

Helping Students To Become Metacognitive

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Project CRISS for Parents
flip book



Good readers are **metacognitive**. This means they monitor their understanding. They are constantly asking themselves, “Does this make sense?” “Am I getting this?” And, if they do not understand, they know what to do to gain understanding. For example: Ashley is a good reader. While reading a science text, she comes across a vocabulary concept she doesn’t understand. Here are some of the things she knows to do to help her understand. First, she rereads the sentence containing the term. Then, she rereads the whole paragraph and even skims through the whole section. She looks at pictures and diagrams to see if they help with the concept. She creates her own diagram or picture from the information in the text. She looks in the glossary of the text, a dictionary, an encyclopedia, a science book in class. She asks another student and/or the teacher. Ashley knows eleven strategies for helping with difficult vocabulary.

Good readers don’t just read through an assignment once and know all the information. They constantly check themselves and frequently reread specific parts and look at diagrams and/or previous sections.

Here are some ways you can help your students become metacognitive:

- **Ask questions.** Ask your students if the reading makes sense. Can they explain the reading to you? If not, try to find the spot where understanding stopped. Have them go back to that spot and reread. See if the text provides any aids: pictures, examples, diagrams, samples, etc.
- **Discuss or write.** Have your students talk or journal about information in their reading. Students often think they understand the material, until they have to explain it.
- **Research what works.** Have your students try different strategies and see which is most successful.
- **Stop & check.** Periodically stop your students while they are reading. Ask if they understand

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