'Say-Ask-Check' Metacognitive Prompts Tied to a Word-Problem Cognitive Strategy (Montague, 1992)		
Cognitive Strategy Step	Metacognitive 'Say-Ask-Check' Prompt Targets	Sample Metacognitive 'Say-Ask-Check' Prompts
1. Read the problem.	'Say' (Self-Instruction) Target: *The student reads and studies the problem carefully before proceeding.* *'Ask' (Self-Question) Target: Does the student fully understand the problem?* *'Check' (Self-Monitor) Target: Proceed only if the problem is understood.*	Say: "I will read the problem. I will reread the problem if I don't understand it." Ask: "Now that I have read the problem, do I fully understand it?" Check: "I understand the problem and will move forward."
2. Paraphrase the problem.	'Say' (Self-Instruction) Target: *The student restates the problem in order to demonstrate understanding.* *'Ask' (Self-Question) Target: Is the student able to paraphrase the problem?* *'Check' (Self-Monitor) Target: Ensure that any highlighted key words are relevant to the question.*	Say: "I will highlight key words and phrases that relate to the problem question." "I will restate the problem in my own words." Ask: "Did I highlight the most important words or phrases in the problem?" Check: "I found the key words or phrases that will help to solve the problem."
3. 'Draw' the problem.	'Say' (Self-Instruction) Target: *The student creates a drawing of the problem to consolidate understanding.* *'Ask' (Self-Question) Target: Is there a match between the drawing and the problem?* *'Check' (Self-Monitor) Target: The drawing includes in visual form the key elements of the math problem.*	Say: "I will draw a diagram of the problem." Ask: "Does my drawing represent the problem?" Check: "The drawing contains the essential parts of the problem."
4. Create a plan to solve the problem.	'Say' (Self-Instruction) Target: *The student generates a plan to solve the problem.* *'Ask' (Self-Question) Target: What plan will help the student to solve this problem?* *'Check' (Self-Monitor) Target: The plan is appropriate to solve the problem.*	Say: "I will make a plan to solve the problem." Ask: "What is the first step of this plan? What is the next step of the plan?" Check: "My plan has the right steps to solve the problem."
5. Predict/ estimate the Answer.	'Say' (Self-Instruction) Target: *The student uses estimation or other strategies to predict or estimate the answer.* *'Ask' (Self-Question) Target: What*	Say: "I will estimate what the answer will be." Ask: "What numbers in the problem should be used in

	estimating technique will the student use to predict the answer? *'Check' (Self-Monitor) Target: The predicted/estimated answer used all of the essential problem information.*	my estimation?" Check: "I did not skip any important information in my estimation."
6. Compute the answer.	'Say' (Self-Instruction) Target: *The student follows the plan to compute the solution to the problem.* *'Ask' (Self-Question) Target: Does the answer agree with the estimate?* *'Check' (Self-Monitor) Target: The steps in the plan were followed and the operations completed in the correct order.*	Say: "I will compute the answer to the problem." Ask: "Does my answer sound right?" "Is my answer close to my estimate?" Check: "I carried out all of the operations in the correct order to solve this problem."
7. Check the answer.	'Say' (Self-Instruction) Target: *The student reviews the computation steps to verify the answer.* *'Ask' (Self-Question) Target: Did the student check all the steps in solving the problem and are all computations correct?* *'Check' (Self-Monitor) Target: The problem solution appears to have been done correctly.*	Say: "I will check the steps of my answer." Ask: "Did I go through each step in my answer and check my work?" Check: ""

Reference

Montague, M. (1992). The effects of cognitive and metacognitive strategy instruction on the mathematical problem solving of middle school students with learning disabilities. *Journal of Learning Disabilities, 25*, 230-248.