

Self-Correcting and Rereading While You Read

Name: _____

Date: _____

Score: ____ / 10



Quick Review

Strong readers do more than say words — they listen to themselves. When something does not sound right or does not make sense, they STOP, REREAD, and FIX the mistake. This is called self-monitoring and self-correcting.

PRACTICE

Read each short scenario or question, then choose or write the best answer.

1. Maya reads aloud: "The astronomer studied the stars at night," but she says "astronaut" instead of "astronomer." What should she do FIRST?
 - A. Keep reading and ignore the mistake.
 - B. Skip the whole sentence and move on.
 - C. Reread the sentence and look at the word more carefully.
 - D. Ask the teacher to read the sentence for her.
2. Jordan finishes a paragraph and realizes he does not remember anything he just read. What is the BEST strategy?
 - A. Keep going; the next paragraph will explain it.
 - B. Go back and reread the paragraph slowly.
 - C. Skip ahead to the end of the chapter.
 - D. Look only at the pictures in the text.
3. Lin meets the unfamiliar word *photosynthesis* in a science article. Which strategy should she try FIRST?
 - A. Skip the word and keep reading anyway.
 - B. Sound out only the first letter and guess.
 - C. Ask a friend across the room for the answer.
 - D. Break the word into chunks (pho-to-syn-the-sis) and use the science context.
4. When good readers self-monitor, they _____.
 - A. Notice when something they just read does not make sense and fix it.
 - B. Read every page at exactly the same speed.
 - C. Memorize each sentence before moving on to the next.
 - D. Always read the last page of a book first.



5. Diego reads, "The dog ran *quietly* down the street," but the text actually says "quickly." Why should he self-correct?
- A. "Quietly" is not a real word.
 - B. "Quietly" is too long to say out loud.
 - C. The meaning of the sentence changes if he uses the wrong word.
 - D. "Quietly" has too many syllables for a grade-5 sentence.
6. Which is NOT a useful self-correction strategy when you misread a word?
- A. Reread the sentence to check if it makes sense.
 - B. Pretend you did not make the mistake and keep going.
 - C. Look for prefixes, roots, or suffixes you already know.
 - D. Use the surrounding sentences to figure out the meaning.
7. After misreading a difficult word, why is it important to reread the WHOLE sentence (not just the single word)?
- A. Rereading the whole sentence helps you check that the word fits the meaning of the sentence.
 - B. It lets you finish the page faster than your classmates.
 - C. It is required by the teacher every single time you read.
 - D. Single words never have any meaning by themselves.
8. Sara is reading a chapter book, and one sentence still confuses her after she rereads. Which strategy should she try LAST, after the others fail?
- A. Reread the confusing sentence one more time.
 - B. Look back at the previous paragraph for context.
 - C. Break the tricky words into smaller chunks.
 - D. Ask an adult for help or look the word up in a dictionary.
9. A reader who notices their own mistakes and fixes them while reading is using a skill called ____.
- A. memorization
 - B. estimation
 - C. self-monitoring
 - D. summarizing
10. Name TWO strategies a grade-5 reader can use when they come to a word they do not know.



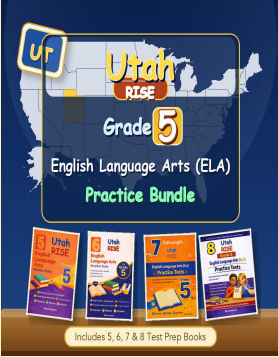
Answer Keys

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| <p>1 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D</p> <p>2 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>3 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D</p> <p>4 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>5 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D</p> | <p>6 <input type="radio"/> A <input checked="" type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>7 <input checked="" type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D</p> <p>8 <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input checked="" type="radio"/> D</p> <p>9 <input type="radio"/> A <input type="radio"/> B <input checked="" type="radio"/> C <input type="radio"/> D</p> <p>10 <input type="text" value="See below"/></p> |
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| Explanations | |
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| 1. C | Self-correcting starts with rereading and looking again. A leaves the wrong meaning in place. B loses important content. D skips the chance to use her own decoding skills first. |
| 2. B | Rereading is the standard fix when comprehension breaks down. A hopes the problem will solve itself; C abandons the section entirely; D ignores the actual words on the page. |
| 3. D | Chunking plus context is the most powerful first move on a long, unfamiliar word. A and B abandon the word; C skips the chance to use the chunks and the topic clues she already has. |
| 4. A | Self-monitoring = noticing meaning breakdowns and repairing them. B confuses monitoring with rate; C confuses it with memorization; D is not a self-monitoring habit at all. |
| 5. C | The reason to self-correct is meaning: a quiet dog and a fast dog are very different. A is false (quietly is a real word); B and D invent rules that do not exist. |
| 6. B | Pretending the mistake did not happen is the OPPOSITE of self-correcting. A, C, and D are all standard, helpful strategies grade-5 readers should use. |
| 7. A | Words live inside sentences, and the sentence is what tells you whether your fix is right. B confuses rereading with rate; C is not a real rule; D is false (many words have meaning on their own). |
| 8. D | Independent strategies (rereading, context, chunking) come first; asking an adult or using a dictionary is the backup when those fail. A, B, and C are all things a grade-5 reader can do on their own. |
| 9. C | Self-monitoring is the exact name for noticing and repairing your own reading. A is about remembering; B is about guessing amounts; D is about shortening a text after you read it. |
| 10. | Answer: Sample answers: break the word into chunks (syllables); look for a known prefix, root, or suffix; use context clues from the surrounding sentences; reread the sentence; check a dictionary. Any two of: chunking, using known roots/prefixes/suffixes, using context, rereading, or using a dictionary. These are all valid grade-5 self-correction strategies. |



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