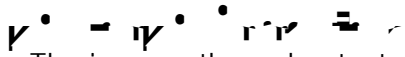


Reflect on What You Know



Monitor Learning



The journey through a text set and extended writing is made up of a sequence of lessons. The learning goals of these lessons build toward achieving the overarching goals. At the start of each lesson, a targeted learning goal, presented as a “We Can” statement, is introduced to students.

The learning goals are shared with students and parents so that they can track their learning as they work through the lessons.



At the end of each lesson, students are asked to self-assess how well they understood the lesson learning goal.

At the end of the lesson, students conference with a partner. They review the lesson learning goal “We Can” statement.



Students share their self-assessments with you by holding up their fingers and sharing the filled-in bars. This lets you know how students think they are doing.



the lesson learning goal.
on the activity.
by

- filling in the bars in the Reading/Writing Companion
- holding up 1, 2, 3, or 4 fingers
- with your teacher.



Students take turns self-reflecting on how well they understood the learning goal.

As students develop their ability to reflect on their work, provide sentence frames to support them.

Ask yourself:
Can I _____?
Respond:
I can almost _____.
I am having trouble _____.
I need to work on _____.



Students hold up 1, 2, 3 or 4 fingers to self-assess how well they understood the learning goal. When appropriate, they will fill in the bars in the Reading/Writing Companion as well. At the start of the year, review the ratings with students emphasizing that we all learn differently and at a different pace. It is okay to score a 1 or 2. Understanding what they do not know will help students figure out what to do next.

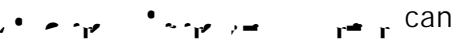
- I did not understand the learning goal.
- I understood some things about the learning goal. I need more explanation.
- I understood how to do the lesson, but I need more practice.
- I understood the learning goal really well. I think I can teach someone how to do it.

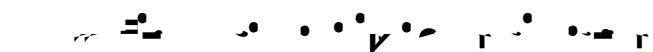
Developing Student Ownership of Learning



Choose Learning Resources



As students evaluate what they understand, the next step is to think about whether they need more teaching or more practice. The  can serve as a powerful conferencing tool. Reviewing their filled-in bars while conferring with each student provides you the opportunity to guide students into identifying what they should do next to improve their understanding.



You and the student may decide that they need more teaching. Student Check-Ins and your observations at the end of each lesson provide timely data that informs the focus for teacher-led small group instruction. Teachers can choose from the small group differentiated lessons provided.



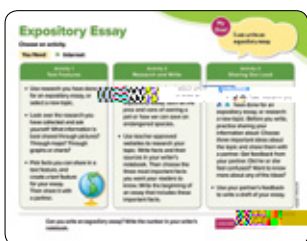
While you are meeting with small groups, other students can practice the skills and concepts they have determined they need practice with.

My Independent Work lists options for collaborative and independent practice. Based on student input and your informal observations, you identify “Must Do” activities to be completed. Students then choose activities focused on areas of need and interests they have identified—promoting student choice and voice.

Name: _____ Unit 1 • Text Set 1

My Independent Work

	Reading	Phonics/Word Study	Writing
Center Activity Cards	Card Activity	Card Activity	Card Activity
Digital Activities	Activity	Activity	Activity
Hybrid Activities			
Practice Pages	Content Area Reading	Practice	Practice



Reflect on Progress

After completing the lessons in the text set and extended writing, students reflect on their overall progress, taking notes to share with their peers and at teacher conferences. The focus of the conversations is on progress made and figuring out next steps to continued progress.

As students discuss their progress, ask them to reflect on the following:

- In what areas did you feel that you made a lot of progress?
- What are some examples?
- What areas do you still need to work on?
- What things can you do to make more progress in these areas?

Set Learning Goals

At the end of the unit, students continue to reflect on their learning. They are also asked to set their own learning goals as they move into the next unit of instruction.

See additional guidance online for supporting students in evaluating work, working toward meeting learning goals, and reflecting on progress.