

Strategies for Self-Monitoring

Strategies to help me understand what I read

FIX-UP STRATEGIES

When I come to a roadblock I can ...



- Reread
- Read ahead
- Read more slowly
- Read aloud
- Stop and think
- Predict
- Make connections to my own knowledge
- Look at visuals - pictures, charts etc
- Find out what unknown words mean
- Ask myself questions
- Create a picture in my mind

This requires you to be aware of your own thinking while you read. It requires you to recognise when you have stopped understanding what you are reading. How often have you lay in bed at night and read a whole page in a book and then realised that you have no idea what you have just read? You have read the words on the page but have taken away no meaning.

Good readers know when this has happened and a voice in their head says, *"Uh-oh! I don't get this! Problem! Warning bells! Flashing lights! Time to stop!"*

When people don't have good comprehension and get to a part in their reading that they don't understand, they tend to keep reading. This is because they often don't know what else to do.

Fix-up strategies are used when the reader needs to self-monitor. Self-monitoring is when readers are aware of their own mistakes. They listen to their own voice and analyse what they are reading for meaning and correct pronunciation of words. It usually involves rereading to get it right. It is important for students to learn 'fix-up strategies' to use when they find themselves not engaged with or not understanding the text they are reading.

Students can use the bookmark on left to prompt the use of "fix-up" strategies when encounter difficulty with understanding what they are reading.

Monitoring comprehension is a process in which students determine whether they understand what they are reading. If they realise that they cannot articulate the main idea of the passage, they can take steps to repair their **comprehension** before continuing to read. The table below demonstrates the process of self-monitoring.

Stop and ask myself questions:

- ★ Does this make sense?
- ★ Do I know what all the words mean?
- ★ Can I picture in my mind what is happening?
- ★ What do I think will happen next?
- ★ Was my prediction correct? Why or why not?





If I am having trouble understanding, I will use a fix-up strategy:

- ★ Reread the sentence or paragraph to help me figure out what a word means or what the author is saying.
- ★ Read ahead the next sentence or two to see if it helps me understand.
- ★ Retell in my own words what I just read.
- ★ Think and connect what I read to what I already know and my own experiences.
- ★ This reminds me of
- ★ Based on I know

If I am still having trouble understanding, I ask someone for help.

KEYS TO SELF MONITORING

Use post-it to mark sections of text that ...

-  I didn't understand
-  is new information
-  is really interesting
-  I do understand now

Strategy: Self monitoring key card

When students are reading and come to a section that confuses them or that they do not understand, they can put a Post-it note with a question mark on the top half. Stopping briefly at that point to add the note helps the students fix in their mind a question or point of confusion for which they will seek an answer as they continue to read. As the students read on, they may find the answer. At that point, they can remove the Post-it note, drawing a light bulb or placing a tick on

the bottom half of the Post-it note. Taken from 'Knowing When You Do Not Know' (Based on Harvey & Goudvis, 2000)

In order for students to be aware of when they encounter a problem with comprehending, and to ensure they have employed the correct “fix-up strategies”, they may also like to use a prompt card for memorising and checking what they have read.

An example of a visual prompt card for monitoring.

SELF MONITORING	
Question	Check ✓
Have I read the title and previewed the text?	
Have I thought about what I know about the text?	
Have I read the text and thought about the bits I don't understand?	
Have I marked these with a post-it?	
Have I read aloud, slowly, the bits I'm not sure of?	
Did I use fix-up strategies for these?	
Have I reread the bits I was unsure of?	
Now, do I understand most of the text?	

When reading with your child, monitor comprehension. A method of knowing when the comprehension is breaking down is to teach your child how to “click and clunk.” Read together and ask him/her to hold up one finger when the reading is making sense (click) and two fingers when meaning breaks down (clunk). You can then assist them with implementing their “fix up strategies” using any of the above resources.

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