Self-Monitoring

Name: _____ Date: _____ Grade: _____

Behaviors and Strategies		Prompts	Comments
Word Recognition	• 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	• You checked that out. Now it makes sense, sounds right, and looks right. (reinforcement)	
	• beginning to use other sources to check words but often uses analogy (e.g., letter-sound association and analogy)	• 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?	
	• demonstrates an increasing range of behaviours that indicate self-checking is occurring with word predictions – that there are too many or two few words – slows down – searches the page – pauses – looks up – rereads – complains that the words are wrong – seeks help	• 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	• notices when a text does not make sense; may need support to fix it	• Did that part of the book make sense to you?	
	• asks oral questions to check on text meaning, and also starts to engage in self-questioning	• What questions are you asking yourself about…? • Did you get an answer to your question?	
	• checks ideas about a text through discussions with buddies, and in small group and whole class settings; starts to see other viewpoints	• What did you think about…? • What did your buddy (or other people) think? • Did you change your mind?	