



### Objective

The student will use multiple strategies to comprehend text.

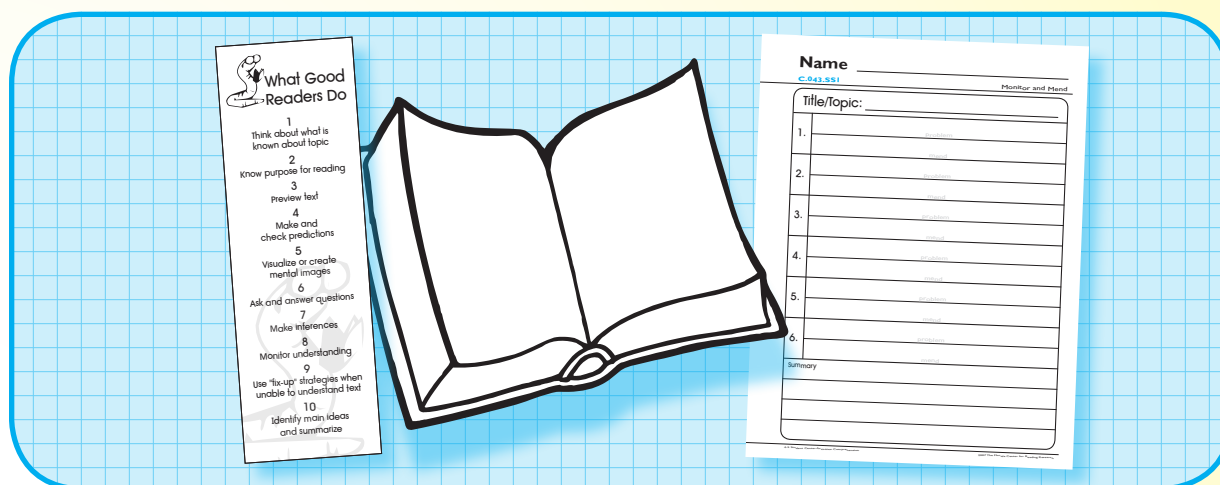
### Materials

- ▶ Narrative or expository text  
*Choose text within students' instructional-independent reading level range.*
- ▶ Bookmark (Activity Master C.043.AM1)  
*Copy, fold, laminate, and cut.*
- ▶ Student sheet (Activity Master C.043.SS1)
- ▶ Dictionary

### Activity

Students use repair strategies when necessary to assist in comprehension.

1. Provide the student with a copy of the text, bookmark, dictionary, and student sheet.
2. The student reads, "What Good Readers Do" on the bookmark before reading the text.
3. Begins to read the text and monitors understanding.
4. Keeps reading until confused or unable to understand text.
5. Thinks about what can be done to understand the text. Refers to the "Fix-Up Strategies" listed on the bookmark, if necessary.
6. Records page number and the problem on the student sheet (e.g., I didn't understand what the paragraph meant).
7. Uses one or more of the ideas from the "Fix-Up Strategies" list (i.e., I reread the paragraph and looked up a word that I didn't know in the dictionary). Records on student sheet.
8. Continues until entire text is read.
9. Writes a summary in the designated area.
10. Teacher evaluation



### Extensions and Adaptations

- ▶ Read text page by page and record comprehension problems and repairs (Activity Master C.043.SS2).
- ▶ Record comprehension problems and repair (Activity Master C.043.SS3).



## What Good Readers Do

- 1  
Think about what is known about topic
- 2  
Know purpose for reading
- 3  
Preview text
- 4  
Make and check predictions
- 5  
Visualize or create mental images
- 6  
Ask and answer questions
- 7  
Make inferences
- 8  
Monitor understanding
- 9  
Use "fix-up" strategies when unable to understand text
- 10  
Identify main ideas and summarize



## Fix-Up Strategies

1. Reread the passage.
2. Read ahead and see if it makes sense.
3. Adjust reading rate (e.g., slow down).
4. Identify unknown words (e.g., sound out, break into parts, use context clues, look up in dictionary).
5. Other:

Name \_\_\_\_\_

C.043.SSI

Monitor and Mend

Title/Topic: \_\_\_\_\_

1.

problem

mend

2.

problem

mend

3.

problem

mend

4.

problem

mend

5.

problem

mend

6.

problem

mend

Summary

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# Name \_\_\_\_\_

Monitor and Mend

C.043.SS2

Title/Topic: \_\_\_\_\_

Page #	Problem? (yes/no)	Problem	Solution
	<input type="checkbox"/> yes <input type="checkbox"/> no		
	<input type="checkbox"/> yes <input type="checkbox"/> no		
	<input type="checkbox"/> yes <input type="checkbox"/> no		
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	<input type="checkbox"/> yes <input type="checkbox"/> no		

Name \_\_\_\_\_

C.043.SS3

Monitor and Mend

Title/Topic: \_\_\_\_\_

**Problem**

**Repair**

As I was reading, I had a problem on page \_\_\_\_\_.

So I did this to fix it \_\_\_\_\_

The problem was \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

As I was reading, I had a problem on page \_\_\_\_\_.

So I did this to fix it \_\_\_\_\_

The problem was \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

As I was reading, I had a problem on page \_\_\_\_\_.

So I did this to fix it \_\_\_\_\_

The problem was \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

As I was reading, I had a problem on page \_\_\_\_\_.

So I did this to fix it \_\_\_\_\_

The problem was \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_