

Self-Monitoring

Name: _____ Date: _____ Grade: _____

	Behaviors and Strategies	Prompts	Comments
Word Recognition	<ul style="list-style-type: none"> • begins to integrate the meaning, syntax, and graphophonic cues embedded in written language to check that a word prediction makes sense, sounds right, and looks 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"> • beginning to use other sources to check words but often uses analogy (e.g., letter-sound association and analogy) 	<ul style="list-style-type: none"> • Have you seen that word before? • Is it on the Word Wall? • Do you know another word that looks like that? • Can you see a little word inside the big word that may help you? 	
	<ul style="list-style-type: none"> • demonstrates an increasing range of behaviours that indicate self-checking is occurring with word predictions <ul style="list-style-type: none"> – that there are too many or too few words – slows down – searches the page – pauses – looks up – rereads – complains that the words are wrong – seeks help 	<ul style="list-style-type: none"> • Point with your finger. Did your finger match the words? • Now your words match when you point. (reinforcement) • You slowed down there. What was a problem for you? • You're thinking you need to check something. • Read it again and check it out. • Read the rest of the sentence and think what would make sense, sound right, and look right? 	
Comprehension	<ul style="list-style-type: none"> • notices when a text does not make sense; may need support to fix it 	<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, and also starts to engage in self-questioning 	<ul style="list-style-type: none"> • What questions are you asking yourself about...? • Did you get an answer to your question? 	
	<ul style="list-style-type: none"> • checks ideas about a text through discussions with buddies, and in small group and whole class settings; starts to see other viewpoints 	<ul style="list-style-type: none"> • What did you think about...? • What did your buddy (or other people) think? • Did you change your mind? 	