**Big Idea:** Good readers identify and use multiple strategies to read and understand text.

**Topic (Strategy):** Monitor and Clarify Understanding

**Key Learning(s):**
Using monitoring strategies improves reading comprehension.

**Unit Essential Question(s):**
- How do I notice my inner voice while reading?
- How do I know when I lose my way in my reading?
- What is the connection between reading, writing, and talking?

**Concept:** Inner Voice

**Lesson Essential Questions:**
- What is inner voice?
- What information does my inner voice give me as I read?
- When is it appropriate to pay attention to my inner voice?
- When is it appropriate to ignore my inner voice?
- Why is inner voice so important?

**Vocabulary:**
inner voice
inner conversation

**Concept:** Self-monitor

**Lesson Essential Questions:**
- What are effective monitoring strategies?
- How do I know when I am self-monitoring while I read?
- How do I know when I am not self-monitoring while I read?
- How can I become confused while reading and stray from my inner voice?
- How do I get back on track when I notice that I lost focus?

**Vocabulary:**
anchor chart
monitor

**Concept:** Read, write, and talk to think your way through the text.

**Lesson Essential Questions:**
- How does reading, stopping to think and react, and making notes about what I read keep me focused and help my comprehension?
- Why or how does discussion expand my thinking?

**Vocabulary:**
active discussion

Adapted from:
**Monitor and Clarify Understanding:**
Graphic organizers to encourage students to record thinking and reflect on comprehension

**Concepts:**
1. Inner Voice
2. Self-monitor
3. Read, write, and talk to think your way through the text

<table>
<thead>
<tr>
<th>Why meaning breaks down…</th>
<th>Fix-Up Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td>fatigue</td>
<td>reread</td>
</tr>
<tr>
<td>disinterest</td>
<td>read on</td>
</tr>
<tr>
<td>stress</td>
<td>ask a question</td>
</tr>
<tr>
<td>difficulty</td>
<td>use background knowledge</td>
</tr>
<tr>
<td>can’t pronounce word(s)</td>
<td>stop and refocus</td>
</tr>
<tr>
<td>etc.</td>
<td>mark a place where you stray with a post-it</td>
</tr>
<tr>
<td></td>
<td>skip over unfamiliar names and places, find out their pronunciation after reading</td>
</tr>
</tbody>
</table>

Adapted from:
**Big Idea:** Good readers identify and use multiple strategies to read and understand text.

**Topic (Strategy):** *Activate and Connect*

**Key Learning(s):**
Activating and connecting knowledge to text improves comprehension.

**Unit Essential Question(s):**
- How can nonfiction features guide my reading and my learning?
- How do I connect knowledge to learning?
- What is the cycle between new and known information?

**Instructional Tools:**
- G.O. – What I know/Learned
- G.O. – Features/Purpose
- Anchor Chart: Activate and Connect
- Sticky notes
- Text codes

**Concept:**
Follow text signposts

**Lesson Essential Questions:**
- What kinds of visual features are in the text?
- What kinds of text features are in the text?
- How do visual and text features aid comprehension?
- Why is it important to gain accurate information from text?

**Vocabulary:**
- sign posts
- text features
- visual features
- accuracy (fact)

**Concept:**
Merge knowledge with new information

**Lesson Essential Questions:**
- How can I connect my background knowledge with new information?
- How can my questions help me to merge knowledge with new information?
- What language signals new learning? (*Wow! I never knew…, I was surprised…, I learned…, etc.*)

**Vocabulary:**
- background knowledge

**Concept:**
Activate and build background knowledge

**Lesson Essential Questions:**
- How do I use my background knowledge to understand new information?
- How do good readers use background knowledge to understand new ideas?
- How do I notice and react to new information?
- What is a misconception?
- How can I clear up misconceptions while reading?

**Vocabulary:**
- misconception

---

Adapted from:
Activate and Connect:
Graphic organizers to encourage students to record thinking and reflect on comprehension

Concepts:
1. Follow text signposts
2. Merge knowledge with new information
3. Activate and build background knowledge

<table>
<thead>
<tr>
<th>Text Feature</th>
<th>Location</th>
<th>Purpose</th>
</tr>
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<tbody>
<tr>
<td>Headings</td>
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<tr>
<td>Graphics</td>
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<td>Glossary</td>
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<td>Index</td>
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<table>
<thead>
<tr>
<th>What I Know</th>
<th>What I Learned</th>
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</table>

Adapted from:
**Big Idea:** Good readers identify and use multiple strategies to read and understand text.

**Topic (Strategy):** Ask Questions

**Key Learning(s):**

Asking questions while reading improves comprehension.

**Unit Essential Question(s):**
- What questions can I ask as I read?
- How do questions help me gain information while reading?
- How can my questions expand my thinking beyond the text to big ideas?

**Instructional Tools:**
- G.O. – Q/A/How I found my answers
- G.O. – What we’re learning/What we’re wondering about
- Handout: Strategies for Answering Questions
- Anchor Chart: Ask Questions

**Concept:**
- Question the text
- Read to discover answers
- Ask questions to expand thinking

**Lesson Essential Questions:**

- What kinds of questions can I ask while reading?
- What are some strategies for answering questions?
- How does my thinking evolve as a result of my questioning?
- What are strategies for answering questions?
- How can inferencing help me to answer questions?
- How can I use other sources to aid my comprehension?
- How can our thinking be expanded through discussions?
- How can I ask questions to resolve confusion and better understand complicated ideas and issues?
- What are lingering questions?
- How can questioning lead to more thoughtful learning and further investigation?

**Vocabulary:**

- literal
- critical thinking
- inference
- valid (sources)
- reliable (sources)
- lingering questions (won’t go away, encourage further investigation)

Adapted from:
**Ask Questions:**
Graphic organizers to encourage students to record thinking and reflect on comprehension

**Concepts:**
1. Question the text
2. Read to discover answers
3. Ask questions to expand thinking

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
<th>How I found my answers…</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>*Some questions are not answered in the text.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Questions</th>
<th>Answers</th>
<th>How I found my answers…</th>
</tr>
</thead>
<tbody>
<tr>
<td>Same from Concept #1</td>
<td>Same from Concept #1</td>
<td></td>
</tr>
</tbody>
</table>

**Strategies for Answering Questions**
- Keep reading
- Talk to a friend (discussion)
- Use and share background knowledge
- Find new sources, do some research
- Use clues from the text to infer

---

Adapted from:
Ask Questions (continued):
Graphic organizers to encourage students to record thinking and reflect on comprehension

<table>
<thead>
<tr>
<th>What we’re learning…</th>
<th>What we’re wondering…</th>
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</tbody>
</table>

Adapted from:
**Big Idea:** Good readers identify and use multiple strategies to read and understand text.

**Topic (Strategy):** Infer Meaning

**Key Learning(s):**
Making inferences about text improves comprehension.

**Unit Essential Question(s):**
- How can inference skills uncover unfamiliar words?
- How do text clues guide inferences?
- How can inferences take me beyond the literal meaning of text?

**Instructional Tools:**

**Equation:**
Background knowledge (BK) + Text Clues (TC) = Inference

G.O. – Word/Inferred Meaning/Text Clues/Sentence

G.O. – Facts/Inferences

G.O. – Comments/Strategies

**Concept:** Context Clues

**Lesson Essential Questions:**
- What is an equation for inferencing?
- How can I infer to find the meaning of unknown words?
- How do readers use features to visualize and infer meaning?

**Vocabulary:**
infer
context clues

**Concept:** Draw conclusions from text evidence

**Lesson Essential Questions:**
- How do I use my background knowledge and text clues to make reasonable inferences and draw a conclusion?
- How can I infer from features, photographs, and artifacts?
- What happens if I make inferences based on insufficient information?
- How do I use facts to infer an answer to specific questions?

**Vocabulary:**
sufficient (*information*)
insufficient (*information*)

**Concept:** Uncover the meaning of language

**Lesson Essential Questions:**
- How do readers move beyond literal interpretation by using the inferencing strategy?
- What role does sharing inferences, questions, and interpretations play in gaining deeper meaning from text?
- How does figurative language influence our interpretations?

**Vocabulary:**
interpretation
alliteration
hyperbole
imagery
idiom

Adapted from:
Portsmouth, NH: Heinemann.
**Infer Meaning:**
Graphic organizers to encourage students to record thinking and reflect on comprehension

**Concepts:**
1. Context clues
2. Draw conclusions from text evidence
3. Uncover the meaning of language

**Inference Equation:** Background Knowledge (B.K.) + Text Clues (T.C.) = Inference

<table>
<thead>
<tr>
<th>Word</th>
<th>Inferred Meaning</th>
<th>Text Clues</th>
<th>Sentence</th>
</tr>
</thead>
<tbody>
<tr>
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</table>

<table>
<thead>
<tr>
<th>Facts</th>
<th>Inferences</th>
</tr>
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<tr>
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</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Comments</th>
<th>Strategies</th>
</tr>
</thead>
</table>
|          | background knowledge  
ask a question  
infer  
etc. |

Adapted from:
Big Idea: Good readers identify and use multiple strategies to read and understand text.

Topic (Strategy): Infer Meaning (continued)

Key Learning(s):
Making inferences about text improves comprehension.

Unit Essential Question(s):
- How do I use subheads and titles to infer meaning?
- What are the connections between inferring and questioning?
- How can inferences link text to themes and big ideas?

Instructional Tools:
- Sticky notes
- Text codes
- G.O. (Inferring Themes) – Text Evidence/Themes
- Anchor Chart: Infer Meaning

Concept: Text Features: Subheads and Titles

Lesson Essential Questions:
- What is the purpose of subheads and titles?
- How can I use background knowledge to infer meaning of inferential subheads and titles?
- How do I distinguish between standard and inferential subheads and titles?

Concept: Infer to answer questions

Lesson Essential Questions:
- What are authentic questions?
- How can I infer to answer my questions?
- How can skimming and scanning (headings) confirm my inferences about text?
- How can discussion confirm and extend my thinking?

Concept: Infer themes based on text evidence

Lesson Essential Questions:
- What is the difference between plot and theme?
- What information do we use to infer themes? (words, actions, pictures, events, ideas, etc.)
- How do I use textual evidence to support themes?

Vocabulary:
- standard (subheads/titles)
- inferential (subheads/titles)
- *standard = specific word(s) telling what a section is about
- *inferential = indirect, need to use BK to understand

- skim
- scan

- plot (what happens in the story, events)
- theme (Underlying ideas in the story that are carried along by the plot)

Adapted from:
Infer Meaning (continued):
Graphic organizers to encourage students to record thinking and reflect on comprehension

**Concepts:**
1. Text features: Titles and subheads
2. Infer to answer questions
3. Infer themes based on text evidence

<table>
<thead>
<tr>
<th>Text Evidence (words, actions, pictures, ideas, etc.)</th>
<th>Themes</th>
</tr>
</thead>
</table>

Adapted from:
**Big Idea:** Good readers identify and use multiple strategies to read and understand text.

**Topic (Strategy):** Determine Importance

**Key Learning(s):**
Determining importance of text improves comprehension.

**Unit Essential Question(s):**
- How do I locate and record important information?
- How can text coding guide reading?
- How do I determine what to remember?

**Instructional Tools:**
- G.O. – Facts/Questions/Responses
- G.O. – Important Information/Interesting Details/My Thinking

**Concept:**
- Locate and record important information

**Lesson Essential Questions:**
- How can I merge facts with my own thinking to better understand what I read?
- What kinds of responses should I make when recording important information? (connections, reactions, inferences)

**Concept:**
- Target and code key details

**Lesson Essential Questions:**
- How do I code the text to guide my thinking?
- How do I know when information is important?
- How do I identify key details?

**Concept:**
- Determine what to remember

**Lesson Essential Questions:**
- Why is it important to separate interesting details from important ideas?
- How do I distinguish between interesting and important information?

**Vocabulary:**
- bias
- propaganda
- credibility/reliability
- validity
- key details

Adapted from:
Portsmouth, NH: Heinemann.
**Determine Importance:**
Graphic organizers to encourage students to record thinking and reflect on comprehension

**Concepts:**
1. Locate and record important information
2. Target and code key details
3. Determine what to remember

<table>
<thead>
<tr>
<th>Facts</th>
<th>Questions</th>
<th>Responses</th>
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</table>

<table>
<thead>
<tr>
<th>Important Information</th>
<th>Interesting Details</th>
<th>My Thinking</th>
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</table>

Adapted from:
**Big Idea:** Good readers identify and use multiple strategies to read and understand text.

**Topic (Strategy):** Determine Importance (continued)

**Key Learning(s):**
Determining importance of text improves comprehension.

**Unit Essential Question(s):**
- What role does fact and opinion play in determining importance?
- Why should I distinguish my thoughts from other perspectives?
- How do supporting details form main ideas?

---

**Instructional Tools:**
- G.O. – Topic/Detail/Response
- Anchor Chart: Determine Importance

---

**Concept:**
- Author’s Purpose

**Lesson Essential Questions:**
- What is author’s purpose?
- How do I determine author’s purpose?
- How do I identify the message that the author is trying to convey?
- How can signal words and verbs help me build my background knowledge and understand text?

**Vocabulary:**
- author’s purpose
- perspective
- signal words

---

**Concept:**
- Compare and contrast multiple perspectives

**Lesson Essential Questions:**
- How does my thinking compare with the author’s perspective?
- How is my thinking different from the author’s?

**Vocabulary:**
- author’s purpose
- perspective
- signal words

---

**Concept:**
- Construct main ideas from supporting details

**Lesson Essential Questions:**
- How do readers distinguish between important details and bigger ideas?
- How do I effectively articulate how details can support a topic and develop a bigger idea?
- How do I pick out the topic and supporting details from the text?

**Vocabulary:**
- main idea
- supporting details

---

Adapted from:
Portsmouth, NH: Heinemann.
Determine Importance (continued):
Graphic organizers to encourage students to record thinking and reflect on comprehension

Concepts:
1. Author’s purpose
2. Compare and contrast multiple perspectives
3. Construct main ideas from supporting details

<table>
<thead>
<tr>
<th>Topic</th>
<th>Detail</th>
<th>Response</th>
</tr>
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<tbody>
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</tbody>
</table>
**Big Idea:** Good readers identify and use multiple strategies to read and understand text.

**Topic (Strategy):** *Summarize and Synthesize*

---

**Key Learning(s):**
Comprehension improves when readers summarize and synthesize text.

---

**Unit Essential Question(s):**
- How does paraphrasing help me to comprehend the text?
- How does responding help me to comprehend the text?
- What does it mean to think beyond the text?
- How does synthesizing help me to comprehend the text?

---

**Instructional Tools:**
- G.O. – Notes/Thinking
- G.O. – Gist/Thinking
- Sticky notes
- **Handout:** Hints for Summarizing and Synthesizing

---

**Concept:**
Paraphrase and respond

---

**Lesson Essential Questions:**
- What skills do I use to paraphrase?
- How can I effectively paraphrase text using key ideas?
- What are strategies for navigating difficult text?
- What are strategies for taking notes effectively?
- What are strategies for responding to information?

---

**Concept:**
Move from facts to ideas

---

**Lesson Essential Questions:**
- How do I locate facts?
- How can I turn facts into my own ideas?
- How does thinking beyond the text improve my comprehension?
- How can I use my questions, comments, connections, and inferences in my response?

---

**Concept:**
Get the Gist? Synthesize!

---

**Lesson Essential Questions:**
- How do I synthesize my thinking as I read?
- How do I synthesize the facts to consider bigger questions, issues, and ideas?
- How do I summarize the big picture in fewer words?
- How do I distinguish between text information and my own thinking?

---

**Vocabulary:**
- **paraphrase**
- **plagiarism**
- **citations**

---

**Vocabulary:**
- **synthesize**

---

Adapted from:
Portsmouth, NH: Heinemann.
**Summarize and Synthesize:**
Graphic organizers to encourage students to record thinking and reflect on comprehension

**Concepts:**
1. Paraphrase and respond
2. Move from facts to ideas
3. Get the Gist? Synthesize!

<table>
<thead>
<tr>
<th>Notes</th>
<th>Thinking</th>
</tr>
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<tbody>
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<table>
<thead>
<tr>
<th>Gist</th>
<th>Thinking</th>
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</tbody>
</table>
**Big Idea:** Good readers identify and use multiple strategies to read and understand text.

**Topic (Strategy):** Summarize and Synthesize (continued)

**Key Learning(s):**
Comprehension improves when readers summarize and synthesize text.

**Unit Essential Question(s):**
- How do rereading and rethinking improve my understanding?
- What are connections between reading, writing, and reflecting?
- How do reading, writing, and reflecting work together to improve comprehension?

**Instructional Tools:**
G.O. – Facts/Opinions/Changes in Thinking
**Anchor Chart:** Summarize and Synthesize

---

**Concept:**
Reread and rethink misconceptions

**Lesson Essential Questions:**
- What is the difference between facts and opinions?
- How can facts and opinions lead to misconceptions?
- How do I notice when a misconception has formed?

**Concept:**
Tie opinions to the text

**Lesson Essential Questions:**
- How do I use new information to revise thinking, opinions, and misconceptions?

**Concept:**
Summarize to extend thinking

**Lesson Essential Questions:**
How do I write a good summary response?
How is background knowledge important to extended thinking?

**Vocabulary:**
misconception

**Say Something!**
Sketch-to-Stretch
Somebody wanted but so (SWBS)
30-word summary
Intro, body, conclusion (main idea and supporting details)

---

Adapted from:
**Summarize and Synthesize (continued):**
Graphic organizers to encourage students to record thinking and reflect on comprehension

**Concepts:**
1. Reread and rethink misconceptions
2. Tie opinions to the text
3. Summarize to extend thinking

<table>
<thead>
<tr>
<th>Facts</th>
<th>Opinions</th>
<th>Changes in Thinking</th>
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</tbody>
</table>

Adapted from:
Portsmouth, NH: Heinemann.
**Big Idea:** Good readers identify and use multiple strategies to read and understand text.

**Topic (Strategy):** Vocabulary and Word Reading

**Key Learning(s):**

Strong vocabulary and word reading skills improve reading comprehension.

**Unit Essential Question(s):**

- What affect do vocabulary skills have on my comprehension?
- How can I improve my vocabulary and word reading skills?

**Concept:** Identify unknown words

**Lesson Essential Questions:**

- How do I identify unknown words?
- How can I determine the importance of unknown words?*
- How do I use word skills (decoding) to tackle unknown words?
- What should I do when I notice unknown words in the text?

**Vocabulary:**

automaticity
multisyllabic words

**Concept:** Context Clues

**Lesson Essential Questions:**

- How do I identify context clues within the text?
- How can I use context clues to determine the meaning of unknown words?

**Vocabulary:**

context clues

**Concept:** Use features of text to gain meaning from words.

**Lesson Essential Questions:**

- What features of the text can help me identify unknown words?
- Where do I find text features?

(bold words, pronunciation guides, glossary, index, dictionary, sidebar definitions, thesaurus, etc.)

**Vocabulary:**

text features
pronunciation
thesaurus
synonym
antonym

*Note: other concepts to add: antonyms, synonyms, multisyllabic words, phonics/decoding, etc.

Vocabulary and Word Reading:
Graphic organizers to encourage students to record thinking and reflect on comprehension

Concepts:
1. Identify unknown words
2. Use context clues to gain meaning
3. Use features of text to gain meaning from words

<table>
<thead>
<tr>
<th>Feature</th>
<th>Purpose</th>
</tr>
</thead>
<tbody>
<tr>
<td>glossary</td>
<td></td>
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<tr>
<td>footnote</td>
<td></td>
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<tr>
<td>etc.</td>
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<table>
<thead>
<tr>
<th>Unknown Word</th>
<th>Text Clues</th>
<th>Features</th>
<th>Definition</th>
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<tbody>
<tr>
<td></td>
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<td>footnote</td>
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<td></td>
<td>etc.</td>
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</tbody>
</table>

Adapted from:
Big Idea: Good readers identify and use multiple strategies to read and understand text.

Topic (Strategy): Fluency

Key Learning(s):
Fluent reading improves comprehension by freeing resources to allow the reader to process meaning.

Unit Essential Question(s):
- How can we use oral reading to improve comprehension?

Instructional Tools:
- Timer
- Sheet Protectors

Concept: Prosody
Lesson Essential Questions:
- How do my stress, timing, and intonation affect my fluency?
- How do I know if I demonstrate prosody in my reading?
- What happens to prosody when text is unfamiliar or too hard?
- What strategies can I use to improve my prosody?

Vocabulary:
- phrasing
- intonation
- rhythm
- pitch
- expression
- stress

Concept: Rate supports comprehension.
Lesson Essential Questions:
- What strategies can I use while reading to improve my rate?
- How do I know when to slow down, speed up, or skip sections while reading?

Vocabulary:
- rate

Concept: Authentic and natural rereading improves fluency and comprehension.
Lesson Essential Questions:
- What is authentic and natural rereading?
- How does rereading affect my rate?
- How does rereading prosody?
- How does rereading comprehension?

Vocabulary:
- authentic (reading)

Adapted from:
Reading Materials

TIME Magazine
TIME Magazine for Kids
Kids Discover
National Geographic Reading
National Geographic for Kids
Poems/Songs
Nonfiction (Textbooks)
Nonfiction (Trade Books)
ACTION Magazine
Fast Track Stories/Articles
Fiction (novels and short stories)

Adapted from: