

Self-Monitoring

Name: _____ Date: _____ Grade: _____

	Behaviours and Strategies	Prompts	Comments
Word Recognition	<p><i>Ask grade three students to read aloud for brief diagnostic sessions to enable you to check self-monitoring in word recognition.</i></p>		
	<ul style="list-style-type: none"> quickly integrates 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"> Does it make sense, sound right, and check out with what you see on the page? You checked that out. Now it makes sense, sounds right, and looks right. (reinforcement) 	
	<ul style="list-style-type: none"> uses a range of appropriate strategies to work out and check unfamiliar words 	<ul style="list-style-type: none"> Does it make sense/sound right/check out? Do you know another word that looks like that? Look carefully at the end of the word and think about what would sound right there. How did you work that word out? 	
	<ul style="list-style-type: none"> demonstrates a variety of self-checking behaviours (e.g., reads ahead, rereads, fixes words, pauses) and initiates them quickly 	<ul style="list-style-type: none"> Did that make sense? Read it again and check. You stopped. Were you working out that word? What helped you figure it out? I like the way you read that part again and fixed that word. (reinforcement) 	
Comprehension	<ul style="list-style-type: none"> notices when a text does not make sense and fixes it 	<ul style="list-style-type: none"> What made you pause/read slowly there? Was something worrying you? What were you checking? 	
	<ul style="list-style-type: none"> consistently generates self-questioning strategies to check on text meaning 	<ul style="list-style-type: none"> What questions are you asking yourself about...? Did you get an answer to your question? Did something puzzle you? 	
	<ul style="list-style-type: none"> discusses ideas about a text in a wide range of classroom and social settings; adjusts views when classmates have convincing arguments 	<ul style="list-style-type: none"> What is your opinion about...? Did other people agree with you? What did they think? Did you change your mind? 	
	<ul style="list-style-type: none"> adjusts reading speed depending on the text difficulty and background knowledge 	<ul style="list-style-type: none"> This part of the book is a bit harder. It's a good idea to slow down and think about the ideas. It's OK to read faster when the words and ideas are easier for you. 	