

Metacognitive Reading Awareness Survey

Under each question, circle all of the responses you think are effective. Be prepared to discuss the rationale and process for each strategy and when and why you use it.

1. What do you do if you encounter a word, and you don't know what it means?
 - a. Use the words around it to figure it out.
 - b. Use an outside source, such as a dictionary or expert.
 - c. Temporarily ignore it and wait for clarification.
 - d. Sound it out.

2. What do you do if you don't know what an entire sentence means?
 - a. Read it again.
 - b. Sound out all the difficult words.
 - c. Think about the other sentences in the paragraph,
 - d. Disregard it completely.

3. If you are reading social studies material, what would you do to remember the important information you've read?
 - a. Skip parts you don't understand.
 - b. Ask yourself questions about the information.
 - c. Realize you need to remember one point rather than another.
 - d. Relate it to something you already know.

4. Before you start to read, what kind of plans do you make to help you read better?
 - a. No specific plan is needed; just start reading toward completion of the assignment.
 - b. Think about what you know about the subject.
 - c. Think about why you are reading.
 - d. Make sure the entire reading can be finished in a short a period of time as possible.

5. Why would you go back and read an entire passage over again?
 - a. You didn't understand it.
 - b. To clarify a specific or supporting idea.
 - c. It seemed important to remember.
 - d. To underline or summarize for study.

6. Knowing that you don't understand a particular sentence while reading involves understanding that
 - a. The reader may not have developed adequate links or associations for new words or concepts introduced.
 - b. The writer may not have conveyed the ideas clearly.
 - c. Two sentences may purposely contradict each other.
 - d. Finding meaning for the sentence needlessly slows down the reader.

7. As you read a textbook, which of these do you do?
 - a. Adjust your pace depending on the difficulty of the material.
 - b. Generally, read at a constant, steady pace.
 - c. Skip the parts you don't understand.
 - d. Continually make predictions about what you are reading.

8. While you read, which of these are important?
 - a. Know when you know and when you don't know key ideas.
 - b. Know what it is that you know in relation to what is being read.
 - c. Know that confusing text is common and usually can be ignored.
 - d. Know that different strategies can be used to aid in understanding.

9. When you come across a part of the text that is confusing, what do you do?
 - a. Keep on reading until the text is clarified.
 - b. Read ahead and then look back if the text is still unclear.
 - c. Skip those sections completely; they are usually not important.
 - d. Check to see if the ideas expressed are consistent with one another.

10. Which sentences are the most important in the chapter?
 - a. Almost all of the sentences are important; otherwise, they wouldn't be there.
 - b. The sentences that contain the important details or facts.
 - c. The sentences that are directly related to the main idea.
 - d. The ones that contain the most detail.

Metacognitive Reading Awareness Survey ANSWER KEY

Under each question, circle all of the responses you think are effective. Be prepared to discuss the rationale and process for each strategy and when and why you use it.

1. What do you do if you encounter a word, and you don't know what it means? **(A, B, C)**
 - a. Use the words around it to figure it out.
 - b. Use an outside source, such as a dictionary or expert.
 - c. Temporarily ignore it and wait for clarification.
 - d. Sound it out.

2. What do you do if you don't know what an entire sentence means? **(A, C)**
 - a. Read it again.
 - b. Sound out all the difficult words.
 - c. Think about the other sentences in the paragraph,
 - d. Disregard it completely.

3. If you are reading social studies material, what would you do to remember the important information you've read? **(B, C, D)**
 - a. Skip parts you don't understand.
 - b. Ask yourself questions about the information.
 - c. Realize you need to remember one point rather than another.
 - d. Relate it to something you already know.

4. Before you start to read, what kind of plans do you make to help you read better? **(B, C)**
 - a. No specific plan is needed; just start reading toward completion of the assignment.
 - b. Think about what you know about the subject.
 - c. Think about why you are reading.
 - d. Make sure the entire reading can be finished in a short a period of time as possible.

5. Why would you go back and read an entire passage over again? **(A, C, D)**
 - a. You didn't understand it.
 - b. To clarify a specific or supporting idea.
 - c. It seemed important to remember.
 - d. To underline or summarize for study.

6. Knowing that you don't understand a particular sentence while reading involves understanding that **(A, B, C)**
- The reader may not have developed adequate links or associations for new words or concepts introduced.
 - The writer may not have conveyed the ideas clearly.
 - Two sentences may purposely contradict each other.
 - Finding meaning for the sentence needlessly slows down the reader.
7. As you read a textbook, which of these do you do? **(A, D)**
- Adjust your pace depending on the difficulty of the material.
 - Generally, read at a constant, steady pace.
 - Skip the parts you don't understand.
 - Continually make predictions about what you are reading.
8. While you read, which of these are important? **(A, B, D)**
- Know when you know and when you don't know key ideas.
 - Know what it is that you know in relation to what is being read.
 - Know that confusing text is common and usually can be ignored.
 - Know that different strategies can be used to aid in understanding.
9. When you come across a part of the text that is confusing, what do you do? **(A, B, D)**
- Keep on reading until the text is clarified.
 - Read ahead and then look back if the text is still unclear.
 - Skip those sections completely; they are usually not important.
 - Check to see if the ideas expressed are consistent with one another.
10. Which sentences are the most important in the chapter? **(B, C)**
- Almost all of the sentences are important; otherwise, they wouldn't be there.
 - The sentences that contain the important details or facts.
 - The sentences that are directly related to the main idea.
 - The ones that contain the most detail.