

INTENSIFYING THE INSTRUCTION**Monitoring**

Monitoring is a comprehension strategy that involves keeping close track of meaning across the pages of a text.

1. To develop student awareness of monitoring in relation to Reading Anchor 3, select a text that features individuals, events, or ideas that are important to discuss in terms of their connections and relationships. Each participating student should have access to a copy of the text.
2. Introduce the text and let the students know that they will be reading softly or silently and then responding to some key questions or prompts. Let them know the questions/prompts beforehand. For example:
 - How do these individuals/events/ ideas connect with or influence one another?
 - Let's rethink this part in the order (sequence) in which it is described.
 - What caused this change or event? What are the effects?
3. Guide students to read short sections of the text in order to respond to the question at hand. You may find that graphic organizers (such as Figures RIT 3.2 to RIT 3.5) can be helpful in this process.
4. After working closely with students to read and respond to the prompt, team up students to read a passage together and to respond to the same or similar prompt more independently.

For English Learners

Be sure to support students in building meaning across the pages of text even in the earliest phases of English language development. This may require that you work in small groups to allow students the time and support to respond to the text. In relation to Anchor 3, work toward a discussion routine that involves extended explanation and description of events (rather than allowing for brief or one-word answers). This may be fostered by continually prompting with "And then what happened? Why do you think so?" (Short and Echevarria 2005).

5. Continue instruction with students who have not yet developed effective monitoring.

Collaborative Engagement

1. **Choose the literature and the reading context.** Decide on a piece of literature that can be read aloud to all participating students and then discussed in small groups. Provide at least one copy per group. Although early on you may want to do the reading with your students so that you can provide support with the in-depth analysis required by Reading Anchor 3, later, when students have more experience, they may be asked to read the text independently.
2. **Arrange for students to read or listen to the text.** Before reading, students should preview the material with teacher support that helps them begin to consider the key connections or relationships among the individuals, events, or ideas. They should also know what they will be doing afterward. (See Figure RIT 3.8.)
3. **Hold the meetings.** Arrange for students to come together after the reading to discuss key aspects of the text. Give students key prompts (as in Figure RIT 3.8) to help them focus on the key ideas to consider in preparation for their discussions.
4. **Arrange for a follow-up discussion.** When all groups are working on the same text, organize for a whole-class discussion as a follow-up to the group activity.

READING ANCHOR 3: Prompts to Support Student-Led Group Discussion of Text

Kindergarten and First Grade

Students work together to draw or write about a connection between two (individuals, events, ideas, pieces of information) in a text. Before sending them off to work together, help them generate ideas regarding the connections they might explore. (Figure RIT 3.2 provides a template to enlarge.)

Students create a diagram to show important changes that occurred over the course of the text. For example, you can ask them to show what happened in the beginning, middle, and end, and to use arrows to show the connections.

Second Grade

Students work together to describe the parts of an event, concept, or set of procedures. Before sending them off to work together, support them in generating ideas regarding the connections they might explore. (Figures RIT 3.3 and RIT 3.4 provide templates to enlarge. If students will be working independently with the templates, show them how to write on sticky notes instead of writing directly on the organizers. This allows students to revise their ideas until they have worked the material into a logical sequence.)

Students create a diagram to show important changes that occurred over the course of the text. They can use numbers or arrows to show the order or key connections.

Third, Fourth, and Fifth Grades

Students work together to describe in writing the parts of an event, concept, or set of procedures they have read about. (Figures RIT 3.3 to RIT 3.5 provide templates to enlarge. If students will be working independently with the templates, show them how to write on sticky notes instead of writing directly on the organizers. This allows students to revise their ideas until they have worked the material into a logical sequence.) As they write, they are to use terms that help show the connections and relationships among events.

Students create a diagram to show important changes that occurred over the course of the text. Encourage them to use arrows, numbers, and placement on the page to show key connections and relationships.

Independent Application

Preview, Overview, Review

Preview, overview, review (Goodman, Watson, and Burke 2005) is a small-group or whole-class experience designed to support students in browsing a topic before reading the assigned material. The initial browsing helps students develop some language and confidence that will facilitate more extensive discussion of key connections and relationships appearing in the focus text. This type of experience is especially useful for English learners because it develops a familiarity with the language that will be used in the text.

1. Set up a browsing table with a variety of material related to the topic. Materials may include books, articles, websites, and hands-on manipulatives. In the interest of Reading Anchor 3, you can let students know the connections or relationships they will be reading about in the focus text—for example, “We’re going to be reading about the causes and effects of deforestation, and browsing this set of materials will help you get the background knowledge you’ll need.”
2. Provide scheduled times for students to examine the materials in small groups.
3. When students have had a chance to browse the materials, place them in groups of two or three. Ask them to create lists that indicate what they know about the topic so far.
4. Guide the students to organize the lists into categories by coming up with headings and listing appropriate items beneath or by creating a web with spokes to indicate subtopics.
5. Hold a whole-class meeting in which students share their lists with the class. As the students share their lists, make a web that includes all of the contributions and shows connections among the ideas. Such experiences build the background necessary for analyzing complex connections and relationships in informational text.

Mental Mapping

Mental mapping involves students in simply surveying the key features of a text, including the title, subheads, key words, illustrations, and captions, to create a mental frame for holding together and analyzing the connections among the ideas. Set students up for mental mapping by asking them to turn through the pages of the book they are about to read and use the text’s features to predict what they will read. Capturing the structure of a text early

on in the reading facilitates comprehension (Dymock and Nicholson 2010) and should regularly be encouraged to support student attention to key connections and relationships.

Getting the Picture

Getting the picture is a way of encouraging students to study illustrations and analyze the details in ways that will enhance their construction of meaning across the pages. The experience may occur before or after reading. For English learners, implementing the experience before reading will serve the important function of familiarizing them with the vocabulary of the text.

1. Guide your students to construct a key set of questions to ask in relation to informational text illustrations. Post the list somewhere in the classroom. The following questions illustrate the type that could be asked in relation to Reading Anchor 3:

Grades K–1:

- What information do the illustrations provide?
- How do the illustrations tell this story?
- What do the illustrations tell about this sequence of events?

Grades 1–5:

- What information do the illustrations give about changes over time?
 - What do the illustrations show about how one (individual, event, idea) impacts another?
2. Assign students to pair up and discuss their interpretations using one or all of the questions you have constructed together.
 3. Allow the students to share their observations with the class.

Technical Writers

After reading a text involving the implementation of a set of procedures, steps, or tactics, students describe the connections and relationships, based on specific information in the text. For example, in science, students might list the written procedures they followed as they took a “touch test” to see which parts of their skin are more sensitive than others, or they might bullet out what they learned about the process of recycling manufactured materials. In math, they might explain how a set of data was collected or a process of solving a problem. As you conference with your students about their

writing, work specifically with them to effectively use language that pertains to time, sequence, and cause and effect.

Historians

As students read informational text, they create a timeline that includes the key concepts or events, documenting and pulling together the information in the style of a historian. For example, they might plot key events in the lives of famous individuals such as Betsy Ross or Martin Luther King; or they might plot key events in history, such as the phases of the Shackleton expedition, the events leading to the Declaration of Independence, or the gradual pollution of a body of water. Students use the timelines to explain and describe what happened and why.

Connection Charts

Students use *connection charts* to describe and explain the connection between two or more individuals, events, pieces of information, or ideas. For example:

Text: <i>Almost Gone</i> , by Steve Jenkins				
	Yangtze River Dolphin	Miami Blue Butterfly	Javan Rhinoceros	Connection
Why is the population of animals dwindling?	Pollution, boat traffic, construction	Development, collectors, pesticides	Farming, logging, poachers	Human encroachment on habitat

Text: <i>Throw Your Tooth on the Roof</i> , by Sally Beeler				
	Argentina	Brazil	Columbia	Connection
What do kids do when a tooth falls out?	Put in glass of water.	Put outside.	Put under pillow.	Teeth are placed somewhere special.
What happens next?	El Ratoncito leaves coins or candy.	St. John brings a healthy new tooth.	El Raton Miguelito leaves money.	Teeth are replaced with something.

When using connection charts, guide students in the development of the categories, and then allow them to work in pairs or teams to fill in the information. Connection charts work well with books in which the author has used a descriptive structure to address several similar concepts (customs from different countries, different family celebrations, endangered species, extinct species, different types of leaves or trees).