

## CHECK FOR UNDERSTANDING; MONITOR AND SELF-CORRECT

<b>UNDERSTAND</b>	<b>Definition</b>	A comprehension strategy that teaches readers to stop frequently and check, or monitor, whether they understand what they are reading. This typically involves a quick summary of what they've read, starting with <i>who</i> and <i>what</i> .
	<b>When to teach this strategy</b>	<p>If you see readers who . . .</p> <ul style="list-style-type: none"> <li>• don't remember what they read.</li> <li>• spend all their time decoding words.</li> <li>• read quickly without stopping to think about what's going on.</li> <li>• don't understand what they read.</li> </ul>
<b>PREPARE</b>	<b>Why we teach it</b>	Readers need this strategy because it helps them remember and understand what they're reading and indicates the need to use a fix-up strategy when meaning breaks down.
	<b>Secret to success</b>	For this strategy to work, you have to stop frequently and think about what is happening. Have a conversation in your head. Ask <i>who</i> this is about and <i>what</i> is happening.
<b>TEACH</b>	<b>How we teach it</b>	<p>This vital strategy is not only one of the first we introduce, but also one we model frequently throughout the school year.</p> <ul style="list-style-type: none"> <li>• Modeling during our read-aloud, we stop periodically and say, <i>Let me see if I remember what I just read. I am going to start by thinking of who the story was about and what happened.</i></li> <li>• We continue to stop periodically and talk through the <i>who</i> and <i>what</i>, usually about three or four times during each read-aloud.</li> <li>• After two or three times of modeling this for students, we start asking them to answer the <i>who</i> and the <i>what</i> through Listen and Talk, asking one student to do it for the group and then expecting children to do it on their own.</li> </ul>
		<p><b>Suggested language:</b></p> <ul style="list-style-type: none"> <li>• <i>Stop often to check for understanding before you read any further.</i></li> <li>• <i>Who did you just read about and what just happened?</i></li> <li>• <i>How often did you stop to check for understanding? After each sentence? After each paragraph? At the end of each page?</i></li> <li>• <i>Are you finding that you are understanding what you are reading?</i></li> <li>• <i>What do you do if you don't remember?</i></li> </ul>
<b>SUPPORT</b>	<b>Instructional Pivots</b>	<p><b>Possible ways to differentiate instruction:</b></p> <ul style="list-style-type: none"> <li>• Raise the level of scaffolding and support by having students check for understanding at the end of a sentence by asking, "Who is this about and what just happened?"</li> <li>• Give readers a large check mark made out of cardboard. They can hold it as a reminder that they have a job to do while they are reading: They need to check for understanding. It may help to write "Who?" and "What?" on the check mark to serve as a prompt.</li> </ul> <p>Reconsider materials, setting, instruction, and cognitive processes.</p>
	<b>Partner Strategies</b>	<p>These strategies may provide support before, during, and after teaching this strategy:</p> <ul style="list-style-type: none"> <li>• <i>Back Up and Reread</i></li> <li>• <i>Ask Questions Throughout the Reading Process</i></li> <li>• <i>Make and Adjust Predictions; Use Text to Confirm</i></li> <li>• <i>Make and Adjust Mental Images; Use Text to Confirm</i></li> </ul>