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?

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

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

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?
**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.