

Metacognitive Awareness of Reading Strategies Inventory

School name: _____ Teacher name: _____

Student name: _____ Date: _____

Directions: Listed below are statements about what people do when they read academic or school-related materials such as textbooks or library books.

Five numbers follow each statement (1, 2, 3, 4, 5), and each number means the following:

- **1** means “I **never or almost never** do this.”
- **2** means “I do this **only occasionally**.”
- **3** means “I **sometimes** do this” (50% of the time).
- **4** means “I **usually** do this.”
- **5** means “I **always or almost always** do this.”

After reading each statement, circle the number (1, 2, 3, 4, or 5) that applies to you using the scale provided. Please note that there are no right or wrong answers to the statements in this inventory.

Strategy						
1	I have a purpose in mind when I read.	1	2	3	4	5
2	I take notes while reading to help me understand what I read.	1	2	3	4	5
3	I think about what I know to help me understand what I read.	1	2	3	4	5
4	I preview the text to see what it's about before reading it.	1	2	3	4	5
5	When text becomes difficult, I read aloud to help me understand what I read.	1	2	3	4	5
6	I summarize what I read to reflect on important information in the text.	1	2	3	4	5
7	I think about whether the content of the text fits my reading purpose.	1	2	3	4	5
8	I read slowly but carefully to be sure I understand what I'm reading.	1	2	3	4	5
9	I discuss what I read with others to check my understanding.	1	2	3	4	5
10	I skim the text first by noting characteristics like length and organization.	1	2	3	4	5
11	I try to get back on track when I lose concentration.	1	2	3	4	5
12	I underline or circle information in the text to help me remember it.	1	2	3	4	5
13	I adjust my reading speed according to what I'm reading.	1	2	3	4	5
14	I decide what to read closely and what to ignore.	1	2	3	4	5
15	I use reference material such as a dictionary to help me understand what I read.	1	2	3	4	5
16	When the text becomes difficult, I pay closer attention to what I'm reading.	1	2	3	4	5
17	I use tables, figures, and pictures in the text to increase my understanding.	1	2	3	4	5
18	I stop from time to time and think about what I'm reading.	1	2	3	4	5
19	I use context clues to help me better understand what I'm reading.	1	2	3	4	5
20	I paraphrase (restate ideas in my own words) to better understand what I read.	1	2	3	4	5
21	I try to picture or visualize information to help me remember what I read.	1	2	3	4	5
22	I use typographical aids like boldface and italics to identify key information.	1	2	3	4	5
23	I critically analyze and evaluate the information presented in the text.	1	2	3	4	5
24	I go back and forth in the text to find relationships among ideas in it.	1	2	3	4	5
25	I check my understanding when I come across conflicting information.	1	2	3	4	5
26	I try to guess what the material is about when I read.	1	2	3	4	5
27	When the text becomes difficult, I reread to increase my understanding.	1	2	3	4	5
28	I ask myself questions I like to have answered in the text.	1	2	3	4	5

29	I check to see whether my guesses about the text are right or wrong.	1	2	3	4	5
30	I try to guess the meaning of unknown words or phrases.	1	2	3	4	5

PAPERWORK BURDEN STATEMENT

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Responses to this data collection will be used only for statistical purposes. The reports prepared for this study will summarize findings across the sample and will not associate responses with a specific district or individual. We will not provide information that identifies you or your district to anyone outside the study team, except as required by law.