

# Self-Monitoring

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

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