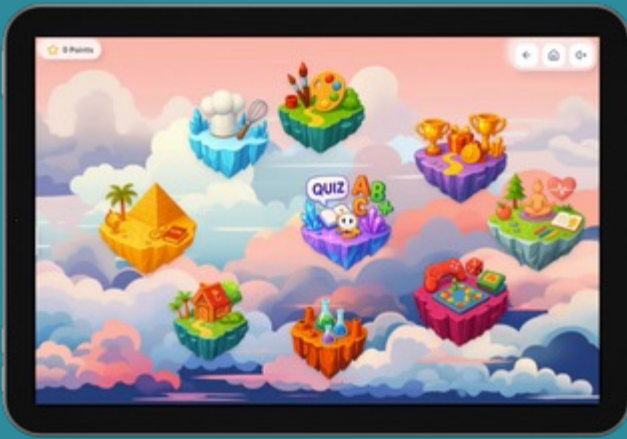


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Flexible Readers Monitor Meaning – Year 4

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Teacher guide: entry

Learning goal

Learners read narrative and information text accurately, notice a loss of meaning, choose a useful repair and explain the choice. Observe connected oral reading as well as meaning responses. A competent reader does not need an invented error.

Preparation and equipment

Prepare the original story, report and instruction pages, the three repair logs, the Repair Route cards, pencils and observation record. Read the teacher key on guide page 3. Offer oral response or seeking where handwriting is incidental; keep the reading error.

Lesson 1 – set a purpose

Entry diagnostic: show two short, underlined cases from the story and report. Ask what a reader should look for and what action would help if meaning slipped. Model purpose → read → notice → repair → confirm → reread using the word display. Partners use the discussion cards; record oral response per learner.

Lesson 2 – notice meaning slipping

Revisit only an insecure entry item. Model a new report sentence, then complete Guided Repair Log 1. Ask learners to name the precise snag and the printed words that settle it. Give a changed condition: “If water is still flowing, wait.” Do not treat a picture guess as confirmation.

Quick evidence note

Record actual reading, a specific repair when one occurs, the meaning response and the prompt level. Avoid speed-only targets.

Teacher guide: lessons 3-5

Lesson 3 – select a repair

Demonstrate one complete Repair Route turn, including an incorrect choice and constructive correction. Learners complete Core Repair Log 2, then play all 12 cards in pairs. Each turn requires the snag, a chosen repair, printed evidence and a reread. Observe reasoning, not game speed.

Lesson 4 – confirm, do not invent

Model the fresh path notice and report claim. Learners complete Transfer Repair Log 3 and both rehearsal pages. Give on-criterion-specific correction, then ask for a new application. A word must match its letters; grammar and nearby information confirm, rather than create it.

Lesson 5 – independent evidence

Use the assessment page with a fresh story and report in a changed order. Hear both texts read aloud. Ask for one explained strategy choice, or an accurate confirmation when no repair was needed. Collect a meaning response for each text. Apply the rubric and record a targeted next step.

Access and stretch

Support: preview key vocabulary and read a shorter coherent section with prompts fading. Core: unseen matched text and independent repair. Extension: change the reading purpose and justify a different useful action, without a speed contest. Accept accessible oral or written explanations and justified alternatives.

Teacher guide: checking key

Prompt hierarchy

1. “What did you expect to learn?” 2. “Where did meaning stop making sense?” 3. “What in the print can you check?” 4. “Which sentence can confirm it?” 5. “Reread for sense.” Fade the prompts; record the least support needed.

Repair Route cards A-F

A Decode detour and reread the closed-bridge sign. B Reread seeps into and trace water down into soil. C Reread if and apply the condition. D Reread extra water leave; overflow sends it out. E Reread the fork paragraph; wheel marks led to the shed and the other track ended. F Reread not; stay out of the basin.

Repair Route cards G-L

G Purpose: find why the tray must reach the garden before the gate closes. H Start with the rain travels section and trace path → channel → basin. I The instruction says record only what is visible; remove the underground guess. J Tell an adult; do not clear litter yourself. K Reread upper/lower and muddy; use the upper path. L No error is required when reading is accurate and understood.

Assessment and next step

Judge concept/accuracy, application, reason/evidence and transfer/communication against the rubric. Accept an explained accurate confirmation in place of a repair if no mistake occurred. Written comprehension alone does not establish oral fluency. Choose the next lesson from the observed need: word reading, context checking, purpose or independent transfer.

Flexible readers monitor meaning

Story: Why did Nia change paths?

She read *detour* carefully and checked the next sentence.



Set a purpose

Read accurately

Notice a snag

Choose a repair

Check the print and context

Reread for sense

Report: Where does rainwater go?

She reread *seeps into the soil* and followed the explanation.



A picture guess does not confirm a printed word.

Choose the action that solves the actual reading problem.

The Orchard Detour

Nia and Eli reached the footbridge just after the library closed. They had promised to return a borrowed seed tray to the community garden before the gate was locked. Across the creek, the glass roof of the garden shed caught the last of the afternoon light.

A bright sign stood beside the bridge: "Closed for repairs. Follow the orchard detour." Eli pointed towards the row of apple trees. Nia paused at the unfamiliar word. She read it in parts, then checked the sentence again. If the bridge was closed, the sign must be naming another route.

They followed the arrows through the orchard. At the first fork, one arrow had slipped from its post and lay face down in the grass. Eli wanted to take the shortest path, but Nia looked for another clue. Fresh wheel marks led towards the garden's shed, while a narrow track ended at a fence.

"The tray cart probably came this way," Nia said. They followed the wheel marks and reached the gate with five minutes to spare. The gardener thanked them and showed them the new bridge planks waiting beside the shed.

On the walk home, Eli asked how Nia knew which path to choose. "I did not know at first," she replied. "I read the whole sign, checked what it meant, and then looked for evidence along the path."



Reading purpose: How do Nia and Eli reach the garden?

If meaning slips, mark the words you will reread.

Name: _____

How a Rain Garden Helps

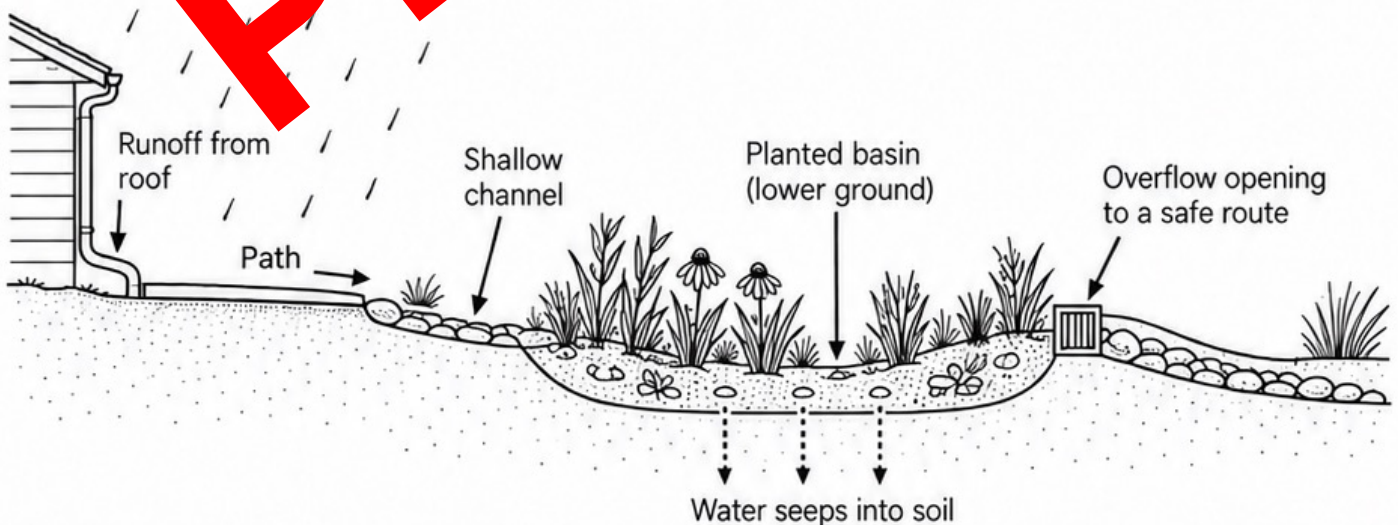
Rain travels

During a storm, rain falls on roofs and paths. Some water soaks into the ground, while the rest flows across hard surfaces. This moving water is called runoff. At the community garden, a shallow channel guides runoff from the path into a planted basin. The basin is lower than the surrounding ground, so water can collect there for a short time.

Water slows

In the basin, the flow spreads out and slows. Water seeps into the soil around the plants. Soil and roots help hold some of it while it moves down. If a heavy storm brings more water than the basin can hold, an overflow opening lets the extra water leave by a safe route. The rain garden is not a tank of drinking water.

Volunteers check the basin after rain. They keep the overflow clear and pick up litter so it can't block the channel. They do not step into the wet basin, because that would press down the soil around young plants. The garden helps manage rainwater beside the path, and the plants make the area pleasant for visitors.



Reading purpose: Trace the path of rainwater.

Check a word against its letters and the nearby explanation.

Name: _____

Name: _____

After-Rain Garden Check

Purpose: Observe the rain garden safely after a shower.

- 1 Stand on the marked path.
Do not step into the planted basin.



- 2 Look at the channel beside the path.
If water is still flowing, wait and watch where it goes.



- 3 Record only what you can see: water in the channel, water in the basin, or a dry channel.
Do not guess what is under ground.



Water in the channel



Water in the basin



A dry channel

- 4 Check the overflow opening from the basin.
Tell an adult **if** litter is blocking it.
Do not move the litter yourself.



- 5 Read your record aloud.
Use the report to explain one reason the water may slow in the basin.



Note: A condition such as **if** changes when an action applies.



Same reader, different purpose

Texts can
inform, entertain
or tell us how
to do something.

The same reader can read different kinds of texts for different purposes.
Look at each card. Think about what you are reading and what you are trying to find out.



Story

Follow Nia's choices.
What clue changes
the route?



Report

Trace runoff from path
to basin to soil.
Which sentence
explains seep?



Instruction

Follow the order.
Which action depends
on the first?



Talk about your reading.



Name your
purpose.



Point to
a snag.



Choose
a repair.



Cite the
printed evidence.

Name: _____

Repair log 1: guided choices

1. “Closed for repairs. Follow the orchard detour.”

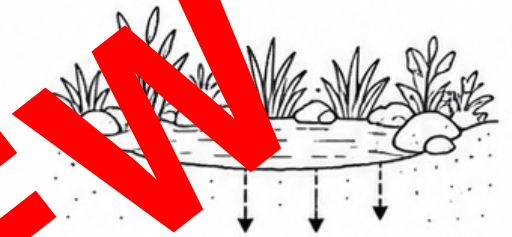
A reader says *detour* means a detail on the sign.



What made you pause?	Repair action	Words that confirm it
	Read the whole printed word; then reread the sign.	

2. “Water seeps into the soil.”

A reader imagines water spraying out of the basin.



What made you pause?	Repair action	Words that confirm it

3. “If water is still flowing, wait.”

A reader begins to walk here checking the condition.



What made you pause?	Repair action	Words that confirm it

4. “The rain garden is not a tank of drinking water.”

A reader says visitors may drink it.



What made you pause?	Repair action	Words that confirm it

Name: **ANSWERS**

Repair log 1: guided choices

1. "Closed for repairs. Follow the orchard detour."

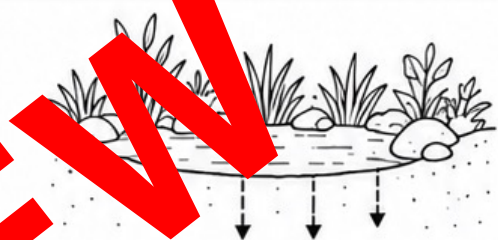
A reader says *detour* means a detail on the sign.



What made you pause?	Repair action	Words that confirm it
detour	Read whole word; reread sign	Closed bridge; another route

2. "Water seeps into the soil."

A reader imagines water spraying out of the basin.



What made you pause?	Repair action	Words that confirm it
seeps into	Reread and trace water	Water moves down into soil

3. "If water is still flowing, wait."

A reader begins to walk here, checking the condition.



What made you pause?	Repair action	Words that confirm it
if	Reread the condition	Wait while water flows

4. "The rain garden is not a tank of drinking water."

A reader says visitors may drink it.

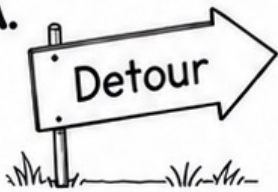


What made you pause?	Repair action	Words that confirm it
not	Reread the negative	Not drinking water

Name: _____

Repair log 2: choose the action

A.

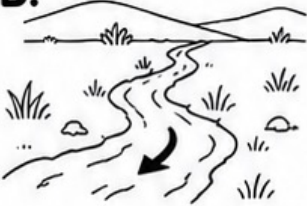


Nia reads *detour* as detail, then cannot explain the new path.

Best repair: _____

Evidence: _____

B.



A reader knows runoff but cannot tell where it moves.

Best repair: _____

Evidence: _____

C.



A reader skips *not* in "Do not step into the basin."

Best repair: _____

Evidence: _____

D.



A reader reads the story accurately but forgets why Nia followed wheel marks.

Best repair: _____

Evidence: _____

E.



A reader pronounces overflow but says it lets water enter the basin.

Best repair: _____

Evidence: _____

F.



A reader follows step 4 before reading step 3.

Best repair: _____

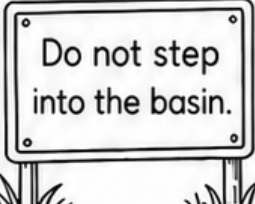
Evidence: _____

Use the print and surrounding sentences. Guessing from an illustration is not evidence.

Repair log 2: choose the action

A.  Nia reads *detour* as detail, then cannot explain the new path.
Best repair: Decode detour; reread sign
Evidence: Closed bridge means another route.

B.  A reader knows runoff but cannot tell where it moves.
Best repair: Reread Rain travels
Evidence: Runoff flows from path into bush

C.  A reader skips *not* in "Do not step into the basin."
Best repair: Reread whole instruction
Evidence: Not means stay on path.

D.  A reader reads the story accurately but forgets why Nia followed wheel marks.
Best repair: Reread fork paragraph
Evidence: Wheel marks led to shed; other track ended at fence.

E.  A reader pronounces overflow but says it lets water enter the basin.
Best repair: Reread heavy-storm sentence
Evidence: Overflow lets extra water leave.

F.  A reader follows step 4 before reading step 3.
Best repair: Reread steps in order
Evidence: Record first, then check overflow.

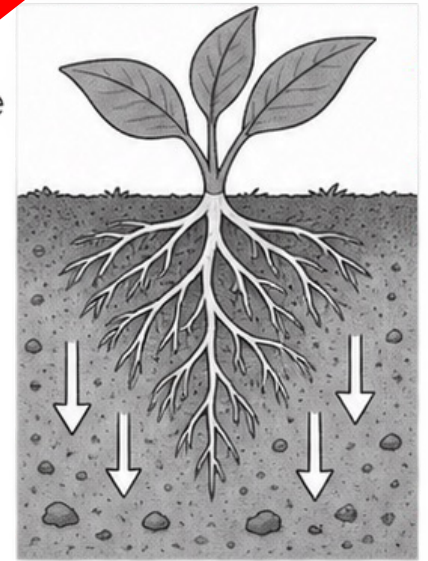
Name: _____

Repair log 3: explain the choice

- 1** The sign says "Use the upper path while the lower path is muddy." A reader follows the lower path. What word or phrase needs checking, and what should the reader do?



- 2** A report says "Roots help hold some water while it moves down." A reader thinks roots pull every drop back to the surface. Explain a repair and cite the text.



- 3** You read a story sentence accurately but cannot remember what a character wanted. Is decoding the same word again always the best first action? Explain a useful alternative.



Repair log 3: explain the choice

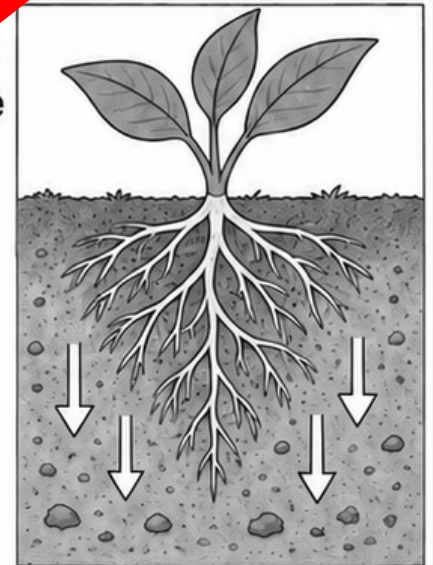
- 1** The sign says 'Use the upper path while the lower path is muddy.' A reader follows the lower path. What word or phrase needs checking, and what should the reader do?



Reread upper, lower and while.

Use the upper path while the lower path is muddy.

- 2** A report says 'Roots help hold some water while it moves down.' A reader thinks roots pump every drop back to the surface. Explain a repair and cite the text.



Reread hold some and moves down.

The report never says roots pump all the water upward.

- 3** You read a story sentence accurately but cannot remember what character wanted. Is decoding the same word again always the best first action? Explain a useful alternative.



No. Reread nearby story sentences and restate the character's purpose. Decode again only if the print was uncertain.

Repair Route: partner game



1

Place the 12 challenge cards face down.

2

Take one card. Read its short text aloud.

3

Name the snag, choose one repair and cite the printed evidence.

4

Your partner checks the teacher key and asks for a reread if needed.

5

Swap roles. Finish when every card has been explained; there is no reader's luck score.



Example turn

Card A

"Follow the orchard
detour."



Reader says detail.

Repair: read the whole word, then check the closed-bridge sentence.

Evidence: another route is needed.

The teacher guide contains the checking key.

A

Bridge closed.
Follow the orchard detour.



A reader says detail.
What repair?

What printed evidence confirms
your choice?

B

Water seeps into the soil.



A reader imagines spraying water.
What repair?

What printed evidence confirms
your choice?

C

If the path is wet, wait.



A reader ignores *if*.
What repair?

What printed evidence confirms
your choice?

D

The river flows extra
water to the basin.



A reader says it brings water in.
What repair?

What printed evidence confirms
your choice?

E

Nia chose the wheel marks.



A reader forgets why.
What repair?

What printed evidence confirms
your choice?

F

Do not step into the basin.



A reader starts to enter.
What repair?

What printed evidence confirms
your choice?

G

Read the story to *find* why the tray must reach the garden. What purpose helps?



What printed evidence confirms your choice?

H

Read the report to trace runoff. Where do you look first?



What printed evidence confirms your choice?

I

Record only what you can see. A reader writes a guess about underground water. What repair?



What printed evidence confirms your choice?

J

Tell an adult if water blocks the overflow. A reader tries to clear it. What happens?



What printed evidence confirms your choice?

K

The lower path is muddy. A reader uses it despite the sign. What repair?



What printed evidence confirms your choice?

L

You read a sentence accurately and understand it. Must you invent an error? Explain.



What printed evidence confirms your choice?

Name: _____

Rehearsal: the path notice

The garden opened a new viewing path after several rainy days. A notice at the entrance read: "Use the raised path until the lower path is dry." Mara hurried towards the lower path because it looked shorter. Her friend Theo stopped to read the whole notice. He had first read *raised* as *raced*, but the rest of the sentence did not make sense with that word. He checked the letters again and read *raised* correctly.

From the raised path, the children could see water resting in the planted basin. A volunteer explained that the soil would take in some of the water over time. Mara wanted to test the lower path with her foot, but Theo pointed back to the notice. They stayed on the raised path and made a sketch of what they could actually see.



1. What would Theo repair, and what evidence helped?

2. Why did the children stay on the raised path? Quote the condition that matters.

Rehearsal: the path notice

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From the raised path, the children could see water resting in the planted basin. A volunteer explained that the soil would take in some of the water over time. Mara wanted to test the lower path with her foot, but Theo pointed back to the notice. They stayed on the raised path and made a sketch of what they could actually see.



1. What would did Theo repair, and what evidence helped?

Theo repaired *raised* after *raced* did not make sense. The letters and the raised path described next confirmed it.

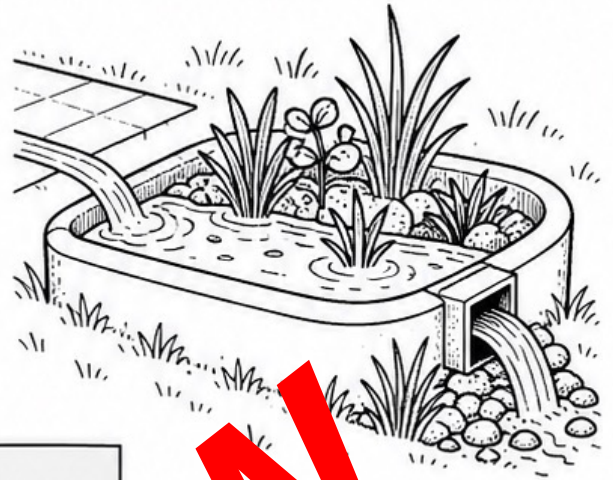
2. Why did the children stay on the raised path? Quote the condition that matters.

The notice says use the raised path until the lower path is dry; the lower path was still wet.

Name: _____

Rehearsal: check the claim

A shallow basin receives water from the path. Plants and soil hold some water while it seeps downward. In a heavy storm, extra water leaves through an overflow opening. The basin is not a drinking-water store.



Common wrong claim:

“Because the plants drink all the water the basin can never overflow.”

1. Which two words or ideas in the report challenge the claim?

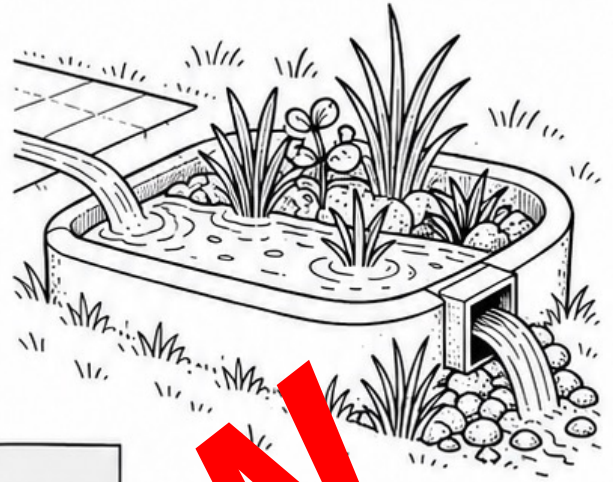
2. State a corrected explanation of what can happen in a heavy storm.

3. What repair did you choose, and why was it useful?

Name: **ANSWERS**

Rehearsal: check the claim

A shallow basin receives water from the path. Plants and soil hold some water while it seeps downward. In a heavy storm, extra water leaves through an overflow opening. The basin is not a drinking-water store.



Common wrong claim:

“Because the plants drink all the water the basin can never overflow.”

1. Which two words or ideas in the report challenge the claim?

Some water; extra water leaves through an overflow.

2. State a corrected explanation of what can happen in a heavy storm.

In heavy rain, water beyond what the basin holds can leave through the overflow.

3. What repair did you choose, and why was it useful?

Reread the second and third sentences together; they distinguish water held from extra water leaving.

Name: _____

Independent reading: two text types

Read both texts aloud. Then answer the questions. There is no timed target.

A longer path

Leah carried a watering can to the garden. A sign said the shortcut was closed, so she followed the longer path beside the fence. Halfway there, she paused at the word temporary. She read its parts, then checked the next sentence: the shortcut would reopen after repairs. She continued and reached the garden before the bell.



Rain gardens

A small rain garden sits below the school path. A channel carries runoff from the hard surface into a shallow planted basin. Some water seeps into the soil. During heavy rain, an overflow opening guides extra water away. The basin helps slow the flow; it does not make the water safe to drink.



1. Why did Leah take the longer path?

2. Where does runoff go after entering the basin?

3. Explain one reading action you chose when meaning was uncertain, or explain how you checked that your reading made sense.

Teacher observation

Connected reading: accurate / needs prompt

☐

accurate

☐

needs prompt

Specific repair or accurate confirmation:

Support used:

Do not create an error to fill this record.

Independent reading: two text types

Read both texts aloud. Then answer the questions. There is no timed target.

A longer path

Leah carried a watering can to the garden. A sign said the shortcut was closed, so she followed the longer path beside the fence. Halfway there, she paused at the word temporary. She read its parts, then checked the next sentence: the shortcut would reopen after repairs. She continued and reached the garden before the bell.



Rain gardens

A small rain garden sits below the school path. A channel carries runoff from the hard surface into a shallow planted basin. Some water seeps into the soil. During heavy rain, an overflow opening guides extra water away. The basin helps slow the flow; it does not make the water safe to drink.



1. Why did Leah take the longer path?

The shortcut was closed for repairs.

2. Where does runoff go after entering the basin?

Some runoff seeps into soil; in heavy rain, extra water leaves through the overflow.

3. Explain one reading action you chose when meaning was uncertain, or explain how you checked that your reading made sense.

Accept a specific decoding, rereading, grammar or context check tied to the text.

An accurate reader may explain why no repair was needed.

Teacher observation Record actual connected reading and support. Written answers alone do not show fluency.

Connected reading: accurate / needs prompt

☐ accurate

☐ needs prompt

Specific repair or accurate confirmation:

Support used:

Reading evidence rubric

Name: _____ Date: _____

Criteria	Needs teaching	Developing with support	Target met independently
Concept and accuracy	Meaning or word reading is inaccurate	Accurate with prompts on familiar text	Accurate across two fresh text types
Application and procedure	Cannot yet carry out the reading task	Reads with model or step-by-step prompts	Reads both texts and chooses an appropriate action independently
Reason and evidence	Guess or unsupported label	Names a relevant detail after prompting	Explains a choice with exact print or context
Transfer and communication	Response is unclear on a fresh text	Communicates with support	Gives a coherent meaning response across both types

Actual oral-reading evidence:

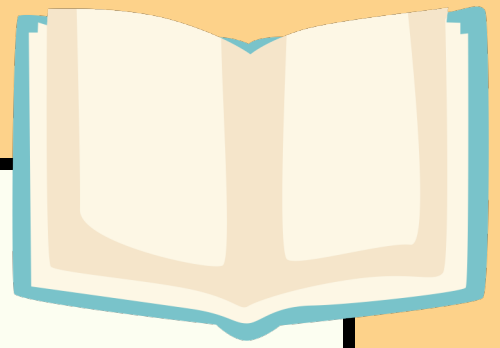
Meaning response:

Prompt level and next step:

A competent reader does not need to make a mistake to succeed.
Accept accessible response modes and justified alternative readings.

Flexible Readers Monitor Meaning





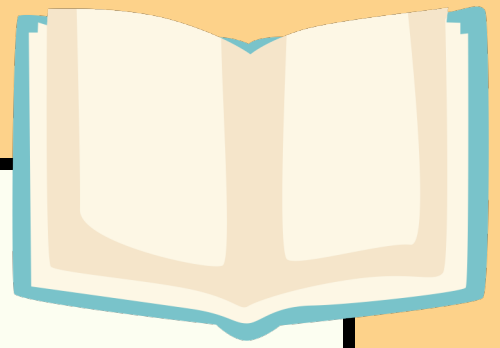
Purpose and success

Read a story and an information text accurately.

Notice when meaning slips, check for a useful repair and explain why.

Diagnostic: What if a word looks unfamiliar? What if every word is read but the sentence still makes no sense?





Reading words that match

Decode: work through the print. Fluency: accurate, meaningful connected reading.

Phrasing groups words for sense; punctuation shapes sentences.

Self-correct means notice and repair a reading.





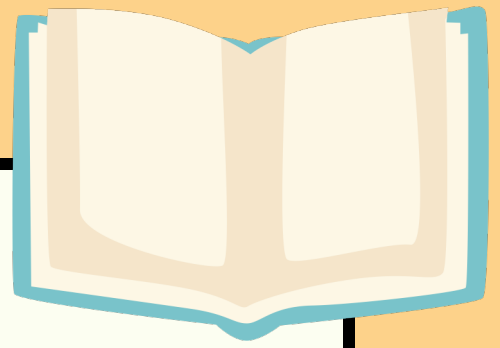
A flexible reading routine

Set a purpose → read accurately → notice a snag

Choose a repair → check the part and context → reread for sense.

A purpose is a question to pursue, not a speed target.





Narrative model

Nia wants to know how to reach the garden after the bridge closes.
She reads detour carefully, then checks the next sentence.
The sign names another route and the following action confirms it.





Why a picture guess fails

Reading detour as detail from its first letter can't explain the changed path.

Read the whole printed word. Use context to confirm what the print says.

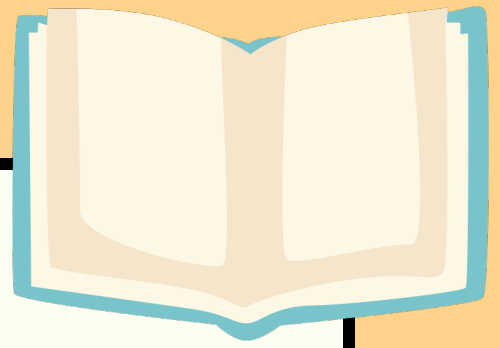




Guided pause

“The bridge was closed. A sign marked a route through the orchard.”
Which word or idea needs checking? Which reading action would help?





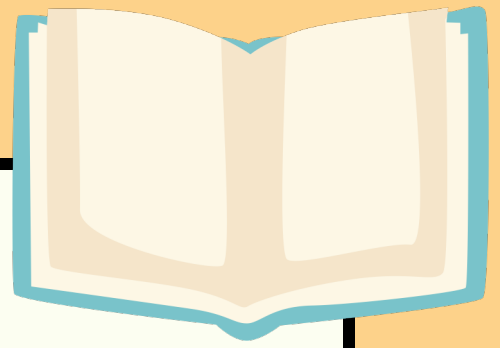
A reasoned answer

Work through detour, then reread both sentences.

It means another route around the closed bridge.

The printed letters and the next sentence agree.





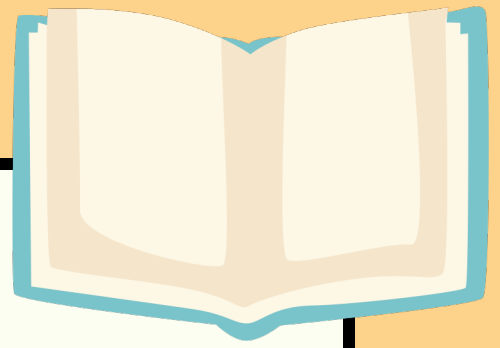
Notice a meaning slip

The report says runoff enters a shallow basin.

A reader claims the basin makes drinking water.

Which part should be read? What does the report actually say?





A complete game turn

Draw Card A. Read it aloud. Name the snail.

Choose a repair, cite confirming words and read.

Your partner checks the reason again with the teacher key.





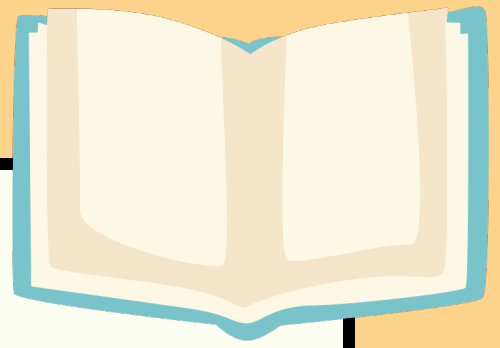
Try a challenge

“If the water is still flowing, wait beside the bath.”

A reader skips if. How does that change the action?

Explain the repair and use the printed condition.





What evidence is needed?

A correct comprehension answer alone cannot show accurate oral reading.

Listen to connected reading and record a real repair if one occurs.

Never force a reader to make a mistake or race a clock.





Transfer to a new instruction

“Record only what you can see; do not touch the plants.”

A reader says to record what may be heard around.

Which limiting words should the reader check?





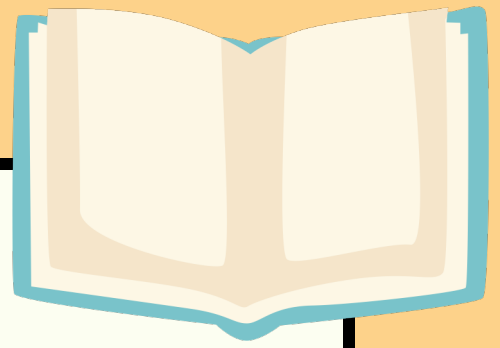
Three routes, same target

Support: preview key words and use a shorter context section.

Core: read unseen matched text and repair independently.

Extension: change the purpose and justify a different useful action.





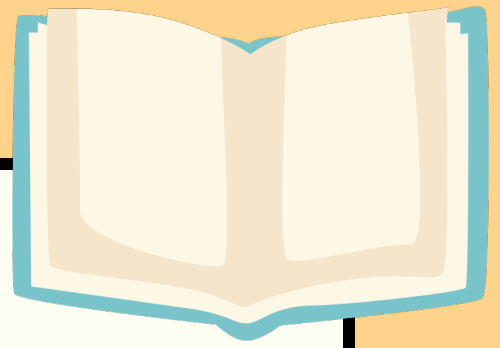
Independent assessment

Read a fresh story and report aloud

Explain one strategy choice or explain why no repair was needed.

Give a meaning response for each text. The teacher records accuracy and support used.





Reflect on your reading

Where did meaning slip, if anywhere?

What print or nearby sentence troubled it?

Which prompt can you now use with its help?





Choose the right repair

Solve the actual reading problem.

Check the print, grammar and nearby sentences.

A picture guess or speed race does not confirm meaning.





Well done!
Ready for meaning



PREVIEW

Flexible Readers Monitor Meaning Quiz





Question 1

Nia sees detour on the bridge sign. She reads every part and checks the next sentence. What is she doing?





Answer 1

She is monitoring meaning: decoding the printed word and confirming that it means another route





Question 2

A reader knows every word in “Water seeps into the soil” but imagines water being pumped out. Which function fits?





Answer 2

Reread the sentence and nearby explanation. Soaks into means the water moves slowly down into soil.





Question 3

In a new instruction, “Wait if the pattern is wrong” and “Wait if the pattern misses if. What should change?





Answer 3

Reread the whole condition. Wait on when the pan is wet; the small word changes the action.





Question 4

A reader says runoff means the path people run on. What evidence checks it?





Answer 4

The report says rainwater flows from the north to the south basin. Runoff is moving rainwater.





Question 5

“Wait if the path is wet” changes to “wait until the path is dry.” Is the action identical?



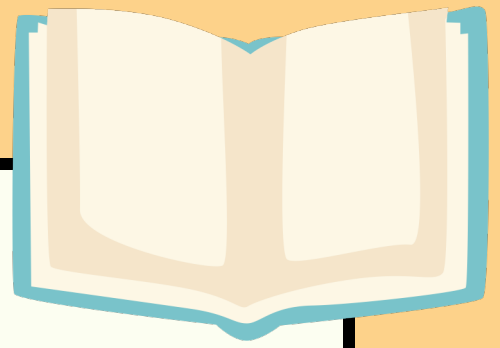


Answer 5

No. It describes a condition now. Understands the point when waiting ends. Read the whole instruction.



Question 6



A student answers the report question correctly but stumbles through most sentences aloud. Is there enough evidence of fluent reading?





Answer 6

No. Observe connected oral reading as was a meaning response.
Give a useful prompt without a sequence.

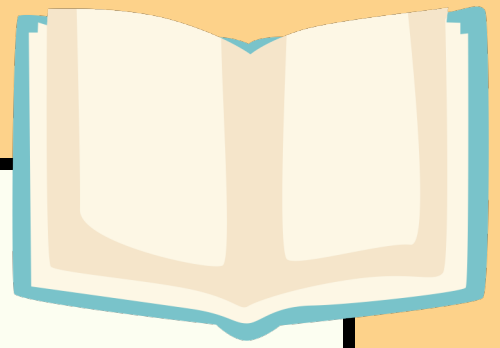




Question 7

“The sign directs walkers around the closed bridge. A reader says the bridge is open. Choose a repair.”





Answer 7

Reread the full sentence, especially **four** and **used**. Walkers use a different route.





Question 8

Compare a bridge-detour story with a road-garage report. How might the reading purpose differ?





Answer 8

In the story, follow what characters do and why. In the report, track how water moves. Both require checking words against text.





Question 9

“Do not step into the basin after rain.” A reader hears the instruction says to enter. What next?





Answer d

Check the printed negative not and read the whole instruction before acting.

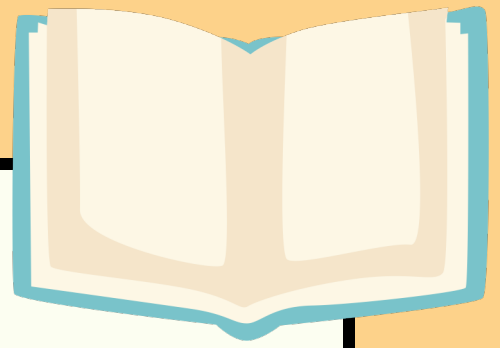




Question 10

Which exact word in the previous instruction provides the corrected meaning?





Answer 10

Not. "Do not step" prohibits entering, leaving it does not reverse the action.





Question 11

“A picture shows the topic, so I do not need to read a tricky word.” Is that a sound claim?





Answer II

No. A picture may suggest a topic, but cannot confirm the full printed word or sentence meaning. Decide, check and reread.

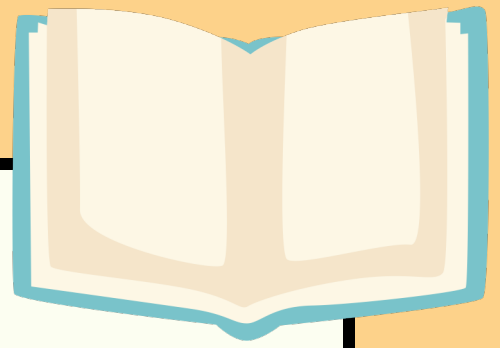




Question 12

You read a new story and report accurately. One sentence seemed odd, so you reread it. What should the teacher record?





Answer 12

Accurate connected reading of both text types, a specific strategy and textual evidence, plus a meaningful response. No invented error is required.





Well done!
Keep checking meaning



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