

Brief Focus Lesson

Comprehension: Monitor and Fix Up (Grade 4)

Text: *Ada Lovelace, Poet of Science: The First Computer Programmer* by Diane Stanley

CAFE Goal	Comprehension
CAFE Strategy	Monitor and Fix Up.
Observe/Relate (1 – 2 min.)	<p>Remember when we talked about how important it is to understand what we read? As we read, there may be times when our meaning breaks down now and then. Just yesterday a friend called me and said that this had happened to her.</p> <p>When I picked up the phone, she cried, “Help! My computer just stopped working. I started reading the computer manual, but I don’t understand what I am reading. I really need to use my computer! You’re a teacher. What should I do?”</p> <p>“Stay calm,” I reassured her. “There are lots of fix-up strategies you can use when your meaning breaks down. Here are a few that you can try. You can reread, or read on further in the text to see if it starts to makes sense. You can also skim and scan, summarize, or ask someone for help. Rereading the part that is confusing can help, too. Or you can read on to see if the meaning becomes clearer.”</p> <p>“Okay, let me try one of those,” she declared. “I’ll call you back as soon as my computer is up and running!” About twenty minutes later, the phone rang.</p> <p>“Hurray!” my friend said. “I used one of the strategies you gave me to fix up my meaning. Then I followed the steps in the manual to fix my computer.”</p>
Teach and Reinforce (2 – 3 min.)	<p>Establish purpose – <i>Today we are learning to monitor and fix up.</i></p> <p>Create urgency – <i>We are learning to monitor and fix up because we need to improve our comprehension when meaning breaks down. If we keep on reading after comprehension breaks down, we will probably just get more confused!</i></p> <p>Explicit teacher modeling – Whenever I read my good fit books, I monitor my meaning so that I am certain I understand what I am reading. If my meaning breaks down, I stop reading and fix up my comprehension. There are several different actions that I can take—for example, I can reread, I can read on, I can skim and scan, or I can summarize (<i>you might want to write</i></p>

these on the board for student reference). Any of those strategies will help me to get back to understanding and enjoying the text.

I'm going to use part of a text called *Ada Lovelace, Poet of Science: The First Computer Programmer* to demonstrate how I monitor and fix up when I read (pencil in page numbers for easy referencing). Read pages 1 to 5 to give students background about Ada Byron Lovelace. When you get to the end of page 5, state: "I want to check for understanding. So, I need to ask myself the question: Does what I just read make sense to me? I don't think so—even though this is a good fit book for me, there was so just much information! Let me back up, think about what I just read, and try to summarize it. When I summarize the text, I will think about all the information I read about Ada Byron Lovelace and identify the main points that I remember. I include only the most important information, not the minor details." On chart paper, record a brief summary of the excerpt:

Ada Byron was lonely. Since she was fascinated by flying, she studied birds. For a project, she even made herself wings and attached them to a harness.

While I was reading this text excerpt, I monitored my meaning and checked for understanding. When my meaning broke down, I realized that I should stop and fix it up. I used summarizing to think about what I needed to know. Now my meaning is back on track—I know that Ada Byron Lovelace was interested in flying and even tried to fly herself.

Practice
(2 – 3 min.)

I just shared some ways that I monitor my comprehension and fix up my meaning if it breaks down. Let's take a look at the next excerpt from the text that is displayed on chart paper (you can use pages 6-7 or an excerpt of your choosing). Listen as I read it aloud. When you get to a confusing part, say "I think that I have to stop here because the text is not making sense to me—I'm not exactly sure what is going on! What should I do?" (You can refer students to the ways to fix up meaning that you have displayed). Think carefully and then briefly discuss how you would fix up meaning with your elbow partner. Call on pairs to share their suggestions about ways to fix up meaning. Then ask them to explain how the fix-up strategy would help them to understand the text excerpt better.

Encourage and Plan
(1 – 2 min.)

You just learned how important it is to monitor your reading and fix-up meaning. Since you want to enjoy and understand your reading, you have to be sure that the text makes sense. That is what I did when I was reading *Ada Lovelace, Poet of Science: The First Computer Programmer*. If the text does not make sense, then you have to stop and think about which action you should take to fix up meaning. As an active reader, you can always turn

	to one of these ways to make your comprehension better. Raise your hand if you plan to use this strategy when you read today.
Common Core Alignment	Most strategies are applicable to all grade levels. Monitor and Fix up aligns with Standard RL.4.10 on our Grade 4 CAFE Menu or CCSS Grade Level Matrix .