



Assessing Student Learning

Goal	Comprehension
Strategy	Monitor and Fix Up
Common Core Alignment	RL. 1.4, RI. 1.4 RF. 2.4 RF. 3.4 RL. 4.10 RL. 5.10 RL. 6.10
Possible Text Selections	<i>A Whiff of Pine, A Hint of Skunk: A Forest of Poems</i> by Deborah Ruddell <i>Creak! Said the Bed</i> by Phyllis Root <i>Sofa Boy</i> by Scott Langteau <i>The Question</i> by Scott Langteau <i>The Big Fat Cow That Goes Kapow</i> by Andy Griffiths <i>The Cat on the Mat is Flat</i> by Andy Griffiths <i>Thank You, Mr. Falker</i> by Patricia Polacco <i>The Wednesday Surprise</i> by Eve Bunting
Instruction	See Ready Reference Guide
Possible Options for Assessment <i>* These are possible assessment options for this strategy, however many options exist. Be mindful of your students and what will best serve their needs.</i>	<p>Monitor and Fix Up Organizer (example below) Graphic organizers are a way for students to organize their thinking in a meaningful way. Teachers can easily read through the organizer and determine where students need additional instruction.</p> <p>Sticky Notes Students can use sticky notes when monitoring for meaning in their good fit books. The student simply places a sticky note in each area where meaning breaks down and they use a specific strategy to fix up their reading. As you conference with the student, notice where meaning breaks down and which strategies the student is selecting to fix up their reading.</p> <p>Conferring</p> <ul style="list-style-type: none"> • Before asking students to read from their good fit book, ask if they have been monitoring for meaning, if it has broken down at any point, and which strategy the student selected to fix up their reading. • Ask students to read a portion of their good fit book. • While listening to the student read, observe to see if the student is monitoring for meaning and using fix up strategies to improve their comprehension. <p>If the student seems to be struggling with monitoring and fixing up, provide further instruction.</p>



Monitor and Fix Up Rubric

	4	3	2	1
	Exceeds Standard	Meets Standard	Approaching Standard	Below Standard
Monitor	Student successfully monitors for meaning by stopping to think if what they are reading makes sense. The student can verbalize which questions were asked to monitor for meaning.	Student successfully monitors for meaning by stopping to think if what they are reading makes sense.	Student monitors for meaning occasionally.	Student does not monitor for meaning.
Fix Up	Student successfully selects and uses a fix up strategy to improve comprehension. The student can verbalize why they selected a particular strategy to help fix up their reading.	Student successfully selects and uses a fix up strategy to improve comprehension.	Student selects a fix up strategy, but is unsuccessful in using it to improve comprehension.	Student does not select a fix up strategy.



Monitor and Fix Up

Name: _____ Date: _____

Location Where Meaning Broke Down	Fix Up Strategy Selected	Reason Strategy Was Selected



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