

Behaviors that signal self-monitoring is happening:

- Correct reading (at least monitoring for visual information and sentence structure)
- Correct reading with phrasing and expression
- Pauses BEFORE difficulty
- Pauses AFTER difficulty
- Self-corrections (immediate or after rereading)
- Rereading even when there were no errors
- Rereading when there was an error
- Rereading after a self-correction
- Making multiple attempts at a word
- Looking at teacher and/or appealing for help
- At difficulty, looking at the picture, rereading, or looking around the page...
- Making self-comments such as: "Wait.." or "Hmmm." or "No, that's not right."
- Making self-comments/predictions about the character/text such as: "He's going to hate that!" or "I bet she'll..."

"Monitoring is being aware of when something is right and when something is wrong. A child is monitoring when s/he is reading accurately. A child is also monitoring when s/he stops in the middle of reading, comments about an inconsistency, or even rereads." (Bates, McBride, & Richardson, 2021, p. 111)

"Readers who fail to monitor cannot engage in the problem-solving needed to move from partially correct responding to accurate and automatic reading. Running records and other observations help us see and document monitoring so that we can modify and differentiate our teaching." (Bates, McBride, & Richardson, 2021, p. 136)

"Teach students to monitor their understand as they read and to correct word-reading errors when they occur. Competent readers can recognize when the text does not make sense because they have misread a word, and can correct their mistake. Often students do not recognize word-reading errors because they have not been paying attention to their own reading to know whether their reading makes sense...When a student makes a word-reading error on a word he or she should be able to read, pause so that the student can correct the error; provide support if needed. Rather than simply telling the student the correct word, have students reread the sentence in which the misread word appears. For students who cannot identify the error word on their own, read the sentence(s) exactly as the student read the sentence(s). Ask the student, "Did that make sense?" or "Did that sound right?" Use the scaffolds less frequently as students begin to independently self-monitor and self-correct their errors." (Foorman, et al., 2016, pp. 34-35)

"We observe and give children room to initiate problem solving...As we observe, we construct a hypothesis of the patterns based on our understanding of literacy processing and the child's actions. Then, we make important teaching decisions to notice and name specific patterns that we observe. While noticing and naming, we support the child's construction of agency and a strategic decision-making system around text by explicitly demonstrating or giving the child enough information to strategically problem-solve." (Anderson, N. & Kaye, E., 2017, p. 547)

Conditions necessary for self-monitoring:

- time to discover that all is not well
- permission to work at the problem
- encouragement to discover something for themselves (Clay, 2015, p. 336)

Prompts for Self-monitoring		
Teach	Prompt	Reinforce
<p>After undetected error, say:</p> <ul style="list-style-type: none"> • When something doesn't (make sense, sound right, or look right), we need to stop and try again like this. (model) • To figure out a hard word, we can reread and check to see if it looks right: (Model, run your finger left to right under the problem word to confirm or to discount an attempt). • To figure out a tricky word, we can reread and check to see if it makes sense like this: (Model using expression and intonation). Yes, that makes sense in the story or No, that doesn't make sense. • To figure out a hard bit, we can reread and check to see if it sounds right like this: Watch how I check my reading. (Reread using expression and intonation.) That sounds right or No, that doesn't sound right. • It has to make sense and sound right (or make sense and look right, etc.) (model) 	<p>After unsuccessful attempts (and sometimes after successful attempts, say:</p> <ul style="list-style-type: none"> • Check it. • Something tricked you. Try that again. • See if you can reread to find what's wrong. • Were you right? • Where is the tricky part? • Put your finger on the tricky part? • Something wasn't quite right. Try that again and make sure it (makes sense/ looks right/ sounds right). • Could it be ____? Check to see if that looks right AND/OR sounds right AND/OR makes sense? <p>If child fixes error, comment on what went well. If child makes the error again, teach for what would help.</p>	<p>When student gives signs of uncertainty or stops BEFORE taking action, say:</p> <ul style="list-style-type: none"> • "Good, you stopped: What did you notice?" OR "Show me where the hard part is." • Why did you stop? What did you notice? • You found a tricky part yourself. <p>When student gives signs of uncertainty or stops AFTER taking action, say:</p> <ul style="list-style-type: none"> • Good you stopped because you noticed something wasn't right. • You knew you had to try again. • You noticed it wasn't right and tried something else. • You made it look right and make sense OR sound right and look right, etc. • How did you know it was ____? (after correct solving)

Prompts for Self-correcting		
Teach	Prompt	Reinforce
<p>At the point of problem-solving when the child has tried something to fix an error, say: Let me show you what else might help like:</p> <ul style="list-style-type: none"> • You can try it again & look at this part of the word/all the way through the word...(model) • You can fix it by thinking what would make sense & looking at parts of the word. (model) • You can try it again & think what would sound right and look at the word. (model) • You can fix it by...(demonstrate). 	<p>At the point of problem-solving when the child has tried something to fix an error, say:</p> <ul style="list-style-type: none"> • You're almost right. Try that again. • You are nearly right. Try that again and think: What would look/sound right, or make sense? • Something wasn't quite right. See if you can fix it. • You can fix that by yourself. OR Work some more on that. • Try that again. • If child gives fast response from fluent oral language, not using his eyes, cover the word, saying "What do you expect to see at the beginning of ____?" Now, try again. 	<p>After a successful self-correction:</p> <ul style="list-style-type: none"> • You noticed what was wrong and you fixed it. • Were you right? How can you check yourself? • You noticed it didn't make sense/ look right / sound right and you fixed it. • You went back and fixed it up. • You knew something wasn't right and you checked and fixed it. • You worked hard and fixed that part. • You...(name what all the child tried) that worked. • You fixed this word. Now your finger under it to see if it looks like ____.

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