

Compendium 4. Metacomprehension Strategies Index: Student Form

Name: _____

Date: _____

Metacomprehension Strategies Index

Directions: Think about what kinds of things you can do to help you understand a story better before you read it, while you're reading, and after you read it. Read each of the lists of four statements and decide which one of them would help you the most. Circle the letter of the statement you choose.

I. From each set of four, choose the one statement that describes a good thing to do to help you understand a story better *before* you read it.

1. Before I begin reading, it's a good idea to
 - A. See how many pages are in the story.
 - B. Look up all of the big words in the dictionary.
 - C. Make some guesses about what I think will happen in the story.
 - D. Think about what has happened so far in the story.
2. Before I begin reading, it's a good idea to
 - A. Look at the pictures to see what the story is about.
 - B. Decide how long it will take me to read the story.
 - C. Sound out the words I don't know.
 - D. Check to see if the story is making sense.
3. Before I begin reading, it's a good idea to
 - A. Ask someone to read the story to me.
 - B. Read the title to see what the story is about.
 - C. Check to see if most of the words have long or short vowels in them.
 - D. Check to see if the pictures are in order and make sense.
4. Before I begin reading, it's a good idea to
 - A. Check to see that no pages are missing.
 - B. Make a list of words I'm not sure about.
 - C. Use the title and pictures to help me make guesses about what will happen in the story.
 - D. Read the last sentence so I will know how the story ends.
5. Before I begin reading, it's a good idea to:
 - A. Decide on why I am going to read the story.
 - B. Use the difficult words to help me make guesses about what will happen in the story.
 - C. Reread some parts to see if I can figure out what is happening if things aren't making sense.
 - D. Ask for help with the difficult words.
6. Before I begin reading, it's a good idea to
 - A. Retell all of the main points that have happened so far.
 - B. Ask myself questions that I would like to have answered in the story.
 - C. Think about the meaning of the words that have more than one meaning.
 - D. Look through the story to find all of the words with three or more syllables.
7. Before I begin reading, it's a good idea to
 - A. Check to see if I have read this story before.
 - B. Use my questions and guesses as a reason for reading the story.
 - C. Make sure I can pronounce all of the words before I start.
 - D. Think of a better title for the story.
8. Before I begin reading, it's a good idea to
 - A. Think of what I already know about the things I see in the pictures.
 - B. See how many pages are in the story.
 - C. Choose the best part of the story to read again.
 - D. Read the story aloud to someone.
9. Before I begin reading, it's a good idea to
 - A. Practice reading the story out loud.

- B. Retell all of the main points to make sure I can remember the story.
 - C. Think of what the people in the story might be like.
 - D. Decide if I have enough time to read the story.
10. Before I begin reading, it's a good idea to
- A. Check to see if I am understanding the story so far.
 - B. Check to see if the words have more than one meaning.
 - C. Think about where the story might be taking place.
 - D. List all of the important details.
- II. From each set of four, choose the one statement that describes a good thing to do to help you understand a story better *while* you are reading it.**
11. While I am reading, it's a good idea to
- A. Read the story very slowly so that I will not miss any important parts.
 - B. Read the title to see what the story is about.
 - C. Check to see if the pictures have anything missing.
 - D. Check to see if the story is making sense by seeing if I can tell what's happened so far.
12. While I am reading, it's a good idea to
- A. Stop to retell the main points to see if I am understanding what has happened so far.
 - B. Read the story quickly so that I can find out what happened.
 - C. Read only the beginning and the end of the story to find out what it is about.
 - D. Skip the parts that are too difficult for me.
13. While I am reading, it's a good idea to
- A. Look all of the big words up in the dictionary.
 - B. Put the book away and find another one if things aren't making sense.
 - C. Keep thinking about the title and the pictures to help me decide what is going to happen next.
 - D. Keep track of how many pages I have left to read.
14. While I am reading, it's a good idea to
- A. Keep track of how long it is taking me to read the story.
 - B. Check to see if I can answer any of the questions I asked before I started reading.
 - C. Read the title to see what the story is going to be about.
 - D. Add the missing details to the pictures.
15. While I am reading, it's a good idea to
- A. Have someone read the story aloud to me.
 - B. Keep track of how many pages I have read.
 - C. List the story's main characters.
 - D. Check to see if my guesses are right or wrong.
16. While I am reading, it's a good idea to
- A. Check to see that the characters are real.
 - B. Make a lot of guesses about what is going to happen next.
 - C. Not look at the pictures because they might confuse me.
 - D. Read the story aloud to someone.
17. While I am reading, it's a good idea to
- A. Try to answer the questions I asked myself.
 - B. Try not to confuse what I already know with what I am reading about.
 - C. Read the story silently.
 - D. Check to see if I am saying the new vocabulary words correctly.
18. While I am reading, it is a good idea to
- A. Try to see if my guesses are going to be right or wrong.
 - B. Reread to be sure I haven't missed any of the words.
 - C. Decide on why I am reading the story.
 - D. List what happened first, second, third, and so on.
19. While I am reading, it is a good idea to
- A. See if I can recognize the new vocabulary words.
 - B. Be careful not to skip any parts of the story.

- C. Check to see how many of the words I already know.
 - D. Keep thinking of what I already know about the things and ideas in the story to help me decide what is going to happen.
20. While I am reading, it's a good idea to
- A. Reread some parts or read ahead to see if I can figure out what is happening if things aren't making sense.
 - B. Take my time reading so that I can be sure I understand what is happening.
 - C. Change the ending so that it makes sense.
 - D. Check to see if there are enough pictures to help make the story ideas clear.
- III. From each set of four, choose the one statement that describes a good thing to do to help you understand a story better *after* you have read it.**
21. After I've read a story it's a good idea to
- A. Count how many pages I read with no mistakes.
 - B. Check to see if there were enough pictures to go with the story to make it interesting.
 - C. Check to see if I met my purpose for reading the story.
 - D. Underline the causes and effects.
22. After I've read a story it's a good idea to
- A. Underline the main idea.
 - B. Retell the main points of the whole story so that I can check to see if I understood it.
- C. Read the story again to be sure I said all of the words right.
 - D. Practice reading the story aloud.
23. After I've read a story it's a good idea to
- A. Read the title and look over the story to see what it is about.
 - B. Check to see if I skipped any of the vocabulary words.
 - C. Think about what made me make good or bad predictions.
 - D. Make a guess about what will happen next in the story.
24. After I've read a story it's a good idea to
- A. Look up all of the big words in the dictionary.
 - B. Read the best parts aloud.
 - C. Have someone read the story aloud to me.
 - D. Think about how the story was like things I already knew about before I started reading.
25. After I've read a story it's a good idea to
- A. Think about how I would have acted if I were the main character in the story.
 - B. Practice reading the story silently for practice of good reading.
 - C. Look over the story title and pictures to see what will happen.
 - D. Make a list of the things I understood the most.

Source: Adapted from Schmitt, M. C. (March 1990). A questionnaire to measure children's awareness of strategic reading processes. *The Reading Teacher*, 43, 454-461.

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