

FLOW CHART OF COMPREHENSION-MONITORING BEHAVIORS

1 Read a passage of text.

2 Pause, ask yourself: Does this make sense? (Do this periodically; pause at ends of natural text segments like paragraphs.)

- Option, check yourself: Can I retell the important points of the last segment? Other options: Can I say it in my own words? Are my hypotheses holding up, or do I need to change my predictions?

4 Ask: When did I lose track? When did it start to go wrong?

3 If Yes, reading makes sense! Continue reading (back to #1). If No, continue to #4.

5 Isolate cause of difficulty (**each difficulty is matched to an appropriate problem-solving strategy in #6**). Did I:

- a. run into difficulty with a word or words? (vocabulary)
- b. stop concentrating?
- c. read it too fast?
- d. lose the thread of meaning? i.e., struggle to understand how it relates to what was written before?
- e. not know enough about the topic that's been taken up?
- f. lose image or mental representation? i.e., Can't "see" what it is I am reading about?
- g. not understand how text is organized and where it is headed, what I should expect?
- h. try a strategy that didn't work? Not know which strategy to try?

- 6** Use an appropriate strategy for your problem.
- a. Skip the word and read to end of sentence or segment, trying to figure it out from the context.
 - a. Guess the meaning or substitute a word that seems to fit and see if it makes sense.
 - a. Ask someone the meaning of the word, look for definition in text, look up in dictionary.
 - b. Reread the segment.
 - b. Read aloud—it can really help to hear the text. Or ask someone else to read it aloud to you.
 - c. Slow down and reread, or read aloud.
 - d. Chunk the confusing segment with what came before or what comes afterward. Try to understand a whole chunk that is short and manageable.
 - e. Identify the topic and bring personal knowledge to bear. What do you know about this or a similar topic that might help you?
 - e. Find out more about the topic—read something else that is simpler or more introductory; use a reference book; ask someone else who knows more.
 - f. Try to create an image or mind picture of what is going on (could use picture mapping, tableaux, or mapping techniques from next chapter).
 - g. Ask: How is the text organized? How should what comes before help me with my problem? (Very helpful to know that in an argument a claim is followed by evidence and evidence is usually followed by a warrant; in cause and effect text structures, causes are followed by effects; in classification, one class or category is followed by a parallel category, etc. See Chapter 6.)
 - g. Recognize and use text features and cues to text structure like transitions, headings, illustrations, and captions, charts, etc.
 - g. Ask: Am I supposed to make an inference? Fill a gap in the story? Put several pieces of information together to see a pattern?
 - h. Read on and see if the confusion clears up.
 - h. If still confused, try another strategy or ask for help. Ask a peer, then the teacher or another expert reader.

7 Check understanding—if Yes, back to #1 to continue reading; if No, ask for help.

STUDENTS DO/TEACHER HELPS

THE STOP, FIX, ASK CHECKLIST

When students are ready to take over the process of self-monitoring in small groups or individually, I might give them a Stop, Fix, and Ask Checklist (see next page). This checklist is an expansion and adaptation of the Stop-Think Strategy of Sue Mowery which I discovered on the Internet.