

## Lesson 4: Reading Proficiently and Independently: The Power of Setting Goals



### CCS Standards

- **RF.3.4:** Read with sufficient accuracy and fluency to support comprehension.
- **RF.3.4a:** Read grade-level text with purpose and understanding.
- **RF.3.4b:** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- **RF.3.4c:** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **W.3.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.3.2a:** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- **W.3.2b:** Develop the topic with facts, definitions, and details.
- **W.3.2c:** Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
- **W.3.2d:** Provide a concluding statement or section.
- **W.3.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **SL.3.5:** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.



### Daily Learning Targets

- I can identify strategies to overcome reading challenges to become an independent and proficient reader. (W.3.5, SL.3.5)
- I can analyze someone reading aloud effectively to generate criteria for reading fluency. (RF.3.4)

### Ongoing Assessment

- Idea Shop anchor charts
- Challenges and Strategies note-catcher (W.3.5)

### Agenda

1. **Opening**
  - A. Reviewing Learning Targets (5 minutes)
2. **Work Time**
  - A. Idea Shop, Part I: Strategies to Overcome Challenges (25 minutes)

B. Idea Shop, Part II: Selecting Challenges and Strategies (15 minutes)

C. Working to Become Effective Learners: Collaboration (5 minutes)

### 3. Closing and Assessment

A. Generating Reading Fluency Criteria (10 minutes)

### 4. Homework

A. Practice reading your excerpt aloud for the End of Unit 3 Assessment audiobook.

B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

## Teaching Notes

### Purpose of lesson and alignment to standards:

- In this lesson, students begin the initial thinking and planning of the challenges and strategies to overcome those challenges that they will write about in their reading contracts in the rest of this unit. (W.3.2, W.3.5)
- This lesson is the final in a series of three that include built-out instruction for the use of Goal 2 Conversation Cues to promote productive and equitable conversation (adapted from Michaels, Sarah and O'Connor, Cathy. *Talk Science Primer*. Cambridge, MA: TERC, 2012. [http://inquiryproject.terc.edu/shared/pd/TalkScience\\_Primer.pdf](http://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf). Based on Chapin, S., O'Connor, C., and Anderson, N. [2009]. *Classroom Discussions: Using Math Talk to Help Students Learn, Grades K–6*. Second Edition. Sausalito, CA: Math Solutions Publications). Goal 2 Conversation Cues encourage students to listen carefully to one another and seek to understand. Continue drawing on Goal 1 Conversation Cues, introduced in Unit 1, Lesson 3, and add Goal 2 Conversation Cues to more strategically promote productive and equitable conversation. As the modules progress, Goal 3 and 4 Conversation Cues are also introduced. Consider providing students with a thinking journal or scrap paper.
- In the Closing, students generate criteria for reading fluency on the Fluent Readers Do These Things anchor chart and practice reading their fluency excerpt in role-alike pairs in preparation for Part I of the End of Unit 3 assessment. (RF.3.4, SL.3.5) This anchor chart will be referred to both throughout the unit and the school year.
- In this unit, the habit of character focus is on working to become an effective learner. The characteristic they collect in this lesson is collaboration, based on their collaborative work during the Idea Shop protocol.
- The research reading that students complete for homework will help build both their vocabulary and knowledge pertaining to overcoming challenges in access to education, books, and reading near and far. By participating in this volume of reading over a span of time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of it.

### How it builds on previous work:

- In Lessons 1–2, students read *More Than Anything Else* about the challenges faced by Booker T. Washington when he was learning to read. They use this text and the strategies that Booker used to overcome his challenges as a starting point in this lesson.

**Areas where students may need additional support:**

- Students may require additional support recording their ideas on the anchor charts during both parts of the Idea Shop.
- Some students may need additional support with writing a reading contract with two challenges. Consider inviting students who find this too challenging to complete in the time-frame allotted to either choose only one challenge and two strategies for that challenge, or to choose two challenges and only one strategy for each challenge.
- Some students may require additional support reading their fluency excerpt aloud as this is the first practice. Consider inviting students who are reading the same excerpt aloud to sit together while you read their excerpt aloud for them, so that they can hear a model.
- Students who require an extension can also read more than one excerpt in the reading fluency practice.

**Assessment guidance:**

- Review students' Challenges and Strategies note-catchers to ensure they have the notes they need for their reading contracts. Each student should have two reading challenges listed, plus two strategies for each challenge. These notes can be written or drawn as long as the meaning is clear.
- Consider using the Speaking and Listening Informal Assessment: Collaborative Discussion Checklist during the Idea Shop protocol in Work Times A and B.

**Down the road:**

- In the next lesson, students will analyze a model reading contract to generate criteria for writing their own reading contracts, which they will write following the Painted Essay® structure.
- For Part I of the End of Unit 3 Assessment, students will record an audiobook in groups. The reading fluency practice in this lesson helps students work toward that goal.

**In advance:**

- Pre-determine triads for Work Time A.
- Prepare the Idea Shop anchor charts by using what you know of reading challenges students are facing to determine the challenges to write on the Ideas Shop anchor charts. Record each challenge on a new piece of chart paper. Refer to the Idea Shop anchor charts (example, for teacher reference) in the supporting materials. Post the anchor charts around the room, with a marker at each “shop.”
- Choose one of the excerpts from *Rain School* or *Nasreen’s Secret School* with dialogue to read aloud to students in Closing and Assessment (see Assessment Overview and Resources).
- Review:
  - Idea Shop and Thumb-O-Meter protocols. (Refer to the Classroom Protocols document for the full version of the protocol.)
  - The reading fluency criteria on the Fluent Readers Do These Things anchor chart (example, for teacher reference).
- Post: Learning targets, Overcoming Learning Challenges anchor chart, Working to Become Effective Learners anchor chart, and Fluent Readers Do These Things anchor chart.

- Work Time A: Idea Shops could be on technology stations with the anchor charts recorded on word processing documents—for example, Google Docs.

### Supporting English Language Learners

Supports guided in part by CA ELD Standards 3.I.C.9 and 3.I.C.10.

#### Important points in the lesson itself:

- The basic design of this lesson supports ELLs with opportunities to use graphic organizers and to engage in an activity that requires physical movement in order to reflect about strategies to address reading challenges.
- ELLs may find it challenging to use language to describe metacognitive concepts. As students may struggle to acquire basic literacy skills, it would be difficult to use those skills to reflect on their own learning. Make use of think-alouds as much as possible to model the cognitive process required for reflection. Offer students specific suggestions and feedback about strategies they might use to address reading challenges.

#### Levels of Support

*For lighter support*

- During Work Time B, instead of creating sticky notes, keep a different colored marker near each piece of chart paper around the room. Invite students to use similar colored pencils to record their challenges and strategies in their note-catchers. This will help them keep track of the sources of their ideas while requiring work of the same rigor as that of their classmates.

*For heavier support*

- During Work Time B, pre-write one challenge and strategy for students in their note-catchers. This will provide students with models for the kind of information they should enter, while relieving the volume of writing required.

### Universal Design for Learning

- **Multiple Means of Representation:** This lesson uses the metaphor of shopping within the Idea Shop protocol. Some students may need more explicit representation to help them understand this metaphor and to help them understand the task.

Have a discussion with students where you talk about how when you go shopping, you try on different things or test them out before you decide which one to buy. It is the same with idea shopping. You look around at a bunch of different ideas and then decide which one works best for you.

- **Multiple Means of Action and Expression:** During the Idea Shop protocol, the main objective is for students to identify challenges and strategies that relate to their own reading performance and will help them develop their reading skills. Help minimize the complexity of the task by providing pre-written sticky notes with challenges and strategies. This allows students to spend time selecting the appropriate sticky notes instead of writing everything down on the Challenges and Strategies note-catcher.
- **Multiple Means of Engagement:** Whenever students publicly display their learning challenges, there is a significant amount of social risk. This is particularly true for students who may have had negative educational experiences around literacy. Continue to build a supportive and inclusive classroom environment by reminding students that everyone is developing their reading skills and that the goal is individual growth and not just to be the best reader in the class.

## Vocabulary

### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- collaboration, effectively, proficient (L)

## Materials

- ✓ Vocabulary logs (from Unit 1, Lesson 5; one per student)
- ✓ Affix List (from Unit 1, Lesson 6; one per student)
- ✓ Overcoming Learning Challenges anchor chart (begun in Unit 1, Lesson 2)
- ✓ Idea Shop anchor charts (at least six; teacher-created; see Teaching Notes)
- ✓ Challenges and Strategies note-catcher (one per student and one to display)
- ✓ Working to Become Effective Learners anchor chart (begun in Lesson 2; added to during Work Time C)
- ✓ Working to Become Effective Learners anchor chart (example, for teacher reference)
- ✓ *Rain School* or *Nasreen's Secret School* (book; from Unit 1; one to display; see Teaching Notes)
- ✓ Fluent Readers Do These Things anchor chart (new; co-created during Closing and Assessment)
- ✓ Fluent Readers Do These Things anchor chart (example, for teacher reference)

## Opening

### A. Reviewing Learning Targets (5 minutes)

- Direct students' attention to the posted learning targets and select a volunteer to read them aloud:

*“I can identify strategies to overcome reading challenges to become an independent and proficient reader.”*

*“I can analyze someone reading aloud effectively to generate criteria for reading fluency.”*

- Underline the word *proficient*.
- Using a total participation technique, invite responses from the group:  
*“Given the context, what do you think proficient might mean?” (skilled at doing something)*
- Record this word on the Academic Word Wall and invite students to record it in the front of their **vocabulary log**.
- Underline the word *effectively* and invite students to retrieve their **Affix List**.
- Using a total participation technique, invite responses from the group:  
*“We have already discussed the meaning of the word effective. What does changing the ending to add -ly do to the word? What does the -ly mean?” (-ly means characteristic of and usually makes the word into an adverb)*  
*“What does effectively mean? If I do something effectively, how do I do it?” (to do something successfully or well)*
- Record this word on the Academic Word Wall and invite students to record it in the front of their vocabulary log.
- Remind students that in the previous lessons of this unit, they closely read an excerpt of *More Than Anything Else* in which Booker set himself the goal of being able to read and overcome challenges in order to learn how to read.

### Meeting Students' Needs

- Provide students with multiple sentence examples of adding *-ly* to words. Put the examples in the context of a sentence to highlight the difference between adjectives and adverbs. Consider leaving blanks and having students guess if it should be the adjective or the adverb. (MMR)
- For ELLs: Mini Language Dive. Ask students about the sentence from the learning target: “I can identify strategies to overcome reading challenges to become an independent and proficient reader.” Examples:  
*“What is strategy in our home languages?” (rananeeti in Hindi.) Invite all students to repeat the translation in a different home language.*  
*“What does strategy mean? You can use your dictionaries.” (a plan to solve a problem)*  
*“What does it mean to identify a strategy?” (find a strategy, choose a strategy)*  
*“What do we need strategies to do? What words in the sentence tell you?” (to overcome reading challenges)*

*“What are some reading challenges we have learned about?” (access to books, like in Kenya and Afghanistan; Booker had challenges learning to read)*

*“What are some plans or strategies they used to overcome the challenges?” (getting books from a camel)*

*“When we overcome the challenges, what kinds of readers will we become?” (independent and proficient)*

*“What does it mean to be independent?” (We can do it by ourselves.)*

*“Can you say the sentence in your own words?” (We can make plans to solve our reading problems so we can read by ourselves.)*

## Work Time

### A. Idea Shop, Part I: Strategies to Overcome Challenges (25 minutes)

- Move students into pre-determined triads.
- Focus students on the **Overcoming Learning Challenges anchor chart** and the responses for *More Than Anything Else*.
- Using a total participation technique, invite responses from the group:
 

*“What were the challenges Booker faced?” (couldn’t read; didn’t go to school so he had to teach himself after working all day; didn’t know anything about how to read)*
- Focus students on the **Idea Shop anchor charts** posted around the room. Read each of the challenges aloud and explain that you generated these challenges from knowing the kinds of challenges students in the group face.
- Explain that students are going to “idea shop” to come up with strategies to work on each of the challenges presented. Shopping means “selling ideas” by sharing them with the group, and then “buying ideas” by choosing the most effective strategies the group members have discussed and recording them on the anchor chart.
- Remind students of the ways that Booker overcame his challenges in *More Than Anything Else* listed on the Overcoming Learning Challenges anchor chart. Remind students that some of these strategies may be helpful in overcoming the challenges recorded around the room.
- Select a volunteer triad to model this process with one of the anchor charts:
  - Invite students to share some of the strategies they might suggest to a student to work on this challenge.
  - Help students think through which are the most realistic and achievable.
  - Invite students to choose no more than three suggestions to write on the anchor chart.
  - Invite a student to record those suggestions on the anchor chart. Explain that they can write or sketch the strategy with key words as long as it is clear.
  - Explain that if one of their ideas is already recorded on the anchor chart, they are to put a check mark next to it to show that they agree.
- Designate starting anchor charts for each of the triads. If there are more anchor charts than triads, students can still do the same thing in their triads, with both triads recording their ideas on the anchor chart.

- Tell students they will have 3 minutes at each anchor chart before they idea shop at another anchor chart. Altogether, they will shop at least five anchor charts.
- Guide students through Part I of the Idea Shop protocol.

### Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: Rephrase the concept of idea shopping. Some students may not understand the analogy of buying and selling. Extend the metaphor by explaining that shopping is not the same as buying. When people go shopping they look around, pick up different things, try things on first before committing to buying. Idea shopping is like that. You look at a lot of different ideas before deciding which one is the most effective. (MMR) (Example: "Let's share ideas with each other and see which ones we like, so we can use them.")
- For ELLs and students who may need additional support with comprehension: Some students may have trouble recalling the procedure for idea shopping at each station. Include illustrated instructions at each station that students can follow to support self-facilitation. You could also engage students by having them check or mark when they complete each step. Example:
  1. Think of strategies to overcome the challenge.
  2. Choose three suggestions to write.
  3. Put a check next to the idea if it is already written on the chart. (MMR)
- For ELLs: Consider adding a challenge such as "Reading and understanding words in English." This may provide a challenge that many ELLs will connect with, while reducing potential stigma related to being an English language learner.

## Work Time

### B. Idea Shop, Part II: Selecting Challenges and Strategies (15 minutes)

- Distribute and display the Challenges and Strategies note-catcher.
- Tell students they are now going to "buy ideas" to help them overcome their own reading challenges.
  - They will walk around shopping—looking at the challenges and strategies.
  - They will then choose two challenges that they face and two strategies for each challenge to record on their note-catcher.
- Focus students on the displayed note-catcher, read each column's heading, and point to where students will record the challenges. Model recording a challenge in the first column.
- Point to where they will record two strategies for each challenge. Model reading the anchor chart to choose two strategies, and recording in the two boxes in the second column.
- Tell students they will complete this part of the protocol independently, but that they can ask for help from peers to read the challenge and strategies aloud at each anchor chart, if needed.

- Circulate to support students in reading the anchor charts and recording their ideas on their note-catchers.
- Invite students to return to their seats.
- Tell students they are going to use the Thumb-O-Meter protocol to reflect on their progress toward the first learning target. Remind them that they participated in this protocol in the previous lesson and review as necessary. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Guide students through the Thumb-O-Meter protocol using the first learning target. Note students showing a thumb-sideways or thumb-down, so you can check in with them.

### Meeting Students' Needs

- For ELLs: Consider allowing some students to work in partners for this activity. Pair students with a partner who has more advanced or native language proficiency. The partner with greater language proficiency can serve as a model in the pair, initiating discussions and providing implicit sentence frames, for example.
- Build a supportive and inclusive classroom community by reminding students that everyone is working on building their effective learner skills. Each person will have different skills they need to work on, but what is most important is that they are constantly developing. (MME)
- For ELLs and students who may need additional support with writing: As students circulate, create sticky notes with some of the challenges and strategies pre-written, with challenges written on one color sticky note and strategies written on a different color. Model choosing sticky notes and placing them on the graphic organizer to transcribe later. (MMAE)

## Work Time

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### C. Working to Become Effective Learners: Collaboration (5 minutes)

- Focus students on the **Working to Become Effective Learners anchor chart**.
- Using a total participation technique, invite responses from the group:
 

***“What did you do today to become effective learners?” (Responses will vary, but may include: collaborated; worked effectively with others.)***
- If productive, use a Goal 2 Conversation Cue to encourage students to listen carefully and seek to understand:
 

***“Who can tell us what your classmate said in your own words?” (Responses will vary.)***
- Tell students you want to focus on one of those strategies for being an effective learner.
- Record on the anchor chart:
  - “I collaborate.” (in the first column)
  - “This means I can work well with others to accomplish a task or goal.” (in the second column)

- Refer to the **Working to Become Effective Learners anchor chart (example, for teacher reference)** as necessary.
- Underline the word *collaborate*.
- Record this word on the Academic Word Wall and invite students to record it in the front of their vocabulary log.
- Using a total participation technique, invite responses from the group:
  - “**What does it look like to collaborate effectively? If you were watching a group collaborate effectively, what would you see?**” (Responses will vary, but may include: *one person talking at a time and the others listening.*)
  - “**What does it sound like to collaborate effectively? If you were listening to a group collaborating effectively, what would you hear?**” (Responses will vary, but may include: *“What do you think?” “I’m not sure I understand; can you say that again?” “I’d like to build on that idea ...” “That sounds like a great idea, and perhaps we could also ...”*)
- As students share out, capture their responses in the “What does it look like?” and “What does it sound like?” columns on the anchor chart.
- Use a checking for understanding protocol for students to reflect on how well they collaborated in this lesson.

### Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: Buy or ask for large paint chips from a local hardware or paint store, or print them online. Write the words/phrases, *collaborate*, *cooperate*, *work together*, and *team up*, each one on a different shade of the paint chip. Place them on the wall and discuss the shades of meaning in relation to overcoming reading challenges. (MMR)
- Some students may find collaboration overwhelming. Build an inclusive and supportive classroom environment by providing space for students to discuss the challenges or frustrations they may have experienced with collaboration during this lesson or in the past. (MME)

## Closing and Assessment

### A. Generating Reading Fluency Criteria (10 minutes)

- Read aloud the chosen excerpt of either *Rain School* or *Nasreen’s Secret School*.
- Read the excerpt text three times aloud as indicated below. After each read, ask students what they noticed about the way you read and ask them to suggest how you might improve it. As students share out, capture their responses on the **Fluent Readers Do These Things anchor chart**. Refer to the **Fluent Readers Do These Things anchor chart (example, for teacher reference)** as necessary.
  - First read: quickly and quietly, making and ignoring mistakes and not attending to punctuation

- Second read: slowly, word by word, sounding out every fifth word or so, again ignoring mistakes and not attending to punctuation or expression
- Third read: at an “appropriate rate.” Make a mistake or two, but show how fluent readers would self-correct: Match your facial expression and body language to the piece. Change your rate, volume pitch, and tone to reflect an understanding of the author’s intended message.
- Explain that these are the criteria students will refer to when they practice reading fluency. Tell students that reading fluency is reading accurately and smoothly.
- Guide students through the Thumb-O-Meter protocol using the second learning target. Note students showing a thumb-sideways or thumb-down, so you can check in with them.

### Meeting Students’ Needs

- For ELLs and students who may need additional support with comprehension: Consider reading the passage in each manner twice. This will give students more time and input to process the language and fluency style. Say: “Now that we talked about what we noticed when I read the passage, I’m going to read it the same way one more time just so we all understand the fluency criteria.”
- Help make fluency relevant to students by facilitating a discussion with students about the importance of reading fluently. Solicit ideas from students. “Examples: It makes reading more fun and engaging”; “It is easier to understand what the author is saying.” (MME)

## Homework

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**A. Practice reading your fluency excerpt aloud for the End of Unit 3 assessment audiobook.**

**B. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.**

### Meeting Students’ Needs

- For ELLs and students who may need additional support with writing: Discuss and respond to your prompts orally, either with a partner, family member, or student from grades 1 or 2, or record a response. (MMAE)