-independent reading level range.
- ▶ Bookmark (Activity Master C.043.AM1)
Copy, fold, laminate, and cut.
- ▶ Student sheet (Activity Master C.043.SS1)
- ▶ Dictionary



Activity

Students use repair strategies when necessary to assist in comprehension.

1. Provide the student with a copy of the text, bookmark, dictionary, and student sheet.
2. The student reads, "What Good Readers Do" on the bookmark before reading the text.
3. Begins to read the text and monitors understanding.
4. Keeps reading until confused or unable to understand text.
5. Thinks about what can be done to understand the text. Refers to the "Fix-Up Strategies" listed on the bookmark, if necessary.
6. Records page number and the problem on the student sheet (e.g., I didn't understand what the paragraph meant).
7. Uses one or more of the ideas from the "Fix-Up Strategies" list (i.e., I reread the paragraph and looked up a word that I didn't know in the dictionary). Records on student sheet.
8. Continues until entire text is read.
9. Writes a summary in the designated area.
10. Teacher evaluation



Extensions and Adaptations

- ▶ Read text page by page and record comprehension problems and repairs (Activity Master C.043.SS2).
- ▶ Record comprehension problems and repair (Activity Master C.043.SS3).

Comprehension

Monitor and Mend

C.043.AMI



What Good Readers Do

- 1
Think about what is known about topic
- 2
Know purpose for reading
- 3
Preview text
- 4
Make and check predictions
- 5
Visualize or create mental images
- 6
Ask and answer questions
- 7
Make inferences
- 8
Monitor understanding
- 9
Use "fix-up" strategies when unable to understand text
- 10
Identify main ideas and summarize



Fix-Up Strategies

1. Reread the passage.
2. Read ahead and see if it makes sense.
3. Adjust reading rate (e.g., slow down).
4. Identify unknown words (e.g., sound out, break into parts, use context clues, look up in dictionary).
5. Other:

Name _____

C.043.SS.1

Monitor and Mend

Title/Topic: _____

1.

problem

mend

2.

problem

mend

3.

problem

mend

4.

problem

mend

5.

problem

mend

6.

problem

mend

Summary

Name _____

Monitor and Mend

C.043.SS2

Title/Topic: _____

Page #	Problem? (yes/no)	Problem	Solution
	<input type="checkbox"/> yes <input type="checkbox"/> no		
	<input type="checkbox"/> yes <input type="checkbox"/> no		
	<input type="checkbox"/> yes <input type="checkbox"/> no		
	<input type="checkbox"/> yes <input type="checkbox"/> no		
	<input type="checkbox"/> yes <input type="checkbox"/> no		
	<input type="checkbox"/> yes <input type="checkbox"/> no		
	<input type="checkbox"/> yes <input type="checkbox"/> no		
	<input type="checkbox"/> yes <input type="checkbox"/> no		

Name _____

C.043.SS3

Monitor and Mend

Title/Topic: _____

Problem

Repair

As I was reading, I had a problem
on page _____.

The problem was _____

So I did this to fix it _____

As I was reading, I had a problem
on page _____.

The problem was _____

So I did this to fix it _____

As I was reading, I had a problem
on page _____.

The problem was _____

So I did this to fix it _____

As I was reading, I had a problem
on page _____.

The problem was _____

So I did this to fix it _____

Comprehension



Monitoring for Understanding

C.044

Strategy Success



Objective

The student will use multiple strategies to comprehend text.



Materials

- ▶ Narrative or expository text
Choose text within students' instructional-independent reading level range.
- ▶ Self-assessment student sheet (Activity Master C.044.SS1)
- ▶ Pencil



Activity

Students evaluate use of reading strategies by filling out a self-assessment chart.

1. Provide the student with a copy of the text and a student sheet.
2. The student reads the items on the student sheet.
3. Reads text.
4. Monitors use of the comprehension strategies while reading.
5. Completes text.
6. Reads each item and checks corresponding box on the student sheet.
7. Answers questions. Uses back of student sheet, if necessary.
8. Teacher evaluation

Name _____

C.044.SS1 **Strategy Success**

Reading strategies that I used today:	Yes	No
Thought about what I know		
knew purpose for reading		
Previewed text		
Made and checked predictions		
Visualized or created mental images		
Asked and answered questions		
Made inferences		
Monitored understanding		
Used 'fix up' strategies (e.g., reread passage, slowed down, read ahead, identified unknown words)		
Identified main idea and summarized		
Other: _____		

What strategy was most helpful today? _____

What can I do to improve my reading comprehension? _____



Extensions and Adaptations

- ▶ Complete a weekly reading self-evaluation (Activity Master C.044.SS2).
- ▶ Keep a reading journal and write a short summary of text read.

Name _____

C.044.SS.I

Strategy Success

Reading strategies that I used today:	Yes	No
Thought about what I know		
Knew purpose for reading		
Previewed text		
Made and checked predictions		
Visualized or created mental images		
Asked and answered questions		
Made inferences		
Monitored understanding		
Used "fix-up" strategies (e.g., reread passage, slowed down, read ahead, identified unknown words)		
Identified main ideas and summarized		
Other: _____		

What strategy was most helpful today? Why?

What can I do to improve my reading comprehension?

Reading strategies that I used today:	Yes	No
Thought about what I know		
Knew purpose for reading		
Previewed text		
Made and checked predictions		
Visualized or created mental images		
Asked and answered questions		
Made inferences		
Monitored understanding		
Used "fix-up" strategies (e.g., reread passage, slowed down, read ahead, identified unknown words)		
Identified main ideas and summarized		
Other: _____		

What strategy was most helpful today? Why?

What can I do to improve my reading comprehension?

Name _____

Strategy Success

C.044.SS2

Reading strategies I used today:	Monday		Tuesday		Wednesday		Thursday		Friday	
	Yes	No	Yes	No	Yes	No	Yes	No	Yes	No
Thought about what I know										
Knew purpose for reading										
Previewed text										
Made and checked predictions										
Visualized or created mental images										
Asked and answered questions										
Made inferences										
Used fix-up strategies (e.g., reread passages, slowed down, read ahead, identified unknown words)										
Identified main ideas and summarized										
What strategy was most helpful this week? _____										
What can I do to improve my reading comprehension? _____										

Name _____ Date _____

Stop, Ask, Fix: Student Checklist

Give yourself a short self-assessment. Read through the following list and put a check mark next to the strategies you regularly use to read a difficult book or piece of writing. Which ones don't you use? These should be strategies to keep in mind the next time you read something challenging. Keep this checklist at your side as you read a text. Use it to help prompt you to use the appropriate strategies available for watching and fixing your comprehension.

ASK, When reading a difficult text...

- ☐ I periodically stop and ask, "Does this make sense?"
- ☐ I express the difference between my own knowledge and beliefs and ideas expressed in text.
- ☐ I express awareness or lack of awareness of what the content means.
- ☐ I express doubt about understanding when I am unsure or when meaning is unclear.
- ☐ I ask "Where did I lose track?"
- ☐ I identify the place where I began to lose comprehension.
- ☐ I use fix-up strategies when I experience problems.
- ☐ I reread.
- ☐ I read on and try to clear up the confusion.
- ☐ I substitute words I know (and that fit the context) to replace words I don't understand to see if that works.
- ☐ I make mind pictures to "see" in my head what the text means.
- ☐ I connect what I am reading to what I have read previously in this text, and what I have read and knew before I read this text. I may ask an author-and-me question because my personal knowledge may help me figure out the meaning.
- ☐ I ask myself questions (Why did the character do this? Why did the author put this in? How is this important? Am I supposed to "think and search" or infer?).
- ☐ I use these other strategies: [WOL]
- ☐ I ask for help if I have made attempts to understand but can't get it. I ask a peer and then I ask my teacher or another adult.

This is an expansion and adaptation of the Stop-Think Strategy of Sue Mowery.

What to Watch For: Questions to Help Assess Reading

Following are some of the reading strategies and behaviors that you can assess with think-alouds:

1. **Does the reader understand her purposes for reading a particular text?**
 - ___ Is the purpose personal?
 - ___ Is the purpose socially significant?
 - ___ Does the purpose consider a task that the reading can help to complete?
 - ___ How can the reading be made more purposeful?
2. **Does the reader understand (or attempt to understand) the purposes and goals of the author?**
3. **Does the reader bring personal background knowledge to bear in understanding the text?**
 - ___ What are the reader's primary sources of information about the world? about the text?
 - ___ How are these sources brought to bear during the reading act?
 - ___ How might the use of these information sources be expanded or assisted?



My reading strategy log

PM5

Text

Your name/s

Date

Page/Paragraph	Problem I had	Strategy/ies I used	How it helped