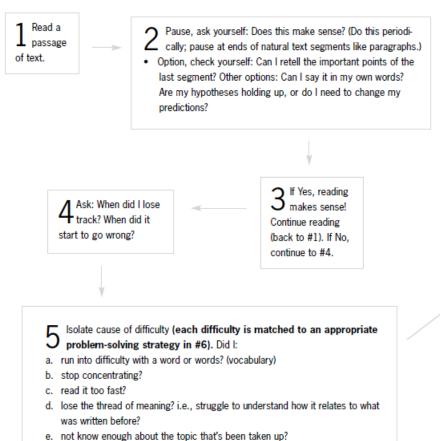
Flow Chart of Comprehension-Monitoring Behaviors Teacher Reference



f. lose image or mental representation? i.e., Can't "see" what it is I am reading

g. not understand how text is organized and where it is headed, what I should

h. try a strategy that didn't work? Not know which strategy to try?

Use an appropriate strategy for your problem.

- a. Skip the word and read to end of sentence or segment, trying to figure it out from the context.
- a. Guess the meaning or substitute a word that seems to fit and see if it makes sense.
- a. Ask someone the meaning of the word, look for definition in text, look up in dictionary.
- b. Reread the segment.
- b. Read aloud—it can really help to hear the text. Or ask someone else to read it aloud to you.
- Slow down and reread, or read aloud.
- d. Chunk the confusing segment with what came before or what comes afterward. Try to understand a whole chunk that is short and manageable.
- e. Identify the topic and bring personal knowledge to bear. What do you know about this or a similar topic that might help you?
- Find out more about the topic—read something else that is simpler or more introductory; use
 a reference book; ask someone else who knows more.
- Try to create an image or mind picture of what is going on (could use picture mapping, tableaux, or mapping techniques from next chapter).
- g. Ask: How is the text organized? How should what comes before help me with my problem? (Very helpful to know that in an argument a claim is followed by evidence and evidence is usually followed by a warrant; in cause and effect text structures, causes are followed by effects; in classification, one class or category is followed by a parallel category, etc. See Chapter 6.)
- g. Recognize and use text features and cues to text structure like transitions, headings, illustrations, and captions, charts, etc.
- g. Ask: Am I supposed to make an inference? Fill a gap in the story? Put several pieces of information together to see a pattern?
- h. Read on and see if the confusion clears up.
- h. If still confused, try another strategy or ask for help. Ask a peer, then the teacher or another expert reader.

7 Check understanding—if Yes, back to #1 to continue reading; if No, ask for help.

Resource: Improving Comprehension with Think-Aloud Strategies by Jeffrey Wilhelm and Wayne Otto (Scholastic Books, 2008)