Monitoring and Clarifying:

Even the best readers occasionally hit clunks in their reading – words, phrases, ideas, concepts that don't make sense. Effective readers monitor their comprehension by recognizing points of confusion, then using fix-up strategies to clarify or correct the misunderstanding before moving on. Fix-up strategies might include rereading, reading on, skimming or scanning, or pausing to reflect.

Does this make sense?
I don't really understand...
I'm not sure this is the right word...
I think I'll go back and reread...
Maybe if I read on...

Remote Control Reading:
- Play
- Pause
- Stop
- Rewind
- Fast Forward

Clicks and Clunks

Vocabulary Highlights
### Monitoring & Clarifying Reading Comprehension Strand Daily Reading Log Assessment

<table>
<thead>
<tr>
<th></th>
<th>Strong</th>
<th>Adequate</th>
<th>Beginning to Meet</th>
<th>Needs Work</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Documenting Reading Records:</strong></td>
<td>Documents all reading experiences:</td>
<td>Documents most reading experiences:</td>
<td>Sometimes documents reading experiences:</td>
<td>Doesn't document daily reading experiences:</td>
</tr>
<tr>
<td><strong>Requirements:</strong></td>
<td>Each entry has: the date</td>
<td>Many entries have: the date</td>
<td>Some entries have or are missing half of:</td>
<td>Many components incomplete:</td>
</tr>
<tr>
<td>Completing each reading log entry with specific details: date, pages read, title of book</td>
<td>- name of book - pages read - all prompts are completed</td>
<td>- name of book - pages read - most prompts done completely</td>
<td>- the date - name of book - pages read - some prompts are done completely</td>
<td>- the date - name of book - pages read - many prompts partially done or incomplete</td>
</tr>
<tr>
<td><strong>Monitors Own Comprehension:</strong></td>
<td>- gives a thorough explanation of what may be realistic reason why the text is difficult to understand and provides support using an example from the text</td>
<td>- identifies what is confusing about word or passage</td>
<td>- is vague about what is causing a break down in comprehension</td>
<td>- there is very little explanation of what word or passage caused break down in meaning</td>
</tr>
<tr>
<td>&quot;is when a reader recognizes when they don't understand parts of a text, reflects on their own reading process and monitors their own comprehension when they read.&quot;</td>
<td>- identifies what is causing comprehension break down whether it's a word or phrase</td>
<td>- identifies a &quot;gimme me&quot; word/passage that doesn't require repair or fixing</td>
<td>- doesn't write the word or passage from the text</td>
<td>- doesn't provide example from the text</td>
</tr>
<tr>
<td></td>
<td>- all prompts are elaborated in detailed sentences</td>
<td>- summarizes one strategy used to fix comprehension</td>
<td>- explicitly describes why this strategy helped clarify meaning of text or provided a better understanding</td>
<td>- leaves a lot of guess work of what the reader is thinking.</td>
</tr>
<tr>
<td>Clarifying using text support:</td>
<td>Good readers use a variety of fix up strategies, takes steps to restore meaning and reflects on what they are reading: *stop and think *reread *use vocabulary or context clues *make connections *ask questions *visualize</td>
<td>- many prompts are written in one complete sentence</td>
<td>- some writing prompts have some description or detail</td>
<td>- some or many prompts are incomplete or very poor quality of detail</td>
</tr>
<tr>
<td></td>
<td>- applies 3 or more strategies and describes how a these &quot;fix ups&quot; or &quot;look back&quot; strategies help adjust reading comprehension for better comprehension.</td>
<td>~summarizes one strategy used to fix comprehension</td>
<td>~explicitly explains one full sentence why this strategy helped clarify meaning of text or provided a better understanding</td>
<td>~some or all text- captions are blank or incomplete</td>
</tr>
<tr>
<td></td>
<td></td>
<td>~interprets how the strategy helped repair comprehension</td>
<td></td>
<td>~examples or details are vague or do not make sense</td>
</tr>
</tbody>
</table>
Reading Log #1
Comprehension Strand: Monitoring & Clarifying

Date: Monday March 20

Name of book: The Doll by Cora Taylor
pages read: pages 75-82

Write down a sentence, phrase or word from your text that you don’t fully understand what it means and would like to “fix” your comprehension:

Sentence or phrase directly from text:
"Sufficient unto the day is the evil thereof," said Papa. It made no sense so Mama explained.

What clues do the surrounding text tell me before and after?

Before: "It means, less, that each day brings its own troubles and we do ourselves no good to be pinning about yesterday, nor fretting what tomorrow will bring. Just do your best."

Re-read, what do I think it means:
I think this means to focus on the positive in the present time instead of stressing about the past or future. Every day will have its own challenge.

What can I do to make sense of this?
I read on for clues, can re-read and re-write in my own words, or I can use prior knowledge—pioneers had it really tough so they need strategies to keep going.

Does this make sense?
I don’t really understand...
I’m not sure this is the right word...
I think I’ll go back and reread...
Maybe if I read on...

Monitor & Clarifying
"Determining important ideas by understanding the text, themes, main idea and what the author’s message is”

- The text was mostly about
- The author is trying to tell us that
- I learned
- The important details were
- I would highlight these facts or statements

MAKE A COMMENT
- This is good because
- This is hard because
- This is confusing because
- I like the part where
- I don’t like this part because
- My favourite part so far is
- I think that
Reading Log
Comprehension Strand: Monitoring & Clarifying

Date: ____________________________

Name of book: ____________________________

pages read: ____________________________

Write down a sentence, phrase or word from your text that you don't fully understand what it means and would like to "fix" your comprehension:

☐ Sentence or phrase directly from text: ____________________________________________

☐ What clues do the surrounding text tell me before and after?

______________________________________________________________________________

☐ Re-read, what do I think it means:

______________________________________________________________________________

☐ What can I do to make sense of this?

______________________________________________________________________________

Does this make sense?
I don't really understand...
I'm not sure this is the right word...
I think I'll go back and reread...
Maybe if I read on...

Monitor & Clarifying

"Determining important ideas by understanding the text, themes, main idea and what the author's message is"

☐ The text was mostly about..............
☐ The author is trying to tell us that..............
☐ I learned..............
☐ The important details were..............
☐ I would highlight these facts or statements

MAKE A COMMENT

☐ This is good because..............
☐ This is hard because..............
☐ This is confusing because..............
☐ I like the part where..............
☐ I don't like this part because..............
☐ My favourite part so far is..............
☐ I think that..............
# Monitoring and Fix-Up Strategies

<table>
<thead>
<tr>
<th>This is what I do not understand.</th>
<th>This is the fix-up strategy I used.</th>
<th>I now understand that...</th>
</tr>
</thead>
<tbody>
<tr>
<td>While reading my story, I did not understand what the word exhausted meant.</td>
<td>I used clues in the text to help me understand the meaning. Words such as yawn, heavy eyes, and slowly walking help me.</td>
<td>I now understand that the word exhausted means to be very tired.</td>
</tr>
</tbody>
</table>
Sample Vocabulary Log

<table>
<thead>
<tr>
<th>Date</th>
<th>Source</th>
<th>Word</th>
<th>Definition and/or sentence using the word</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Key Word Concept Map

Term

What is it?

Comparison Term
Reminds me of:

Illustration

Examples

Describe it?

(adapted from Schwartz & Raphael, 1985)
GIST or Key Ideas

Summary of Ideas
Get the GIST in 20 words

Summary of Ideas
Get the GIST in 20 Words

Summary of Ideas
Get the GIST in 20 Words