

Stop, Ask, Fix: Student Checklist

Give yourself a short self-assessment. Read through the following list and put a check mark next to the strategies you regularly use to read a difficult book or piece of writing. Which ones don't you use? These should be strategies to keep in mind the next time you read something challenging. Keep this checklist at your side as you read a text. Use it to help prompt you to use the appropriate strategies available for watching and fixing your comprehension.

ASK, When reading a difficult text...

- I periodically stop and ask, "Does this make sense?"
- I express the difference between my own knowledge and beliefs and ideas expressed in text.
- I express awareness or lack of awareness of what the content means.
- I express doubt about understanding when I am unsure or when meaning is unclear.
- I ask "Where did I lose track?"
- I identify the place where I began to lose comprehension.
- I use fix-up strategies when I experience problems.
- I reread.
- I read on and try to clear up the confusion.
- I substitute words I know (and that fit the context) to replace words I don't understand to see if that works.
- I make mind pictures to "see" in my head what the text means.
- I connect what I am reading to what I have read previously in this text, and what I have read and knew before I read this text. I may ask an author-and-me question because my personal knowledge may help me figure out the meaning.
- I ask myself questions (Why did the character do this? Why did the author put this in? How is this important? Am I supposed to "think and search" or infer?).
- I use these other strategies: [WOL]
- I ask for help if I have made attempts to understand but can't get it. I ask a peer and then I ask my teacher or another adult.