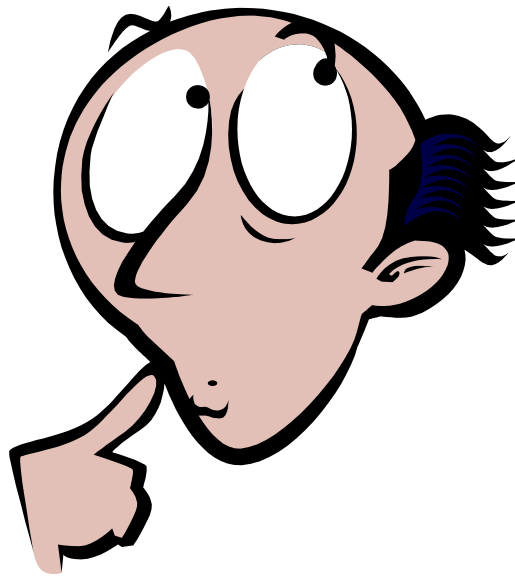


# Monitoring for Meaning



<p><b>Prior Knowledge</b> What prior knowledge about reading strategies do students need to have before entering this unit of study?</p>	<ul style="list-style-type: none"> <li>▪ Letter identification</li> <li>▪ Letter sounds</li> <li>▪ Concepts about print</li> <li>▪ Directionality</li> <li>▪ One to one matching</li> </ul>
<p><b>Define the Strategy</b></p>	<p><b>Monitoring for Meaning - Surface Structure</b> This part of the unit focuses on helping students use multiple strategies when figuring out unfamiliar words. The goal of this unit is to teach children how to apply these strategies when reading independently.</p> <p><b>Monitoring for Meaning - Deep Structure</b> This part of the unit focuses on helping students learn to think while they read as well as help them to monitor when they do not understand.</p> <p><b>Monitoring for meaning is when we notice when meaning breaks down and we use strategies to fix it.</b></p>
<p><b>Concepts to Teach</b> What are the important concepts that you will teach within this unit of study?</p>	<p><b>Surface Structure</b></p> <ol style="list-style-type: none"> <li>1. Look at the picture</li> <li>2. Look at the picture and first letter</li> <li>3. Monitor for meaning at all times - does this make sense? (M)</li> <li>4. Monitor for visual - does it look right? (V)</li> <li>5. Monitor for language - does it sound right? (S)</li> <li>6. Apply phonetic strategies</li> <li>7. Use multiple clues</li> <li>8. Use a strategy card</li> <li>9. Use on-set/rime to decode</li> <li>10. Find important parts in words - chunking</li> <li>11. Self-correcting</li> <li>12. Syllabication</li> <li>13. Readers have two jobs</li> <li>14. Monitor for meaning - go back and reread when meaning breaks down</li> <li>15. Skip a word, read on, then go back figuring word based on context</li> <li>16. Read fluently</li> <li>17. Flip the vowel</li> </ol>

## Unit of Study: Monitoring for Meaning

<p><b>Concepts to Teach Continued</b></p> <p>What are the important concepts that you will teach within this unit of study?</p>	<p><b>Deep Structure</b></p> <ol style="list-style-type: none"> <li>18. What is monitoring for meaning?</li> <li>19. Readers use punctuation to monitor for meaning</li> <li>20. Readers stop and think as they read - I think...</li> <li>21. Readers stop and wonder as they read - I wonder...</li> <li>22. Readers stop, think, and react</li> <li>23. Readers create sensory images as they read - I see, feel, hear, taste</li> <li>24. Readers know they are not understanding when they can't make sensory images</li> <li>25. Readers stop and ask questions when they don't understand - Huh?</li> <li>26. Readers reread when they don't understand</li> <li>27. Readers talk about their thinking with other readers</li> <li>28. Readers record their thinking as they read</li> </ol>
<p><b>Anchor Charts</b></p>	<ul style="list-style-type: none"> <li>• Word Family Charts</li> <li>• Word Wall</li> <li>• Vowel Charts</li> <li>• Strategies We Know Chart</li> <li>• Ways Readers Think and Talk About Their Reading</li> </ul>
<p><b>Ways to Record Thinking</b></p>	<ul style="list-style-type: none"> <li>• Post-its</li> <li>• Strategy Card</li> <li>• Strategy Check-list</li> </ul>
<p><b>Reader's Workshop Conference Points</b></p>	<ul style="list-style-type: none"> <li>• Show me a tricky word</li> <li>• Show me a spot where you used the strategy we have been talking about</li> <li>• Can I hear you read a section/page?</li> <li>• What do you do when you come to a word you do not know?</li> <li>• Does it make sense?</li> <li>• Does it sound right?</li> <li>• Does it look right?</li> <li>• Do the letters and sounds match?</li> <li>• You said (child's attempt). Show me that word.</li> <li>• If it were (child's attempt), what would it start (end) with?</li> <li>• Look at the letters. What could it be?</li> <li>• Look at the picture. What would make sense?</li> <li>• Try reading it like you talk.</li> <li>• Is there a part of the word you know?</li> <li>• Show me how you are using your strategy card.</li> </ul>

Unit of Study: Monitoring for Meaning

<p><b>Reader's Workshop Conference Points Continued</b></p>	<ul style="list-style-type: none"> <li>• Does the word you just read look right, sound right and make sense? How do you know?</li> <li>• Show me how you can break up this longer word.</li> <li>• Do you know what this word is? How did you separate the syllables?</li> <li>• What type of syllable is this?</li> <li>• Tell me what is happening in the story right now.</li> <li>• What are you thinking?</li> <li>• What in the text made you think that?</li> <li>• Take me to a place where you were confused</li> <li>• Show me where meaning broke down.</li> <li>• Can you point with your eyes instead of your fingers?</li> <li>• What are you thinking about as you read today?</li> <li>• Did you find any tricky words while reading today? What did you do to help yourself?</li> <li>• Take me to a place where you read the words and the punctuation.</li> <li>• Show me how you read the punctuation.</li> <li>• What do you do when your reading doesn't make sense?</li> <li>• What are you going to do to solve that word?</li> <li>• Which word was tricky?</li> <li>• What were you wondering as you were reading?</li> <li>• What in the words and pictures made you wonder that?</li> <li>• Let's read this page together, what are you thinking as you read?</li> <li>• Tell me what you see in your mind as you read this page.</li> <li>• Show me how you did some reading work to figure out the meaning of the text</li> <li>• Take me to a place where it was difficult to create sensory images.</li> <li>• Show me your post-it that holds one of your important ideas.</li> <li>• How did talking about the book help you to understand the text?</li> <li>• Tell me about what you drew/wrote. I want to hear about your thinking.</li> <li>• Take me to the part in the book that made you think that</li> <li>• Show me how you can record your thinking as you read</li> </ul>
<p><b>Evidence of Understanding and Independence</b> (Oral and Written)</p>	<ul style="list-style-type: none"> <li>• Use of strategy cards</li> <li>• Increased independence during RW</li> <li>• Turn and Talk conversations</li> <li>• Students can take you to a tricky word</li> <li>• Students are talking about the strategies</li> <li>• Students know how to apply the strategies</li> <li>• Students stop at unfamiliar words and ideas to problem solve</li> </ul>