

Taxonomy of Meta Cognitive Activities:

Advanced/Strategic Reading

1. Orientating

Goal: to activate prior knowledge, determine the demands of the assignment and set goals for reading

Sample activities:

- survey the selection and pay attention to headings, terms or ideas emphasized by print (i.e., bold or italic)
- see if there are study questions at the end of the selection
- pay attention to illustrations including tables and diagrams
- watch for information that is repeated

2. Planning

Goal: to develop a purpose for reading and a procedure for accomplishing the purpose

Sample activities:

- make up questions to be answered or goals to be accomplished by reading the selection
- decide what specific information will be needed and it will be processed
- make predictions about what will be in the selection
- decide which parts of the selection need to read twice or reviewed later
- allocating available reading time according to the task demands (i.e., purpose for reading)
- make intentional alterations in the reading plan if it doesn't seem to be working

3. Executing

Goal: to carry out the reading process and follow the plan

Sample activities:

- read the text actively and employ strategies for comprehension
- find useful and non-useful sections of the selection
- locate answers for pre-reading questions
- employ strategies for organizing and recording information
- read aloud if necessary
- skip portions of no value
- take notes within the text if allowed
- take notes separate from text as needed

4. Monitoring

Goal: to assure progress toward reading goal

Sample activities:

- recognizing failures to comprehend
- noticing inconsistencies or confusion about meaning within the selection
- noticing unfamiliar words, word usage or topic-specific terminology
- recognizing when a problem requires the use of a corrective strategy (i.e., deliberately pausing or going back in text; confirming the meaning of a symbol)

5. Evaluation & Checking

Goal: to assure coverage and understanding of the text

Sample activities:

- review and interpret what has been read
- note any areas of uncertainty
- note useful findings
- verify that reading goals have been accomplished

6. Elaboration

Goal: to format the textual information for application; or to apply the textual information

Sample activities:

- list and define key vocabulary, symbols and concepts
- summarize each portion of the selection at the subheading and/or section level
- summarize the entire selection
- arrive at conclusions about the content of the selection
- paraphrase what was read
- summarize what was read
- connect, compare and/contrast the information from the selection with other information
- draw inferences from the information in the selection, based on the way it relates

Drawn from:

Meijer, J, Veenman, M. V. J., and van Hout-Wolters, B. H. A. M. (2006)

Educational Research & Evaluation; Vol. 12 Issue 3, p209-237

- decide what specific information will be needed and it will be processed
- make predictions about what will be in the selection
- decide which parts of the selection need to read twice or reviewed later
- allocating available reading time according to the task demands (i.e., purpose for reading)
- make intentional alterations in the reading plan if it doesn't seem to be working

Is the category of skills OK? YES NO UNSURE

3. Executing _____ _____ _____

Goal: to carry out the reading process and follow the plan

Question: While you are reading, what can you do to make sure you accomplish your goal?

Sample correct answers:

- read the text actively and employ strategies for comprehension
- find useful and non-useful sections of the selection
- locate answers for pre-reading questions
- employ strategies for organizing and recording information
- read aloud if necessary
- skip portions of no value
- take notes within the text if allowed
- take notes separate from text as needed

Is the category of skills OK? YES NO UNSURE

4. Monitoring _____ _____ _____

Goal: to assure progress toward reading goal

Question: As you go along with your reading how will be able to tell if you're having a problem, or if things are going well?

Sample correct answers:

- recognizing failures to comprehend
- noticing inconsistencies or confusion about meaning within the selection
- noticing unfamiliar words, word usage or topic-specific terminology
- recognizing when a problem requires the use of a corrective strategy (i.e.,

deliberately pausing or going back in text; confirming the meaning of a symbol)

Is the category of skills OK? **YES** **NO** **UNSURE**
5. Evaluation & Checking _____ _____ _____

Goal: to assure coverage and understanding of the text

Question: When you have finished reading, what should you do to make sure you didn't miss anything?

Sample correct answers:

- review and interpret what has been read
- note any areas of uncertainty
- note useful findings
- verify that reading goals have been accomplished

Is the category of skills OK? **YES** **NO** **UNSURE**
6. Elaboration _____ _____ _____

Goal: to format the textual information for application; or to apply the textual information

Question: Can you tell me some useful things you might do right away with the information you have read about?

Sample correct answers:

- list and define key vocabulary, symbols and concepts
- summarize each portion of the selection at the subheading and/or section level
- summarize the entire selection
- arrive at conclusions about the content of the selection
- paraphrase what was read
- summarize what was read
- connect, compare and/contrast the information from the selection with other information
- draw inferences from the information in the selection, based on the way it relates

Drawn from:

Meijer, J, Veenman, M. V. J., and van Hout-Wolters, B. H. A. M. (2006)Educational Research & Evaluation; Vol. 12 Issue 3, p209-237