

Appendix. The new taxonomy of metacognitive activities

Orientating	
Activating prior knowledge (APK)	
Establishing task demands (ETD)	
Hypothesising (HYP)	
Identifying or repeating important information (to be remembered) (IMP)	
Studying, rereading question carefully (SQC)	
<i>Text-Studying</i>	<i>Problem-Solving</i>
Planning	
Keep on reading hoping for clarity further on (KRH)	
Looking for particular information in text (LPI)	
Organising thought by questioning oneself (OT)	
Resuming (RES)	
Subgoalings (SG)	
Selecting particular piece of text to look for required information (SPP)	
Using external source to get explanation (UES)	
<i>Text-Studying</i>	<i>Problem-Solving</i>
Change of strategy by reversing arguments (e.g., cause and consequence) (CSA)	Backward reasoning, decision to chain backward (BR)
Deciding to read difficult parts of text again (DRD)	Choosing units (CUN)
Reading notes (RN)	Decision to change strategy on basis of interim outcome (DCS)
	Formulate action plan (FAP)
	Give meaning to axes of graphs, setting up a coordinate system (GMA)
	Simplifying problem by dropping restriction(s) or identifying restrictions for solution (SIM)

(continued)

Appendix. (Continued)

Executing	
Commenting on (explanation in) text (CET)	
Error in technical reading (ETR)	
Note-taking, underlining, circling, highlighting (NUL)	
Reacting to question of experimenter (RE)	
Reading aloud (R)	
Rereading (RR)	
Skipping word(s) (SK)	
<i>Text-Studying</i>	<i>Problem-Solving</i>
Concluding, answering without checking text, offering explanations (CEC)	Converting units (CU)
Empathising (EM)	Estimating (EST)
	Executing action plan (EAP)
	Reading out symbolic convention (e.g., m/s) literally or failure to pronounce it (RSC)
	Transferring from one representation into another (TR)
Monitoring	
Checking memory capacity (CMC)	
Claiming (partial) understanding (CPU)	
Comprehension failure (CF)	
Error detection (plus correction), keeping track (ED)	
Found required information (FRI)	
Information required not found (IRF)	
Noticing inconsistency, confusion, checking plausibility (NIPS)	
Noticing unfamiliar words or terms (NUT)	
Noticing retrieval failure (NRF)	
Commenting on task demands or available time (TD)	
<i>Text-Studying</i>	<i>Problem-Solving</i>
Deliberately pausing, going back in text (DP)	Claiming progress in understanding (CLU)
Noting lack of knowledge (NK)	Give meaning to symbols or formulae (GMS)
	Noticing differences (ND)
	Using former interim outcome (UFO)

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Appendix. (Continued)

Evaluation	
Checking (CC)	
Explaining strategy, justifying (EGJ)	
Finding similarities, analogies (FSA)	
Interpreting (I)	
Uncertainty about conclusion (UC)	
<i>Text-Studying</i>	<i>Problem-Solving</i>
Reading goal(s) accomplished (RGA)	Give up, quit (GQ)
	Self-critique (SC)
	Verifying (V)
Elaboration	
Concluding (CON)	
Connecting parts of text by reasoning (CPR)	
Inferring (INF)	
Paraphrasing, summarising what was read (PS)	
Summarising by rereading (sub)headings or words in bold print (SRH)	
Summarising (entire) text by dates and events, checking representations, words and symbols; preparing for posttest (SUM)	
<i>Text-Studying</i>	<i>Problem-Solving</i>
	Commenting on difficulty of problem (CDP)
	Commenting on personal habit (CPH)