

Figure 2.13 Cognitive and metacognitive processes for comprehending texts.

Making connections to background knowledge	Recognizing personal perspective
Interpreting text structures	Identifying gists
Questioning	Changing hypotheses
Clarifying meaning	Adding hypotheses
Comparing	Searching for meaning
Contrasting	Being alert to main ideas
Summarizing	Creating themes
Imaging	Determining importance
Setting purposes	Drawing inferences
Using fix-up strategies	Corroborating congenial and noncongenial data
Monitoring	Contextualizing
Cognizing	Engaging in retrospection
Interpreting authors' intentions	Generating and using mnemonic devices
Pausing to reflect	Predicting
Paraphrasing	Organizing and reorganizing text
Analyzing	

Source: Block, C. C., & Lacina, J. (2009). Comprehension instruction in kindergarten through grade three. In S. E. Israel & G. G. Duffy (Eds.), *Handbook of research on reading comprehension* (pp. 494–509). Routledge.