

<b>Strategy</b>	Monitoring for Meaning	<b>Grade Level</b>	3/4/5
<b>Curriculum Area</b>	Reading	<b>Time Frame</b>	Follow Long-Term Planning Guide
<b>Developed By</b>	Julie Hansen, Anne Chobot & Genevieve McMahon		

**Identify Desired Results**

**Standards:**

**Check all that apply.**

- CCSS.ELA-Literacy.CCRA.R.8:** Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- CCSS.ELA-Literacy.CCRA.R.10:** Read and comprehend complex literary and informational texts independently and proficiently.
- ELD Standard 2:** English language learners **communicate** information, ideas, and concepts necessary for academic success in the content area of **Language Arts**.
- WIDA SLA Standard 1.D: Read** in **Spanish** for a variety of purposes.
- WIDA SLA Standard 2: Write** to communicate effectively in **Spanish**.
- WIDA SLA Standard 3: Listen** and **speak** effectively in **Spanish** in a variety of situations.

<b>Knowledge:</b> Students at all levels of language proficiency interact with grade-level words and expressions, such as...	<b>Skills:</b> Students at all levels of English language proficiency will IDENTIFY confusing ideas, themes or surface elements from a text.  Students will be able to...
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Vocabulary associated with monitoring for meaning: Does it make sense? Fix-Up Strategies: Picture Clues, Beginning Letters, Ending Letters, Look for Chunks, Skip and Read On, Guess, Re-Read, I don't understand, Think Aloud	<ul style="list-style-type: none"> <li>• Breakdown words and sentences using surface structure strategies such as decoding or word analysis</li> <li>• Evaluate understanding of text during reading</li> <li>• Compare meaning from text to schema in order to incorporate new information</li> <li>• Identify confusing ideas, themes or surface elements from a text</li> </ul>
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- Solve problems encountered when reading a text
- Model how monitoring for meaning increases comprehension of texts chosen and read independently

**Evidence of Desired Result:**

	<b>Level 1 – Entering</b>	<b>Level 2 – Emerging</b>	<b>Level 3 – Developing</b>	<b>Level 4 – Expanding</b>	<b>Level 5 – Bridging</b>	
<b>Reading &amp; Writing</b>	<input type="checkbox"/> With scaffolding, rereads word with 1 fix-up strategy (picture cue) to monitor reading. <input type="checkbox"/> Orally summarize using retell rope a text including characters, setting, problem / solution and in sequence of significant events. <input type="checkbox"/> Explain using native language	<input type="checkbox"/> With scaffolding, rereads word with cued fix-up strategy menu of 3 strategies to monitor reading. <input type="checkbox"/> Orally summarize using retell rope and / or poster a text including characters, setting, problem / solution and in sequence of significant events. <input type="checkbox"/> Explain using native language	<input type="checkbox"/> With scaffolding, rereads word with cued fix-up strategy menu of 5 strategies to monitor reading. <input type="checkbox"/> Orally summarize using beginning retell poster a text including characters, setting, problem / solution, and in sequence of significant events. <input type="checkbox"/> Use Sentence frames	<input type="checkbox"/> With scaffolding, rereads a tricky word with fix-up strategy menu of 5 strategies to monitor reading. <input type="checkbox"/> Orally summarize with minimal supports a text including characters, setting, problem / solution, and in sequence of significant events. <input type="checkbox"/> Use sentence frames	<input type="checkbox"/> Identifies a tricky word and uses a menu of 7 fix-up strategies to independently monitor reading <input type="checkbox"/> Orally summarize independently a text including characters, setting, problem / solution, and in sequence of significant events. <input type="checkbox"/> Use graphic organizer to explain text	<b>Level 6 - Reaching</b>

[http://freereading.net/index.php?title=Introduce: Comprehension Strategy: Comprehension Monitoring](http://freereading.net/index.php?title=Introduce:_Comprehension_Strategy:_Comprehension_Monitoring)