

### 3.10 Index of Reading Awareness

Please read each question. Select the answer that best fits what you do when you are reading.

1. What is the hardest part about a story for you?
  - a. Sounding out hard words.
  - b. When I don't understand the story.
  - c. Nothing is hard about reading.
2. What would help you become a better reader?
  - a. If more people would help me when I read.
  - b. Reading easier books with shorter words.
  - c. Checking to make sure I understand what I read.
3. What is special about the first sentence or two in a story?
  - a. They always begin with "Once upon a time . . ."
  - b. The first sentences are the most interesting.
  - c. They often tell what the story is about.
4. How are the last sentences of a story special?
  - a. They are exciting action sentences.
  - b. They tell you what happened.
  - c. They are harder to read.
5. How can you tell which sentences are the most important ones in a story?
  - a. They're the ones that tell the most about the characters and what happens.
  - b. They're the most important ones.
  - c. They're all important.
6. If you could only read some of the sentences in the story because you were in a hurry, which ones would you read?
  - a. Read the sentences in the middle of the story.
  - b. Read the sentences that tell you most about the story.
  - c. Read the interesting, exciting sentences.
7. When you tell other people about what you read, what do you tell them?
  - a. What happened in the story.
  - b. The number of pages in the book.
  - c. Who the characters are.
8. If the teacher told you to read about a story to remember the general meaning, what would you do?
  - a. Skim through the story to find the main parts.
  - b. Read all the story and try to remember everything.
  - c. Read the story and remember all the words.

- 9.** Before you start to read, what kind of plans do you make to help you read better?
- a. I don't make any plans. I just start reading.
  - b. I choose a comfortable place.
  - c. I think about why I am reading.
- 10.** If you had to read very fast and could only read some words, which ones would you read?
- a. Read the new vocabulary words because they are important.
  - b. Read the words that I can pronounce.
  - c. Read the words that tell most about the story.
- 11.** What things do you read faster than others?
- a. Books that are easy to read.
  - b. When I've read the story before.
  - c. Books that have a lot of pictures.
- 12.** Why do you go back and read things over?
- a. Because it's good practice.
  - b. Because I didn't understand it.
  - c. Because I forgot some words.
- 13.** What do you do if you come to a word and you don't know what it means?
- a. Use the words around to figure it out.
  - b. Ask someone else.
  - c. Go on to the next word.
- 14.** What do you do if you don't know what a whole sentence means?
- a. Read it again.
  - b. Sound out all the words.
  - c. Think about the other sentences in the paragraph.
- 15.** What parts of the story do you skip as you read?
- a. The hard words and parts I don't understand.
  - b. The unimportant parts that don't mean anything for the story.
  - c. I never skip anything.
- 16.** If you are reading a story for fun, what would you do?
- a. Look at the pictures to get the meaning.
  - b. Read the story as fast as I can.
  - c. Imagine the story like a movie in my mind.

- 17.** If you are reading for science or social studies, what would you do to remember the information?
- Ask myself questions about the important ideas.
  - Skip the parts I don't understand.
  - Concentrate and try hard to remember.
- 18.** If you are reading for a test, which would help most?
- Read the story as many times as possible.
  - Talk about it with somebody to make sure I understand it.
  - Say the sentences over and over.
- 19.** If you are reading a library book to write a report, which would help you the most?
- Sound out the words I don't know.
  - Write it down in my own words.
  - Skip the parts I don't understand.
- 20.** Which of these is the best way to remember a story?
- Say every word over and over.
  - Think about remembering it.
  - Write it down in my own words.

<b>Subtest Score</b>	<b>Interpretation</b>
8-10	No significant weakness
6-7	Some instructional support needed
0-5	Serious need for instruction in this area

*Source:* Jacobs, J. E., & Paris, S. G. (1987). Children's metacognition about reading: Issues in definition, measurement, and instruction. *Educational Psychologist*, 22, 255-278.