

Monitoring for Meaning

Grades 3-5



Monitoring comprehension is above all engagement. When readers monitor their thinking, they have an inner conversation with the text. They listen to the voice in their head that speaks to them as they read. They notice when the text makes sense or when it doesn't and they utilize "fix up" strategies to repair comprehension.

This unit is different from the other comprehension units of study. It is meant to be used throughout the year to give students strategies to independently monitor their comprehension and integrate the comprehension strategies you are teaching them throughout the year. The lessons are not necessarily in sequential order and depending on the learners, it may not be necessary to focus on this for 4-6 consecutive weeks as we recommend for the other units.

The third grade team discussed the following options for using this unit:

- Brief unit after launching in the beginning of year**
- 1-2 week unit between each of the comprehension units**
- Brief unit at the end of the year**
- Integrate lessons into each of the comprehension units you teach as applicable.**

These options can be used in combination or by themselves.

Please use these lessons in a manner that suits your class and teaching style. We would appreciate your feedback and ideas so we can share them with your colleagues.

Unit of Study: Monitoring for Meaning

Grade: 3-5

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| Prior Knowledge: What prior knowledge about comprehension do students need to have before entering this Unit of Study? | What is schema? |
| Definition What is monitoring for meaning? | Monitoring for meaning is when we notice when meaning breaks down and we use strategies to fix it. |
| Concepts to Teach What are the important concepts that you will teach within this Unit of Study? | <ol style="list-style-type: none">1. What is monitoring for meaning?2. Solving unknown words.3. Words can be broken into syllables.4. Reread and read on to clarify meaning and clear up confusions5. Identify problems at the word, sentence, and schema level.6. Use strategies flexibly and adaptively.7. Stop, think and react to content of reading.8. Think, talk and write about your reading.9. Articulate and employ comprehension strategies that have been taught through units of study to authentically solve problems and deepen understanding of the text they are reading.10. Read fluently. |

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| Anchor Lessons | Text | Key Concepts |
|---|--|--|
| 1. What is monitoring for meaning? | <i>Chester's Way</i> by Kevin Henkes | <ul style="list-style-type: none"> Definition of monitoring for meaning |
| 2. Solving unknown words. | | <ul style="list-style-type: none"> Strategies good readers use when they come to an unknown word. |
| 3. Words can be broken into syllables. | | <ul style="list-style-type: none"> Strategies good readers use when they come to an unknown word. |
| 4. Reread and read on to clarify meaning and clear up confusions. | <i>The Stories Julian Tells</i> by Ann Cameron | <ul style="list-style-type: none"> Readers monitor for meaning at all times. Readers STOP reading when something does not make sense. Readers reread for meaning Readers use fix-up strategies to clear up confusion. |
| 5. Identify problems at the word, sentence, and schema level. | <i>Coming on Home Soon</i> by Jacqueline Woodson | <ul style="list-style-type: none"> Readers monitor for meaning at all times. |
| 6. Use strategies flexibly and adaptively. | Piece From Time for Kids Other short text | <ul style="list-style-type: none"> Readers monitor for meaning at all times. Readers STOP reading when something does not make sense. Readers reread for meaning Readers use fix-up strategies to clear up a confusion |
| 7. Stop, think and react to content of reading. | | <ul style="list-style-type: none"> Readers stop and think about what they are reading - they are engage with the text. |
| 8. Think, talk and write about your reading. | <i>The Gardner</i> | <ul style="list-style-type: none"> Readers talk about their thinking with other readers. Readers write in response to their reading. |
| 9. Articulate and employ comprehension strategies that have been taught through units of study to authentically solve problems and deepen understanding of the text they are reading. | | <ul style="list-style-type: none"> Readers monitor for meaning at all times. Readers STOP reading when something does not make sense. Readers reread for meaning Readers use fix-up strategies to clear up a confusion |
| 10. Read fluently | Familiar Reads Songs Poetry | <ul style="list-style-type: none"> Readers read like they talk and know many words automatically. |

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| <i>Anchor Charts</i> | <ul style="list-style-type: none"> • What is monitoring for meaning? • Ways to talk about monitoring for meaning? • How does monitoring for meaning help you as a reader? • Why meaning breaks down/fix-up strategies I can use? | |
| <i>Ways to Record Thinking</i> Graphic Organizers, Post-its, Journals | <ul style="list-style-type: none"> • Post-its • Graphic organizers • Highlighters • 2 or 3 column charts • RRJ | |
| <i>Small Group</i> | <i>Text/Level</i> | <i>Concept</i> |
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| <i>Independent Reading</i> <i>Conference Points</i> | <ul style="list-style-type: none"> • Take me to a place where the text became confusing. • Try reading like you talk. • Show me how you monitored your comprehension as you read. • What are you thinking? • Tell about which fix-up strategies you have been using. • Show me the notes you have been taking. Talk to me about them. • xx | |
| <i>Evidence of Understanding and Independence</i> (Oral and written) | <ul style="list-style-type: none"> • Turn and Talk Conversations • Oral conversations with partners • Drawings • Drama • Reading Response Journals | |
| <i>Celebrations of Learning</i> | <ul style="list-style-type: none"> • Book recommendations • Book reports • Book groups | |

Anchor Lesson: 1. What is monitoring for meaning?

| Title of Text | Lesson Plan: | Notes to Build Next Lesson |
|---|--|---|
| <p>Select the materials</p> | <p>Chester's Way, Kevin Henkes</p> | |
| <p>Name the Strategy. Explain.</p> <p><i>"I have noticed that ..."</i></p> <p><i>"A strategy readers use is ..."</i></p> | <p><i>We have talked about the two jobs that good readers have: read the words and understand what is happening in the text. I have noticed that many of you are reading and reading without ever stopping to think about what you are reading. Then you cannot tell me what happened in the story. Good readers monitor for meaning. They notice when meaning breaks down and they use strategies to fix it.</i></p> | <p>Repeat this lesson several times using more difficult text. After students are comfortable with turning and talking, teach students how to jot their thoughts on post-it notes or My Thinking chart.</p> |
| <p>Demonstrate the Strategy.</p> <p>Say: <i>Think aloud.</i></p> <p>Show: <i>Model.</i></p> <p>Explain: <i>How this will help them as a reader.</i></p> | <p><i>Let me show you how good readers stop and think about what they are reading so they can understand and enjoy what they are reading.</i></p> <p>Read aloud a section of <i>Chester's Way</i>. Choose a stopping point and share your thinking with the class. Model this two more times in the book. Model that sometimes readers stop and think about the words and sometimes they stop and think about the ideas.</p> | |
| <p>Provide Independent practice</p> <p>Remind students before they go off to read ... <i>"When you go to IR try ..."</i></p> | <p><i>Today, when you go to independent reading make sure you are not reading to be "done." Stop and think about what you are reading so that you can understand and enjoy the book.</i></p> | |

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Anchor Lesson: 1. What is monitoring for meaning?

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| Conference Points | <ul style="list-style-type: none">• Tell me what you are thinking• Are you enjoying this book?• Why/how did you select that book?• Retell what you have read so far.• Tell me what is happening in the story right now.• What are you thinking?• What in the text made you think that? | |
| Share/reinforce | <i>Who would like to share with us some thinking they did while reading today?</i> | |

Anchor Lesson: 1. What is monitoring for meaning?

| Text | My Thinking |
|-------------|--------------------|
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Anchor Lesson: 2. Solving unknown words.

| Title of Text | Lesson Plan | Notes to Build Next Lesson |
|---|---|----------------------------|
| <p>Select the materials</p> | | |
| <p>Name the Strategy. Explain.</p> <p><i>"I have noticed that ..."</i></p> <p><i>"A strategy readers use is ..."</i></p> | <p><i>Good readers monitor for meaning. They notice when they don't know a word and they use strategies to fix it. When readers come to words they do not know, they have lots of ways to figure them out. You know some ways to figure out words. Let's list them.</i></p> | |
| <p>Demonstrate the Strategy.</p> <p>Say: <i>Think aloud.</i></p> <p>Show: <i>Model.</i></p> <p>Explain: <i>How this will help them as a reader.</i></p> | <p>Please see Unit of Study on Decoding (K-2 Monitoring for Meaning) for specific lessons.</p> <p>Make a bookmark of strategies for students to use when they are reading. Model how you would use the bookmark to help you solve unknown words.</p> <p><i>Let me show you how I would use a strategy bookmark to help me remember the strategies I can use when I am stuck on a word.</i></p> <p>Read aloud and model how you would reference the bookmark to choose a strategy to try. If it doesn't work, model how you would use the card to choose another strategy to try.</p> <p><i>Good readers try lots of different strategies to figure out words they do not know.</i></p> <p>Repeat modeling in this manner a few times.</p> | |

Anchor Lesson: **2. Solving unknown words.**

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| <p>Provide guided practice</p> <p>Invite the students to practice the strategy with teacher guidance.</p> | <p>Read aloud another selection of text and have the students use the strategy bookmark to help prompt them to use a strategy.</p> | |
| <p>Provide Independent practice</p> <p>Remind students before they go off to read ... "When you go to IR try ..."</p> | <p><i>Today when you go to IR each of you will find a strategy bookmark in your bag. I want you to put that card out in front of you. If you come to a word you do not know, use the bookmark to remind you which strategies you can use.</i></p> | |
| <p>Conference Points</p> | <ul style="list-style-type: none"> • <i>Show me a tricky word.</i> • <i>What do you do when you come to a word you do not know?</i> • <i>Show me how you are using your bookmark.</i> | |
| <p>Share/reinforce</p> | <p><i>What did you notice about yourself as a reader today? Who can show us how they solved an unfamiliar word?</i></p> | |

**Unit of Study: Monitoring for
Meaning Grade: 3-5**

Anchor Lesson: 2. Solving unknown words.

**Readers notice when something
doesn't make sense. They have
different ways to solve the
problem.**

1. Readers stop and think about what they know.
2. Readers go back and reread the sentence or the paragraph to better understand the author's meaning.
3. Readers continue reading and look for more information.
4. Readers ask for help with understanding.

Anchor Lesson: 2. Solving unknown words.

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|---|---|
|  | Look at the picture. Think about the story. |
| | Go back. |
| | Get your mouth ready. Point and slide under the word. |
| | Read to the end of the sentence. |
| | Try a word. Does it make sense? Does it sound like language? Do the letters match? |
| | Go on. |

**Unit of Study: Monitoring for
Meaning** **Grade: 3-5**

**Anchor Lesson: 2. Solving unknown
words.**

Reading Strategies

When you come to a word you
don't know ...

1. Put your finger on the word and say all the letters.
2. Put your finger on the word and read the rest of the sentence. Go back and try the word again.
3. Look for clues in the picture and in the sentence.
4. Look for spelling patterns and words you know.

Remember: If the word does not make sense, go back and read it again.

Anchor Lesson: 3. Words can be broken into syllables

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| <p>Provide Independent practice Remind students before they go off to read ... "When you go to IR try ..."</p> | <p><i>Today during independent reading, if you come to a word you do not know try to use syllables or chunking to help you decode the word.</i></p> | |
| <p>Conference Points</p> | <ul style="list-style-type: none"> • <i>Can you show me how you used syllables to decode that word?</i> • <i>Can you show me the syllables in this word?</i> • <i>Show me how you used arm tapping to help you?</i> | |
| <p>Share/reinforce</p> | <p><i>Can anyone share how they used syllables or chunking to decode a word today?</i></p> | |

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Anchor Lesson: 4. Reread and read on to clarify meaning and clear up confusions

| Title of Text | Lesson Plan: | Notes to Build Next Lesson |
|---|--|--|
| Select the materials | The Stories Julian Tells, Ann Cameron | |
| <p>Name the Strategy. Explain.</p> <p>"I have noticed that ..."</p> <p>"A strategy readers use is ..."</p> | <p>We have talked about how good readers understand what they read. I realize that sometimes you may get confused - this happens to all good readers. You may lose track of your reading when you get distracted or begin to daydream</p> <p>Model this. Then have them turn to their partners and share a time when this has happened to them. Good readers get stuck sometimes but they use strategies to help them focus and to understand what they have read.</p> | <p>Repeat this lesson several times using more difficult text.</p> |
| <p>Demonstrate the Strategy.</p> <p>Say: Think aloud. Show: Model. Explain: How this will help them as a reader.</p> | <p>Let me show you how good readers reread and read on to clarify meaning and clear up confusions.</p> <p>Read aloud a section of, The Story Julian Tells. Choose a stopping point and share your thinking with the class. Model this two or more times in the book. Be sure to model how to reread and read on.</p> | |
| <p>Provide guided practice</p> <p>Invite the students to practice the strategy with teacher guidance.</p> | <p>Give assigned partners an appropriate passage. Partners read the passage aloud to each other. Remind the students to ask themselves, as they read, if they understand what they are reading. Encourage them to reread and read on. Call the students back together and ask them to share/model how they used rereading and reading on to understand what they were reading.</p> | |

Unit of Study: Monitoring for Meaning**Grade: 3-5****Anchor Lesson: 4. Reread and read on to clarify meaning and clear up confusions**

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| Provide Independent practice | Today, when you go to independent reading, stop and reread and read on to clear up confusion and clarify meaning. | |
| Conference Points | <ul style="list-style-type: none">• Show me how rereading and reading on helped you understand the meaning. | |
| Share/reinforce | Who would like to share how they used rereading and reading on to clarify meaning? | |

Anchor Lesson: 5. Identify problems at the word, sentence, and schema level

| Title of Text | Lesson Plan: | Notes to Build Next Lesson |
|---|---|--|
| Select the materials | Coming on Home Soon by Jacqueline Woodson | Other book suggestions: The Rag Coat by Lauren Mills, The Wise Woman and Her Secret by Eve Merriam, The Honest-to-Goodness Truth by Patricia McKissack |
| <p>Name the Strategy. Explain.</p> <p>"I have noticed that ..."</p> <p>"A strategy readers use is ..."</p> | <p>We have been talking about the two jobs that good readers have: read the words and understand what is happening in the text. We know that all good readers get stuck. Sometimes I just don't understand what I'm reading even though I can read most of the words. I am going to read a story and when I come to a part that confuses me I am going to show you how I notice the problem and what I do to try and fix the problem. While I'm thinking aloud, your job is to watch me and notice what I do as a reader to get back on track and fix my understanding.</p> | |

Anchor Lesson: 5. Identify problems at the word, sentence, and schema level

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| <p>Demonstrate the Strategy.</p> <p>Say: Think aloud. Show: Model. Explain: How this will help them as a reader.</p> | <p>As I read, I am going to stop when I don't understand and notice what is confusing me.</p> <p>Use the Anchor Chart "Why meaning breaks down, Fix up strategies" to categorize what kind of difficulty you are having and how to fix it.</p> <p>Make an anchor chart:</p> | | | | | |
| | <table border="1"> <tr> <td data-bbox="576 657 812 722">Why Meaning Breaks Down?</td> <td data-bbox="812 657 1042 722">Fix-Up Strategies</td> </tr> <tr> <td data-bbox="576 722 812 793"></td> <td data-bbox="812 722 1042 793"></td> </tr> </table> | Why Meaning Breaks Down? | Fix-Up Strategies | | | |
| Why Meaning Breaks Down? | Fix-Up Strategies | | | | | |
| | | | | | | |
| | <p>Introduce the text.</p> <p>Read aloud and pause at confusing part of the text. Model: Think aloud as you read a confusing part. Identify if it as an unknown word, a confusing sentence, or when prior knowledge might be lacking. Demonstrate the reading work you would do to clarify the confusion (look at the pictures, reread, read on, ask a question, ask for help with understanding).</p> | | | | | |
| <p>Provide guided practice Invite the students to practice the strategy with teacher guidance.</p> | <p>Ask students to partner read a short piece of text and mark with sticky notes places in the text that were confusing. With your partner, try and use one of the fix up strategies.</p> | | | | | |
| <p>Provide Independent practice Remind students before they go off to read ... "When you go to IR try ..."</p> | <p>Today at independent reading, I would like you to notice when you get stuck. See if you can notice if you are confused by a word, sentence or schema. Try a fix up strategy. If it works you can add it to our chart.</p> | | | | | |

Anchor Lesson: 5. Identify problems at the word, sentence, and schema level

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| <p>Conference Points</p> | <ul style="list-style-type: none"> • Show me where there was a confusing word or sentence? • Were there any times that you used text-to-self connections? • What fix up strategy did you use? • Is there anything that is still confusing you? • What is causing your confusion: words or ideas in the text? | |
| <p>Share/reinforce</p> | <p>Can anyone share a place in their book where they were confused? Please tell us what strategy you used to help yourself continue to be engaged as a reader.</p> | |

Anchor Lesson: 6. Use strategies flexibly and adaptively

| Title of Text | Lesson Plan: | Notes to Build Next Lesson |
|---|--|----------------------------|
| <p>Select the materials</p> | <p>Piece from Time for Kids Other short text</p> | |
| <p>Name the Strategy. Explain.</p> <p>"I have noticed that ..."</p> <p>"A strategy readers use is ..."</p> | <p>Good readers monitor for meaning. They notice when meaning breaks down and they use strategies to fix it. They have a set of strategies and they know which strategy to use to fix specific problems.</p> | |
| <p>Demonstrate the Strategy.</p> <p>Say: Think aloud. Show: Model. Explain: How this will help them as a reader.</p> | <p>Let me show you how good readers monitor their comprehension and use fix up strategies when meaning breaks down. There are times when I find myself reading the text, but just not getting it. Maybe I cannot read the word or I can read it, but I do not understand the concept. Other times, I just lose attention and stop focusing on what I am reading - I get distracted. When these problems occur, we need to use our strategies to repair meaning and understand the text.</p> <p>I am going to read a section of this text and model my thinking as I read. Model not understanding a concept. Show how you notice the lack of understanding and how you use strategies to make sense of the text.</p> | |

Anchor Lesson: 6. Use strategies flexibly and adaptively

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| <p>Provide guided practice Invite the students to practice the strategy with teacher guidance.</p> | <p>Use anchor chart from prior lesson:</p> <table border="1" data-bbox="576 317 1042 464"> <tr> <td data-bbox="576 317 812 390">Why Meaning Breaks Down?</td> <td data-bbox="812 317 1042 390">Fix-Up Strategies</td> </tr> <tr> <td data-bbox="576 390 812 464"></td> <td data-bbox="812 390 1042 464"></td> </tr> </table> <p>As we continue reading this piece together, let's keep track of the reasons that meaning breaks down and which strategies will help us make sense of the text.</p> <p>As you read, choose stopping points and have students turn and talk about what they noticed about my comprehension and what I did to make sense of my reading when I got confused. Share out and begin to write ideas on the anchor chart. Keep this chart posted and add ideas throughout the year.</p> | Why Meaning Breaks Down? | Fix-Up Strategies | | | |
| Why Meaning Breaks Down? | Fix-Up Strategies | | | | | |
| | | | | | | |
| <p>Provide Independent practice Remind students before they go off to read ... "When you go to IR try ..."</p> | <p>Today during independent reading I want you to pay close attention to your thinking as you read. Notice when meaning breaks down and think about what strategies help you make sense of the text.</p> | | | | | |
| <p>Conference Points</p> | <ul style="list-style-type: none"> • Show me where there was a confusing word or sentence? • What fix up strategy did you use? • Is there anything that is still confusing you? • Take me to the place where meaning broke down for you. • Did you use any strategies on the chart? | | | | | |
| <p>Share/reinforce</p> | <p>Can anyone share how they fixed up their understanding when meaning broke down for them?</p> | | | | | |

Anchor Lesson: 7. Stop, think and react to content of reading

| Title of Text | Lesson Plan: | Notes to Build Next Lesson |
|---|--|----------------------------|
| <p>Select the materials</p> | <p>The Gardner</p> | |
| <p>Name the Strategy. Explain.</p> <p>"I have noticed that ..."</p> <p>"A strategy readers use is ..."</p> <p>Introduce the Text.</p> | <p>When readers think about the words and ideas as they read, they carry on an inner conversation with the story. I have a voice in my head that speaks to me as I read. It is a quiet voice that no one else hears. This is an inner conversation. I have noticed that many of you do a great job paying attention to reading the correct words, now I want you to stop, think and react to the story you are reading.</p> | |
| <p>Demonstrate the Strategy.</p> <p>Say: Think aloud. Show: Model. Explain: How this will help them as a reader.</p> | <p>"I am going to show you how I have a conversation with myself while I'm reading." Model your inner conversation as you read "I can't imagine moving away from my family and not being scared about what is going to happen to me." I'll write this thought down on a post-it so I can keep track of my thinking. Good readers jot down their thinking. We call this leaving tracks of thinking just like animals do when they scurry along the beach or the snow. I don't write down everything or I'd never get through the whole story.</p> | |
| <p>Provide guided practice Invite the students to practice the strategy with teacher guidance.</p> | <p>I will read a few more pages on this story and then you will turn to your partner and talk about what we have read so far. Then I want you to jot down their thinking on post-its, RRJ, or My Thinking Chart.</p> | |

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Anchor Lesson: 7. Stop, think and react to content of reading

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| Provide Independent practice Remind students before they go off to read ... "When you go to IR try ..." | When you go off to IR try listening to your inner voice. Make sure you write down your thinking as you read. | |
| Conference Points | <ul style="list-style-type: none">• "What do you wonder?"• "How would you feel in this situation?"• "Does this remind you of anything?"• "Show me your thinking so far." | |
| Share/reinforce | Write down examples of students' thinking/questions on a chart to stimulate further discussion | |

Anchor Lesson: 8. Think, talk and write about your reading

| Title of Text | Lesson Plan: | Notes to Build Next Lesson |
|--|--|----------------------------|
| <p>Select the materials</p> | <p>Materials should align with strategy you are teaching. For example, asking questions: <u>The Stranger</u>; inferring: <u>The Wednesday Surprise</u>. A short text such as Time for Kids also works well.</p> | |
| <p>Name the Strategy. Explain.</p> <p>"I have noticed that ..."</p> <p>"A strategy readers use is ..."</p> | <p><i>I have noticed that many of you read and read, but then get stuck when you are asked to write about your reading. All readers get stuck at times. Good readers learn to stop and think about what they are reading.</i></p> <p><i>As I read this article, I am going to stop, think out loud, and jot down my thinking. You will notice that I stop, think, and react as I read rather than just read on. My reactions might include some questions, some connections or some new information.</i></p> | |
| <p>Demonstrate the Strategy.</p> <p>Say: Think aloud. Show: Model. Explain: How this will help them as a reader.</p> | <p><i>Let me show you how I stop to think and have an inner conversation when I am reading.</i></p> <p>Read aloud modeling how to stop and have an inner conversation. Then jot down your thinking on an overhead or chart. Have the students turn and talk (see Launching) sharing their thinking. Repeat modeling in this manner a few times.</p> | |
| <p>Provide guided practice Invite the students to practice the strategy with teacher guidance.</p> | <p><i>After I have shown you my thinking, you will be able to record your thinking and talk with each other about some of your ideas.</i></p> <p>Read another paragraph and then ask the students to write down their thinking. Turn to a partner and share what you wrote down.</p> | |

Anchor Lesson: 8. Think, talk and write about your reading

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| <p>Provide Independent practice Remind students before they go off to read ... <i>"When you go to IR try ..."</i></p> | <p><i>Now you may go back and finish the article.</i> Remind students before they go off to read . . . <i>when you go to IR try to remember to stop think and react as you read. Remember that your reaction is your inner conversation. These notes will help you create a response to your reading.</i></p> | |
| <p>Conference Points</p> | <ul style="list-style-type: none"> • <i>Take me to a place where you had an inner conversation.</i> • <i>What were you thinking?</i> • <i>Show me the notes you have been taking.</i> • <i>Talk to me about your notes.</i> • <i>What in the text made you think that?</i> | |
| <p>Share/reinforce</p> | <p><i>Who would like to share with us some thinking and/or writing they did while reading today?</i> Ask kids to share something they wrote down or talked about.</p> | |

Anchor Lesson: 8. Think, talk and write about your reading

| Why meaning breaks down? | Fix-up Strategies |
|--------------------------|-------------------|
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Unit of Study: Monitoring for Meaning

Grade: 3-5

Anchor Lesson: 9. Articulate and employ comprehension strategies that have been taught through units of study to authentically solve problems and deepen understanding of the text they are reading.

| Title of Text | Lesson Plan: | Notes to Build Next Lesson |
|--|--|----------------------------|
| Select the materials | | |
| Name the Strategy. Explain. "I have noticed that ..." "A strategy readers use is ..." | <p><i>Throughout the year, we have been studying different strategies that help us understand what we are reading. Although we talk about each of these strategies independently, good readers rarely only use one strategy at a time. Readers use these strategies at different times and often together to make meaning of text. Some think of it as a ball of yarn. We can take out one strand of yarn at a time to look closely at it, but then we put it back into the ball so that we can use the yarn to make something. Also, you can never pull one strand of yarn completely away from the others. It is the same with strategies, we can concentrate on one, but it is never free of the others. They work together to deepen our understanding of the text.</i></p> <p>A visual might be helpful. Get 6 or 7 different colored pieces of yarn and label them with the strategies. Wind them together and pull one away to "show" the students what you mean.</p> | |

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Grade: 3-5

Anchor Lesson: 9. Articulate and employ comprehension strategies that have been taught through units of study to authentically solve problems and deepen understanding of the text they are reading.

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|--|---|--|
| <p>Demonstrate the Strategy.</p> <p><i>Say: Think aloud.</i> <i>Show: Model.</i> <i>Explain: How this will help them as a reader.</i></p> | <p><i>As I read, I am going to stop and think about how I am using strategies together to help me make sense of the text.</i></p> <p>Model how you might ask a question that leads you to an inference or how you might ask a question that leads you to a sensory image.</p> <p><i>When I use strategies as I need them in the text, I will not only understand the text better, I will enjoy it more.</i></p> | |
| <p>Provide guided practice Invite the students to practice the strategy with teacher guidance.</p> | <p>Continue reading the passage and model using a variety of strategies. Have students turn and talk or stop and jot about which strategies they see you using and why they think you chose those strategies at that point to solve problems or deepen your understanding of the text.</p> <p>Share out and discuss.</p> | |
| <p>Provide Independent practice Remind students before they go off to read ... "When you go to IR try ..."</p> | <p><i>Today, during independent reading I want you to pay close attention to the strategies you are using as you read. Think about why you used that strategy and how it deepened your comprehension.</i></p> | |
| <p>Conference Points</p> | <ul style="list-style-type: none"> • <i>Take me to a place where you used a strategy.</i> • <i>Tell me what you are thinking.</i> • <i>What strategies did you use to solve problems you encountered?</i> • <i>What strategies did you use to deepen your understanding?</i> • <i>How did you use strategies to help you understand the text?</i> | |

Unit of Study: Monitoring for Meaning

Grade: 3-5

Anchor Lesson: 9. Articulate and employ comprehension strategies that have been taught through units of study to authentically solve problems and deepen understanding of the text they are reading.

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| Share/reinforce | <i>Who can talk about the thinking they did as they read today? What work did you do as a reader to respond to and enjoy the text?</i> | |
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Anchor Lesson 10. Read fluently

| Title of Text | Lesson Plan: | Notes to Build Next Lesson |
|---|--|----------------------------|
| <p>Select the materials Choose a text that supports the strategy.</p> | <p><i>Familiar Reads</i> Songs Poetry</p> | |
| <p>Name the Strategy. Explain. "I have noticed that ..." "A strategy readers use is ..." Introduce the Text.</p> | <p><i>Good readers can read "like they talk." When you can read a text smoothly you will understand and enjoy the story more.</i></p> | |
| <p>Demonstrate the Strategy. Say: <i>Think aloud.</i> Show: <i>Model.</i> Explain: <i>How this will help them as a reader.</i></p> | <p><i>Let me show you how it sounds to read a text fluently or "like I talk." Read aloud and model reading fluently. Have the students discuss what they noticed about your reading. Repeat modeling in this manner a few times.</i></p> <p>List what you did on an anchor chart:</p> <ul style="list-style-type: none"> • Looked at the punctuation • Eyes were ahead of mouth • Grouped words into phrases • Reread for intonation | |
| <p>Provide guided practice Invite the students to practice the strategy with teacher guidance.</p> | <p>Read aloud another selection of familiar text and have the students read aloud with you. Have them try to keep their voiced with yours. Then have them try to read fluently with a partner.</p> | |
| <p>Provide Independent practice Remind students before they go off to read ... "When you go to IR try ..."</p> | <p><i>Today, when you go to IR choose a text that you know very well. Practice reading it until you can read it fluently or "like you talk." At the end of IR you will read you text, or selection, to a partner.</i></p> | |

Anchor Lesson 10. Read fluently

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| Conference Points | <ul style="list-style-type: none">• <i>Try reading it like you talk.</i>• <i>Have your voice follow mine.</i>• <i>Try pointing with your eyes, not with your finger.</i> | |
| Share/reinforce | <i>What did you notice about yourself as a reader today? What strategies did you try to help you read more fluently?</i> | |