

# Self-Monitoring

Name: \_\_\_\_\_ Date: \_\_\_\_\_ Grade: \_\_\_\_\_

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