

Self-Monitoring

Name: _____ Date: _____ Grade: _____

	Behaviours and Strategies	Prompts	Comments
Word Recognition	<ul style="list-style-type: none"> uses the meaning and syntax cues embedded in language to check that a word prediction makes sense and sounds right 	<ul style="list-style-type: none"> You checked that out. Now it makes sense, sounds right, and looks right. (reinforcement) 	
	<ul style="list-style-type: none"> uses sources in the classroom to check words (e.g., Word Wall and charts) 	<ul style="list-style-type: none"> Have you seen that word before? Is it on the Word Wall? 	
	<ul style="list-style-type: none"> demonstrates some behaviours that indicate self-checking is occurring with word predictions (e.g., notices that there are too many or too few words) 	<ul style="list-style-type: none"> Point with your finger. Did your finger match the words? Now the words match when you point. (reinforcement) You slowed down there. What was a problem for you? 	
Comprehension	<ul style="list-style-type: none"> notices when familiar texts do not make sense (e.g., you substitute a new character's name or object in a well-known fairytale) 	<ul style="list-style-type: none"> Did that part of the book make sense to you? 	
	<ul style="list-style-type: none"> asks oral questions to check on text meaning 	<ul style="list-style-type: none"> What questions are you asking yourself about...? Did you get answers to your questions? 	
	<ul style="list-style-type: none"> checks some ideas about a text by discussing them with the teacher, a buddy, or group of classmates; may focus on own views and not on others 	<ul style="list-style-type: none"> What did you think about...? What did your buddy (or other people) think? Did you change your mind? 	