

Metacognitive Reading Awareness Inventory

There is more than one way to cope when you run into difficulties in your reading. Which ways are best?
Under each question here, put a checkmark beside all the responses you think are effective.

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 science or 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 important ideas.
 - c. Realize you need to remember one point rather than another.
 - d. Relate it to something you already read.
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 as 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 in the sentence.
 - 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 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 details.

An inventory to pique students' metacognitive awareness. Miholic, V. *Journal of Reading*. 38:2 (October, 1994)