

## Monitor Comprehension

When students monitor their comprehension, they keep track of how well they understand the material they are reading. They also identify when their understanding breaks down. Students can monitor their comprehension during and after reading by previewing, asking questions, rereading, and taking notes.

### DAY 1

Reproduce the *Monitor Comprehension* visual aid and distribute it to students. Then explain to students: **Good readers monitor their comprehension by paying attention to how well they understand what they are reading.** Read aloud the first paragraph of the story and model the strategy: **As I was reading, I realized that I didn't understand exactly what Charles was doing. I reread and figured out that Charles is nervous about a job interview.** Have students finish reading the story and complete the strategy practice activity. Ask volunteers to share their responses. Then direct students to complete the skill practice activity. Review the answers together.

### DAY 2

Inform students that they will be reading a passage about how to make fresh pickles. Remind them of the *Monitor Comprehension* strategy. Say: **One way to monitor comprehension is to look at the title and the section headings as clues to what the text is about.** Read aloud the first section and model: **The main idea of this section is about keeping the supplies clean when you make pickles. I can use the section heading, "A Clean Start," to remember what the section is about.** Have students read the passage independently and then complete the strategy practice activity with a partner. Invite pairs to share their responses. Then direct students to complete the skill practice activity. Review the answers together.

### DAY 3

Remind students of the *Monitor Comprehension* strategy. Read aloud the instructions at the top of the page and ask: **How can pausing help you monitor your comprehension?** (It gives you a chance to think about the interviewer's question—to make sure you understand it—before moving on to the answer.) Draw attention to the boldfaced words that indicate who is speaking. Then explain that the person being interviewed is an *animator*, or an artist who draws or uses a computer to create moving pictures. Have students read the passage. Then direct them to complete the strategy practice activity and share their responses. Discuss the answers as a group. Then have students complete the skill practice activity. Review the answers together.

### DAY 4

Remind students of the *Monitor Comprehension* strategy. Say: **One way to monitor your comprehension while reading a book is to look at the table of contents to see how the book is organized.** Then have students read the table of contents and the excerpt from the book. Ask: **How did the table of contents help you understand "How It All Began"?** (Knowing that there was a chapter about the history of pancakes helped me understand where the text came from and how it fit with the rest of the book.) Direct students to complete the strategy practice activity and share their responses. Then have students complete the skill practice activity independently. Review the answers together.

### DAY 5

Inform students that they will be reading a short story about a girl who works in her mom's restaurant. Remind them of the *Monitor Comprehension* strategy. Ask: **How would asking yourself how the characters feel help you monitor your comprehension as you read?** (It helps you figure out how well you understand what is happening to the characters.) Then direct students to read the story on their own. Pair students for the strategy practice or complete it as a group. Direct students to complete the skill practice activity. Review the answers together.

**READ THE PASSAGE** Think about what is happening in this scene.

### The Big Interview

Charles sat in the cafeteria with five other students, waiting for Ms. Swanson to interview all of them. Ms. Swanson, the seventh-grade science teacher, was looking for a lab helper. Charles's palms were sweaty and his face felt hot. He wondered if his face was red—and if anyone would notice.

As he prepared for his interview, Charles reviewed a set of index cards with notes that he had made earlier. On each card, he had written an answer to a question that Ms. Swanson might ask. "The emergency eyewash station is not a place to get a drink of water," he quietly read aloud from one card.

Charles decided to check out the other candidates. Nearby, a girl with dark red hair was shuffling her own set of index cards. He watched as she tore a card into tiny pieces and stuffed the pieces into a pocket. Suddenly she looked up at Charles. "Are you nervous?" she asked.

"No, I'm not nervous—not at all," Charles stammered. "What about you?"

"Uh, no, me neither," the girl responded.

At that moment, Ms. Swanson appeared. "Charles Locke?" she called out.

**STRATEGY PRACTICE** Look back at the passage. Underline the sentences and phrases that tell you Charles is nervous.

**SKILL PRACTICE** Read the item. Write your response.

1. What is this text about?

---



---

2. Is the girl nervous? Use text evidence in your response.

---



---

3. What is likely to happen next?

---



---

**READ THE PASSAGE** Read slowly. Think about the main idea of each section.

### In a Pickle

With the right supplies, you can make your own pickles at home.

#### A Clean Start

All supplies that you use must be very clean when you make pickles at home. A dirty jar or spoon can spoil an entire batch of pickles.

#### The Cucumber Is King

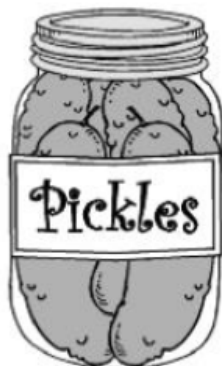
The perfect pickle is crunchy. It starts with a firm, fresh cucumber. To make fresh pickles, fill jars with freshly picked cucumbers. Then pour a heated mixture of salt, vinegar, and spices into the jars. Seal the jars with clean lids. Allow the pickles to cool, and put the jars in the refrigerator. Write the date on the jars.

#### Timing Is Everything

Leave your homemade pickles in the refrigerator. Pay attention to the date on the jars. If you haven't eaten the pickles after six months, throw them away.

#### Other Pickled Foods

In addition to making pickles at home, you can try pickling other vegetables. Pickled carrots, cauliflower, and garlic cloves make tasty snacks and give salads some extra flavor.



**STRATEGY PRACTICE** Explain to a partner how using the section headings helped you understand the text.

**SKILL PRACTICE** Read the item. Write your response.

1. Under which heading did the author list the ingredients necessary for making pickles?

---



---

2. Is this text a recipe for making pickles? How can you tell?

---



---

3. What is the final step in making pickles?

---



---

**READ THE INTERVIEW** Pause after reading each of the interviewer's questions. Think about the question as you read Sadie's answer.

### Sadie Caddock, Animator

**Interviewer:** What is the best part about your job as an animator?

**Sadie Caddock:** I love getting a chance to bring a character to life. If I can imagine it, I can make it happen on the screen. It's a great feeling.

**Interviewer:** What was your favorite project?

**Sadie Caddock:** My favorite project was a movie called *It's a Zoo Out There*. Unlike commercials and TV shows, a full-length movie lets you explore the characters and story. I worked with a fun team of animators to create more than thirty animal characters.

**Interviewer:** How long does it take you to finish a project?

**Sadie Caddock:** It depends. A short commercial might take me a week to finish my part of it. The movie took more than a year. It also depends on whether I'm drawing by hand or using a computer. Computers make the work go much faster. However, I sometimes find that drawing by hand is more creative.

**STRATEGY PRACTICE** Did you understand all of Sadie Caddock's answers? Which answer would you like to know more about? Explain why.

---



---

**SKILL PRACTICE** Read the item. Write your response.

1. What is this kind of text called? How do you know?

---



---

2. What is the purpose of the boldfaced words in the text?

---



---

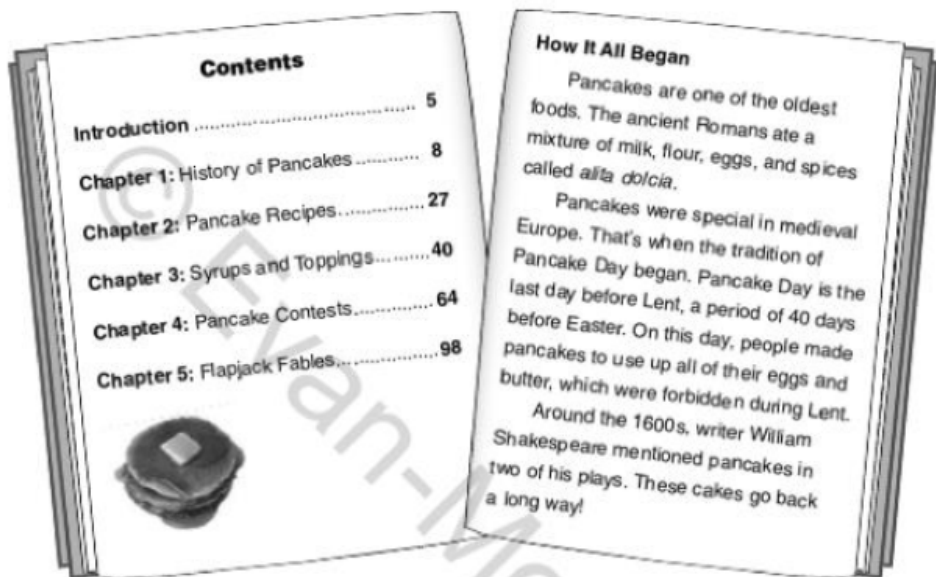
3. What is Sadie Caddock's favorite part of her job? Use text evidence in your response.

---



---

**READ THE INFORMATION** Think about how the information in this book is organized.



**STRATEGY PRACTICE** Based on the table of contents, what are two specific things that you might learn about pancakes by reading this book? Explain.

---



---

**SKILL PRACTICE** Read the item. Write your response.

1. Write the main idea of "How It All Began" in your own words. On which page would this text probably appear?

---



---

2. You want information about an event in which runners toss a pancake in a frying pan. Which chapter would you look in and why?

---



---

3. Bryant wonders how to make chocolate chip pancakes. What is the name of the chapter he should look in?

---



---

**READ THE PASSAGE** As you read, think about how Jamie feels.

### A Long Day

Jamie was tired. She had been on her feet for hours. Her mom owned a small but busy restaurant in town. Three of her mom's employees had called in sick that morning. There was a big festival in the city park that day, and Jamie had wanted to go. But her mom had asked for her help at the restaurant.

All Jamie wanted to do was sit down for a while. Instead, she hurried around the restaurant, taking orders and refilling coffee cups. As soon as one table was cleared, a new set of customers walked in. The customers just kept coming! That meant more orders and more coffee.

"Order up!" called the cook from the kitchen. Jamie stared at the kitchen. She thought about all of the food stalls at the festival. Cooks there were preparing special foods from all over the world. Jamie imagined the delicious smells of new and exotic foods.

"Hurry, Jamie!" the cook called, catching Jamie lost in thought.

"I'm coming," Jamie grumbled. But her mom had already picked up the plates of hot food from the counter and delivered them to a table by the window.

"Wake up, Jamie," her mom said. "I know you don't want to be here, but I need your help."

**STRATEGY PRACTICE** Describe how you think Jamie feels and why she feels that way.

---



---

**SKILL PRACTICE** Read the item. Write your response.

1. Why is Jamie daydreaming?

---



---

2. What event caused Jamie's mother to need help?

---



---

3. What will Jamie probably do when she leaves the restaurant?

---



---