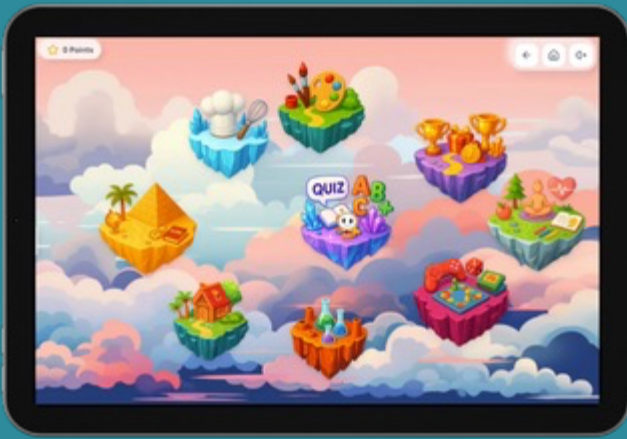


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Year 4 English Unit Monitoring

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Monitoring My Reading



Notice

Something is confusing.



Stop and Think

What is not making sense?



Repair

Re-read, use context clues, ask a question, or check text features.



Check

Can I explain it now?

Repair Strategy Toolkit Cards

Re-read



Go back and read the tricky part again.

Slow Down



Read one sentence at a time.

Context Clues



Look around the word for hints.

Ask a Question



What is confusing me?

Use Text Features



Check headings, captions, diagrams or labels.

Visualise



Make a clear picture in your mind.

Connect Ideas



Link this part to what came before.

Check It



Can I explain it now?

Fix-It Detective Cards

INSTRUCTIONS

- 1 Pick a card.
- 2 Read the situation.
- 3 Name the confusion.
- 4 Choose a repair strategy.
- 5 Explain your fix to a partner.



DETECTIVE NOTES

- ☐ What's confusing?
- ☐ What strategy can I use?
- ☐ Did it work?

1 A word is unfamiliar.



2

A sentence feels too long.



3

The diagram has no labels.



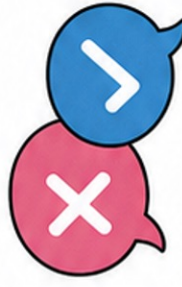
4

A character acts in a surprising way.



5

A fact seems to contradict an earlier fact.



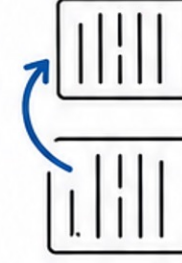
6

Dialogue makes the speaker unclear.



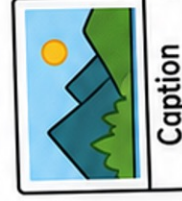
7

A paragraph jumps to a new idea.



8

A caption gives extra information.



9

The setting changes suddenly.



10

A science word needs context clues.



11

A heading changes your prediction.



12

The ending leaves a question.



Monitor & Match

Match the confusion to the best repair strategy.



Start

- 1 A word is unfamiliar.
- 2 A sentence feels too long.
- 3 The diagram has no labels.
- 4 A character acts in a surprising way.
- 5 A fact seems to contradict an earlier fact.
- 6 Dialogue makes the speaker unclear.
- 7 A paragraph jumps to a new idea.
- 8 A caption gives extra information.
- 9 The setting changes suddenly.
- 10 A science word needs context clues.
- 11 A heading changes your prediction.
- 12 The ending leaves a question.
- 13 Information is in a table you don't understand.
- 14 Words are in italics or bold. **Abc**
- 15 A timeline is confusing.
- 16 The text uses technical language.
- 17 A map or diagram is hard to follow.
- 18 The author changes topic.
- 19 A cause and effect is not clear.
- 20 A quote is hard to understand.
- 21 Numbers or data are confusing.
- 22 Too much information at once.
- 23 The main idea is not clear.
- 24 Good readers keep monitoring!

Finish



Rules

Roll, move, read the space, choose a repair strategy, then explain why it fits.
If your partner agrees, stay on the space.

Repair Strategies



Re-read



Use context clues



Ask a question



Check text features



Break the sentence into parts

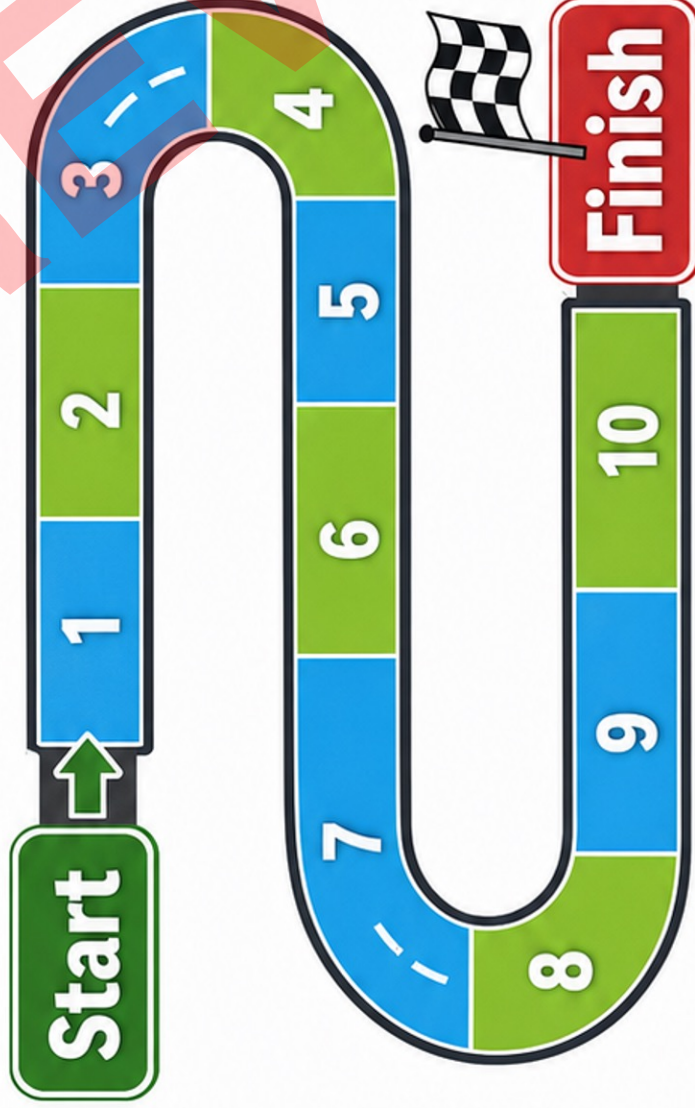


Summarise the section

The Repair Race

Rules

- 1 Choose a challenge card.
- 2 Read the confusing moment.
- 3 Pick a repair strategy.
- 4 Explain how the repair helps.
- 5 Move one space if your partner agrees.



My repair:

Strategy _____ because _____.

Challenge Cards



A tricky word changes the meaning.



The paragraph has too many ideas.



A diagram is missing a caption.



A character's action seems unexpected.



The author uses a technical term.



The next sentence corrects your first idea.

Spot the Confusion

Name: _____

Read each sentence. Tick where the problem begins, then write what is confusing.

1 The resilient seedling stood tall after the storm.

☐ word

☐ sentence

☐ idea

What is confusing? _____

2 Mara packed her notebook, checked the clock, dropped her scarf, and rushed through the library doors before the bell rang.

☐ word

☐ sentence

☐ idea

What is confusing? _____

3 The report says the pool is closed, but the next paragraph says swimmers may enter at noon.

☐ word

☐ sentence

☐ idea

What is confusing? _____

4 The diagram shows three arrows, but the labels are missing.

☐ word

☐ sentence

☐ idea

What is confusing? _____

Spot the Confusion

ANSWERS

Read each sentence. Tick where the problem begins, then write what is confusing.

1 The resilient seedling stood tall after the storm.



word



sentence



idea

What is confusing? resilient = able to recover or keep going

2 Mara packed her notebook, checked the clock, dropped her scarf, and rushed through the library doors before the bell rang.



word



sentence



idea

What is confusing? too many actions in one long sentence

3 The report says the pool is closed, but the next paragraph says swimmers may enter at noon.



word



sentence



idea

What is confusing? pool closed but swimmers may enter

4 The diagram shows three arrows, but the labels are missing.



word



sentence



idea

What is confusing? arrows shown but labels are missing

Word-Level Repairs

Name: _____

Use context clues to repair the meaning of each tricky word.

1 Luca hesitated at the gate before stepping into the quiet garden.

What might it mean? _____

What clues helped? _____

Check: does it make sense? _____

2 The resilient team kept practising after the first model collapsed.

What might it mean? _____

What clues helped? _____

Check: does it make sense? _____

3 The hikers moved briskly as dark clouds gathered behind them.

What might it mean? _____

What clues helped? _____

Check: does it make sense? _____

4 The notes were scattered across the desk after the window blew open.

What might it mean? _____

What clues helped? _____

Check: does it make sense? _____

Word-Level Repairs **ANSWERS**

Use context clues to repair the meaning of each tricky word.

1 Luca hesitated at the gate before stepping into the quiet garden.

What might it mean? hesitated = paused or waited

What clues helped? before stepping in

Check: does it make sense? _____

2 The resilient team kept practising after the first model collapsed.

What might it mean? resilient = able to recover

What clues helped? kept practising after it collapsed

Check: does it make sense? _____

3 The hikers moved briskly as dark clouds gathered behind them.

What might it mean? briskly = quickly

What clues helped? dark clouds gathered

Check: does it make sense? _____

4 The notes were scattered across the desk after the window blew open.

What might it mean? scattered = spread around

What clues helped? window blew open

Check: does it make sense? _____

Sentence-Level Repairs

Name: _____

When a sentence stops making sense, slow down and repair it.

- 1** After the bell rang, the class, who had been waiting near the oval, collected their folders, zipped their bags, and hurried to the hall.

What is confusing? _____

Repair strategy: _____

Improved understanding: _____

- 2** Amira gave Talia the notebook because she needed it for the project.

What is confusing? _____

Repair strategy: _____

Improved understanding: _____

- 3** The instructions said to mix the powder before adding water after the timer started.

What is confusing? _____

Repair strategy: _____

Improved understanding: _____

- 4** The poster claimed the garden was closed; however, volunteers were still planting seedlings inside.

What is confusing? _____

Repair strategy: _____

Improved understanding: _____

Sentence-Level Repairs

Name: **ANSWERS**

When a sentence stops making sense, slow down and repair it.

- 1** After the bell rang, the class, who had been waiting near the oval, collected their folders, zipped their bags, and hurried to the hall.

What is confusing? long sentence with many actions

Repair strategy: break into parts / re-read

Improved understanding: class collected folders, zipped bags and went to the hall

- 2** Amira gave Talia the notebook because she needed it for the project.

What is confusing? she could mean Amira or Talia

Repair strategy: ask a question / re-read

Improved understanding: the pronoun is unclear

- 3** The instructions said to mix the powder before adding water after the timer started.

What is confusing? order of steps is unclear

Repair strategy: slow down and sequence

Improved understanding: check when to add water and start the timer

- 4** The poster claimed the garden was closed; however, volunteers were still planting seedlings inside.

What is confusing? closed but people are inside

Repair strategy: look for contrast clue however

Improved understanding: closed to visitors, not volunteers

Fiction Paragraph Monitoring

Name: _____

Read the paragraph. Stop at three places where meaning could break down.

Mina paused outside the community hall. The lights were on, but the entrance was silent. She clutched a folded note from her grandfather and listened as a faint tapping echoed from behind the stage curtain. When the doors opened, everyone whispered her name and pointed to the old piano.

Confusion Point 1

What part was confusing? _____

Which repair strategy helped? _____

How did your understanding improve? _____

Confusion Point 2

What part was confusing? _____

Which repair strategy helped? _____

How did your understanding improve? _____

Confusion Point 3

What part was confusing? _____

Which repair strategy helped? _____

How did your understanding improve? _____

Fiction Paragraph Monitoring

Name: **ANSWERS**

Read the paragraph. Stop at three places where meaning could break down.

Mina paused outside the community hall. The lights were on, but the entrance was silent. She clutched a folded note from her grandfather and listened as a faint tapping echoed from behind the stage curtain. When the doors opened, everyone whispered her name and pointed to the old piano.

Confusion Point 1

What part was confusing? **Why is the hall silent if the lights are on?**

Which repair strategy helped? **ask a question / keep reading**

How did your understanding improve? **It may be a surprise or secret event.**

Confusion Point 2

What part was confusing? **What is the folded note?**

Which repair strategy helped? **connect ideas / reread**

How did your understanding improve? **The note links Mina and her grandfather to the piano.**

Confusion Point 3

What part was confusing? **Why is everyone whispering her name?**

Which repair strategy helped? **infer from clues**

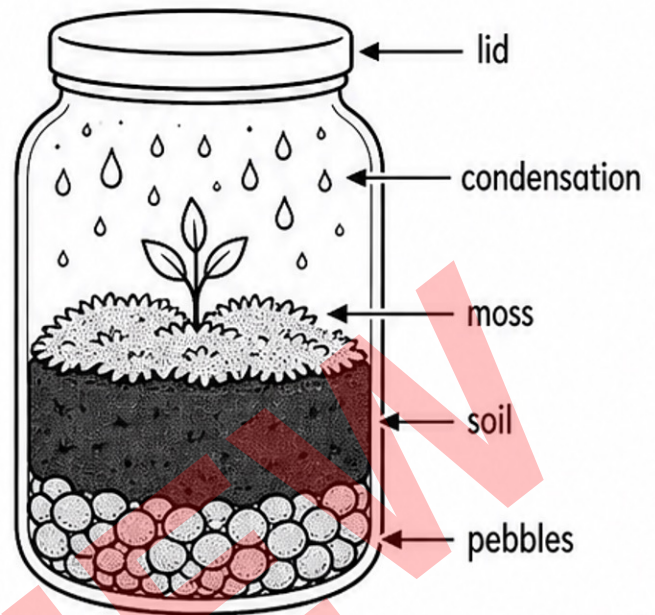
How did your understanding improve? **They are waiting for Mina to play or discover something.**

Non-Fiction Paragraph Monitoring

Name: _____

Read the paragraph. Use headings, labels and context clues to repair confusion.

A terrarium is a small garden grown inside a clear container. During the investigation, condensation formed on the inside of the jar and returned moisture to the soil. The labelled diagram showed pebbles, soil, moss and a lid, but it did not explain why the water droplets appeared.



Confusion Point 1

What part was confusing? _____

Which repair strategy helped? _____

How did your understanding improve? _____

Confusion Point 2

What part was confusing? _____

Which repair strategy helped? _____

How did your understanding improve? _____

Confusion Point 3

What part was confusing? _____

Which repair strategy helped? _____

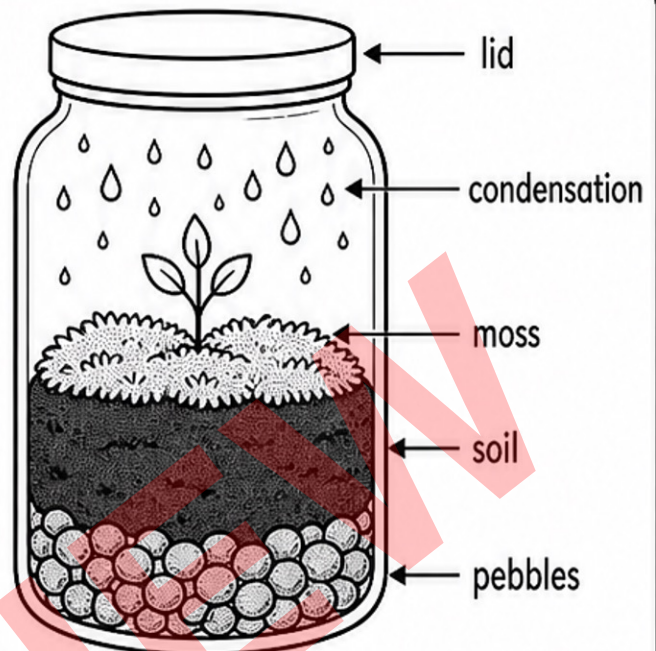
How did your understanding improve? _____

Non-Fiction Paragraph Monitoring

Name: **ANSWERS**

Read the paragraph. Use headings, labels and context clues to repair confusion.

A terrarium is a small garden grown inside a clear container. During the investigation, condensation formed on the inside of the jar and returned moisture to the soil. The labelled diagram showed pebbles, soil, moss and a lid, but it did not explain why the water droplets appeared.



Confusion Point 1

What part was confusing? **What is a terrarium?**

Which repair strategy helped? **use context clues**

How did your understanding improve? **a small garden in a clear container**

Confusion Point 2

What part was confusing? **What does condensation mean?**

Which repair strategy helped? **look at diagram labels and nearby words**

How did your understanding improve? **water droplets forming inside the jar**

Confusion Point 3

What part was confusing? **Why did droplets appear?**

Which repair strategy helped? **ask a question / connect diagram and paragraph**

How did your understanding improve? **moisture returned to the soil inside the closed jar**

Mixed Text Monitoring Challenge

Name: _____

Read each extract. Name the possible confusion and choose the best repair strategy.



Fiction

The path vanished under silver leaves,
yet Ava kept following the map.

What may confuse a reader? _____

Best repair strategy: _____



Non-Fiction

Evaporation increased when the tray
was placed in direct sunlight.

What may confuse a reader? _____

Best repair strategy: _____



Dialogue

'It is not here,' Ben whispered.
'Then why is the lock open?' asked Noor.

What may confuse a reader? _____

Best repair strategy: _____



Text Feature

Caption: Stage 3 shows the final change,
but the diagram skips Stage 2.

What may confuse a reader? _____

Best repair strategy: _____

Mixed Text Monitoring Challenge

Name: **ANSWERS**

Read each extract. Name the possible confusion and choose the best repair strategy.



Fiction

The path vanished under silver leaves,
yet Ava kept following the map.

What may confuse a reader? path vanished but Ava follows map

Best repair strategy: ask a question / infer from clues



Non-Fiction

Evaporation increased when the tray
was placed in direct sunlight.

What may confuse a reader? evaporation

Best repair strategy: use context clues or glossary



Dialogue

'It is not here,' Ben whispered.
'Then why is the lock open?' asked Noor.

What may confuse a reader? why lock is open

Best repair strategy: reread and ask a question



Text Feature

Caption: Stage 3 shows the final change,
but the diagram skips Stage 2.

What may confuse a reader? Stage 2 is missing

Best repair strategy: check diagram order and caption

Monitoring In Action - Page 1

Name: _____

Read the fiction extract. Show where meaning breaks down and how you repair it.

Jai arrived early at the community garden, but the gate was already open. A trail of damp footprints crossed the path and stopped beside the tool shed. On the bench, a note read, 'Check the seedlings before the meeting.' Jai frowned. The meeting was not supposed to begin until sunset.

Confusion Point 1

Confusion Point 2

Repair Strategy I Chose

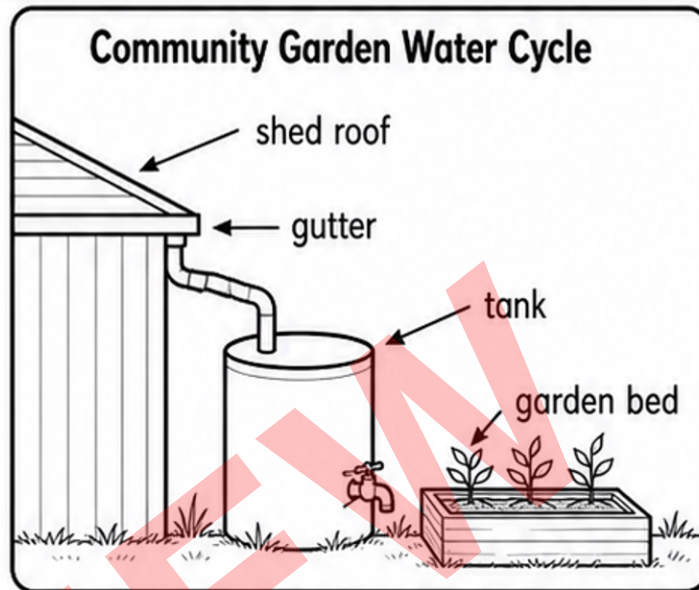
How My Understanding Improved

Monitoring In Action - Page 2

Name: _____

Read the non-fiction extract. Use text features and context clues to repair confusion.

Garden volunteers covered the soil with mulch to reduce evaporation. The water tank collected runoff from the shed roof, but the diagram did not label the pipe between the gutter and the tank. This missing label made the process harder to follow.



Confusing Word or Idea

Text Feature I Used

Repair Strategy I Chose

Final Explanation

Monitoring In Action - Page 1

Name: **ANSWERS**

Read the fiction extract. Show where meaning breaks down and how you repair it.

Jai arrived early at the community garden, but the gate was already open. A trail of damp footprints crossed the path and stopped beside the tool shed. On the bench, a note read, 'Check the seedlings before the meeting.' Jai frowned. The meeting was not supposed to begin until sunset.

Confusion Point 1

Why is the gate already open?

Confusion Point 2

Why does the note say to check seedlings before the meeting?

Repair Strategy I Chose

ask questions, reread, and infer from clues

How My Understanding Improved

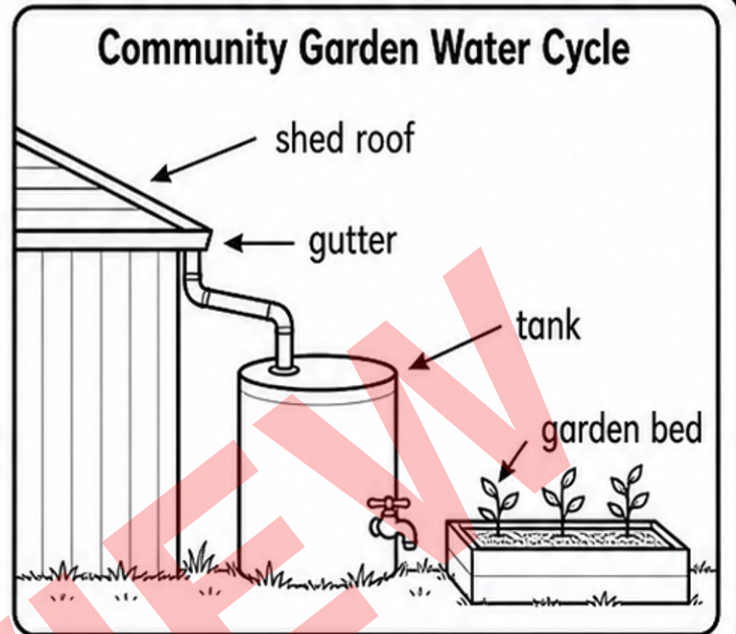
Someone arrived before Jai and left a clue. The footprints and note suggest something happened at the garden before sunset.

Monitoring In Action - Page 2

Name: **ANSWERS**

Read the non-fiction extract. Use text features and context clues to repair confusion.

Garden volunteers covered the soil with mulch to reduce evaporation. The water tank collected runoff from the shed roof, but the diagram did not label the pipe between the gutter and the tank. This missing label made the process harder to follow.



Confusing Word or Idea

evaporation, runoff, or the missing pipe label

Text Feature I Used

diagram labels: shed roof, gutter, tank, garden bed

Repair Strategy I Chose

use context clues and check the diagram

Final Explanation

Water runs from the shed roof to the gutter, through the pipe and into the tank. The missing pipe label makes the process harder to follow.

Year 4_English Unit_Monitoring Rubric

Criteria	BEGINNING	DEVELOPING	ACHIEVING	CONFIDENT	EXCEEDING
Notices confusion	Rarely notices when reading doesn't make sense; confusion is unclear.	Sometimes notices confusion with support; identifies simple problems.	Usually notices when meaning breaks down and names the problem.	Consistently notices confusion independently and names it clearly.	Anticipates confusion and identifies subtle problems across different text types.
Chooses repair strategies	Needs support to choose a strategy; choices are often unsuitable.	With guidance, chooses a simple strategy but may not match the problem.	Chooses an appropriate repair strategy that fits the problem.	Independently selects effective strategies and explains why they fit.	Flexibly selects and applies a range of strategies across different text types.
Uses text evidence	Rarely uses text evidence; ideas are unclear or unrelated to the text.	Uses some evidence with support; links may be simple or partly correct.	Uses clear text evidence from the words, sentences or features.	Uses precise evidence from the text to support understanding.	Uses detailed and varied evidence from across the text to build meaning.
Explains understanding	Struggles to explain understanding; explanations are limited or unclear.	With prompts, explains simple ideas; some parts may be missing.	Explains understanding clearly using own words and evidence.	Explains thoroughly and shows how the repair improved understanding.	Explains insightfully, makes connections and shows deep understanding across texts.

Year 4 English Unit Monitoring



Year 4 English Unit Monitoring Quiz

