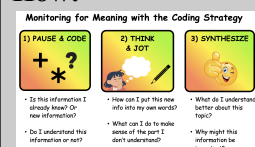


2 Nonfiction: Monitoring for Meaning Using the Coding Strategy + MAIN IDEA

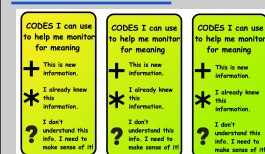
What: Readers know that we need to think about our thinking or *monitor for meaning* as we read. This means we notice when we are reading information we already knew or information that is new to us. We also notice when we do and do not understand information in a source.

Why: If you notice information you do not understand, then you are more likely to stop and try to make sense of that information. This will help you understand the content in the source better. In addition, when you notice that you are reading *new* information, you're more likely to slow down and pay attention to what you're learning so you can remember the key details.

How:



Anchor Chart



TIP: As you teach these lessons, observe which codes students tend to use and which codes they do *not* use. If they neglect the “I don’t understand” code, this may be an indication that they are not doing the work they should do to make sense of texts (or your sources may be too easy). Focus on this when you are thinking aloud or coaching during conferences. If students are not sure what to do when they don’t understand, you may need to teach a “fix-up strategies” lesson.

For the INTRO LESSON - Explicitly intro, model, guide.

Prepare:

- **Locate & prime a text.** Identify an important excerpt in the source, an excerpt that is critical to understanding a main idea. Decide which of the details (or sentences) in the excerpt will be analyzed for the I DO, WE DO, YOU DO TOGETHER, YOU DO.
- **Plan the WHAT, WHY, HOW lesson introduction.** Read through the gray column (to the left). How will you convey these ideas? You might read verbatim or paraphrase in your own words. Tip: Present the anchor chart for the HOW.
- **Plan the I DO.** Plan how you will think aloud about the first sentence (or so) in the excerpt you’ve chosen and how you will make notes on the excerpt (with a code *and* notes about your thinking). Use the questions on the anchor chart as a guide for what you might say during this think-aloud. (See sample think aloud language in #3 below.)
- **Think through WE DO, YOU DO TOGETHER, YOU DO.** Which parts of the excerpt will you ask students to look at for each? Which words or phrases will you guide them to thinking about if they need support?
- **Plan the MAIN IDEA DISCUSSION.** Write out the main idea in your lesson plan for yourself. *How does the content in this excerpt reveal a main idea (for just that excerpt or for the whole text)?* Make plans to discuss. [Link to list of common main idea vocabulary.](#)
- **Create or print -**
 - [coding bookmark](#) for each student.
 - [HOW anchor chart](#).

Students need to see the chart *in addition to* the bookmark. The chart reveals the strategic processing they need to do and the bookmark does not.

- **Design a way for you or students to jot their codes & take notes** about what they learn; this may be on sticky notes in the text or in the margins of a copied excerpt; these notes will be used to support writing a response during Phase 3. (See sample writing prompts below.)

Teach:

1. INTRODUCE THE STRATEGIES:

- Share the *WHAT* and *WHY* of monitoring for meaning using the coding strategy.
- Display the [HOW anchor chart](#) and discuss.

2. REREAD EXCERPT: Ask students to reread the excerpt you’ve chosen to re-familiarize themselves with the details.

3. I DO: Read aloud and think aloud about one sentence at the beginning of the excerpt explicitly referring to the anchor chart as a guide as well as the bookmark.

- [Model Step 1: Pause & Code] *This sentence I just read has a lot of*

Bookmark
Link to [anchor chart
& bookmark](#)

Raise the Rigor:

Present an excerpt from an **audio file** with a more complex idea or a **visual image** (e.g., diagram, graph, map). Explore how the anchor chart can be utilized in this context.

Present questions like:
How does this excerpt (that we understand better now) contribute to the development of the author's MAIN IDEA?



Link to [blog entry that describes a sample lesson](#)

information in it that I think might be important. I'm going to go back and think just about this first part... I realize I don't really understand what this word means. I'm going to write a question mark next to it.

- [Model Step 2: Think & Jot] *When I read the sentence again, I noticed the author gives me a clue about what this word means. I think it means... I'm going to write that next to the question mark code.*
- [Model Step 3: Synthesize] *Since I think I know what this word means now, I'm going to go back and reread the whole sentence and think about what I'm learning. Watch me as I do this...*

4. **WE DO:** Ask students to analyze the next sentence in the excerpt that you pre-selected. Engage them in using the anchor chart and list of codes to help them. Coach them on how to annotate their thinking. As needed, offer sentence stems to support:

- *I am confused by this because...*
- *This is new information and makes me think...*
- *I think the author means that...*
- *This is important because...*

5. **YOU DO TOGETHER & YOU DO:** Follow a similar routine with additional sentences (or, in some cases, a complex phrase) in the excerpt; ask partners to share their thinking, referring to the anchor chart and list of codes as needed.

6. **CLOSE:**

- Discuss big takeaways from the source that are the result of monitoring closely for the meaning in this excerpt; tie into a MAIN IDEA conversation.
- Review the anchor chart and explain *when* students should engage in this type of thinking on their own.

LESSONS WITH FOLLOW-UP TEXT(s) Gradually release responsibility to partners and then individuals for noticing and analyzing more complex excerpts in a source. (The excerpts may be pre-selected by you to start.) Continue coaching them to use the anchor chart as a guide. If you notice that students are using a lot of “I already knew” or “New info” codes and *not* identifying parts they do not understand, make this a focus of your think-alouds or conferences. Challenge them to identify parts they do not understand.

LESSONS WITH ADDITIONAL FOLLOW-UP TEXT(s)

With an excerpt of text, challenge students to let go of writing codes and instead “code in their heads.” Engage in conversations about the power of doing this on the run.

Some Prompts for Phase 3 Writing in Response

1. *Use your notes to write a summary of what you learned.*
2. *Which main idea was revealed (or began to emerge) in the excerpt you analyzed?*
3. *Choose an important person in your life. What would you say to them to share what you learned about this topic?*