

Lesson 13: Performance Task: Reading Strategies Bookmark



CCS Standards

- **W.3.4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **W.3.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.



Daily Learning Targets

- I can create a bookmark to remind me of strategies to overcome my reading challenges. (W.3.4, W.3.5)

Ongoing Assessment

- Reading strategies bookmark (W.3.4, W.3.5)

Agenda

1. Opening

- A. Research Reading Share (15 minutes)
- B. Reviewing Learning Target (5 minutes)

2. Work Time

- A. Creating Final Bookmarks (30 minutes)

3. Closing and Assessment

- A. Whole Group Share (10 minutes)

4. Homework

- A. 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:

- This lesson opens with a research reading review. Refer to Independent Reading: Sample Plans (in the Module 1 Appendix) if you do not already have an independent reading review routine.
- In Work Time A, students create their reading strategies bookmarks. (W.3.4, W.3.5)
- Consider working with an art or technology teacher to create this bookmark. For the final bookmark, students can use the template provided or craft materials (e.g., colored card stock). If possible, consider laminating the completed bookmarks, as students will be using them throughout the school year.

- In this lesson, the habit of character focus is on working to become an ethical person. The characteristic students are reminded of specifically is integrity, as they share independent reading journals.
- 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:

- Throughout this unit, students have been writing a reading contract about the reading challenges they face and some strategies to overcome those challenges. In Lesson 11, they wrote the bullet points and planned the design of their bookmarks. In this lesson, they create the actual bookmarks.
- Continue to use Goal 1 and 2 Conversation Cues to promote productive and equitable conversation.

Areas where students may need additional support:

- Some students may need additional support writing on their bookmarks. Consider scribing for them or using technology to support them.

Assessment guidance:

- To ensure the utility of the bookmarks, make sure students are able to record at least their challenges and strategies on their bookmark.
- Consider using Reading: Foundational Skills Informal Assessment: Reading Fluency Checklist during the research reading share in Opening A.
- Consider using Reading: Foundational Skills Informal Assessment: Phonics and Word Recognition Checklist (Grade 3) during the research reading share in Opening A.

Down the road:

- In the next lesson, visitors will listen to students' audiobooks from Lesson 10. Prepare technology necessary to listen to the recordings. Consider inviting families and/or teachers and classes to this event.
- In the next lesson, students will also share their reading contracts and bookmarks with the visitors. Students will also share their work created throughout the unit with visitors in the next lesson. Provide feedback on students' final reading contracts in preparation for returning them in the next lesson.

In advance:

- Gather materials for designing and decorating reading strategies bookmarks (e.g., colored cardstock, paints, markers, colored paper, scissors, glue, ribbon, stickers, etc.).
- Review the Red Light, Green Light protocol. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Post: Learning targets and Performance Task anchor chart.

- Work Time A: Students could create their bookmark using word processing software or drawing software—for example, Google Docs or Google Drawings.
- Work Time A: Students could create their bookmark on a word processing document, for example a Google Doc using Speech to Text facilities activated on devices, or using an app or software like Dictation.io (<https://dictation.io/speech>)

Supporting English Language Learners

Supports guided in part by CA ELD Standard 3.I.C.10

Important points in the lesson itself:

- The basic design of this lesson supports ELLs with opportunities to engage the learning targets through arts and crafts. This will allow students to express themselves through a visual medium, which will provide a source of confidence for many. It will also give students practice condensing language and setting goals.
- It may not be immediately evident for ELLs exactly how the bookmarks relate to the rest of the unit. Take additional time to review prior knowledge and learning in order to explicitly connect it to the bookmarks. This will provide students with a clearer sense of purpose.

Levels of Support

For lighter support:

- Before providing pre-written sticky notes or additional support during the lesson, observe student work and allow students to grapple. Provide supportive materials only after students have grappled with the task. Observe the areas in which they struggle to target appropriate support.

For heavier support:

- Provide students with illustrated step-by-step instructions for completing their bookmarks. (Example: Provide the text “Step 1: Neatly copy the points from your rough drafts to the final draft” next to a photograph of the rough draft and final drafts side by side.)

Universal Design for Learning

- **Multiple Means of Representation:** In addition to verbally explaining expectations for the reading strategies bookmark, provide multiple models for students to see what a final product looks like. Facilitate a discussion around elements of

the model bookmarks that make them aesthetically pleasing and easy to read and understand.

- **Multiple Means of Action and Expression:** Students who may need additional support with expressive language may benefit from scaffolds to help them formulate positive feedback statements. Consider providing pre-made sticky notes with sample phrases of positive feedback that relates to this assignment. Students can then select which piece of feedback they would like to leave for their peers.
- **Multiple Means of Engagement:** Since this lesson allows students to use creativity in order to personalize their bookmark, there are many opportunities to build engagement. Provide multiple materials for students to use when designing their bookmark (markers, crayons, colored pencils, stickers, etc.). This way, students can make bookmarks that reflect their individuality.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- N/A

Materials

- ✓ Working to Become Ethical People anchor chart (begun in Unit 1, Lesson 2)
- ✓ Independent Reading: Sample Plans (see Module 1 Appendix; for teacher reference)
- ✓ Performance Task anchor chart (begun in Unit 1, Lesson 1)
- ✓ Bookmark template (blank; optional; one per student; see Teaching Notes and Performance Task Overview)
- ✓ Craft materials (optional; various; see Teaching Notes)
- ✓ Bookmark template (from Lesson 11; one per student)
- ✓ Red, yellow, and green objects (one of each per student)
- ✓ Sticky notes (at least six per student)

Opening

A. Research Reading Share (15 minutes)

- Focus students on the **Working to Become Ethical People anchor chart**. Remind them of: I behave with integrity. This means I am honest and do the right thing, even when it's difficult, because it is the right thing to do.
- Remind them that this includes doing homework even when there may be other things they want to do after school. Remind them that the purpose of research reading is to build background knowledge and vocabulary on a topic so that they can gradually read more and more complex texts on that topic.

- Refer to **Independent Reading: Sample Plans** to guide students through a research reading review, or use your own routine.

Meeting Students' Needs

- For ELLs and students who may need additional support with expressive language: While conferring with students as they look through their journals, invite students to practice sharing what they might share with their partners. Provide feedback as necessary and encourage their thinking. For lighter support, write sentence frames on sticky notes. (MMAE)
- Some students may need additional examples of showing integrity. Consider providing an example of doing the right thing even if the teacher is not looking at you or not looking at someone else's assessment and copying his or her answers. (MMR)

Opening

B. Reviewing Learning Target (5 minutes)

- Direct students' attention to the posted learning target and select a volunteer to read it aloud: ***"I can create a bookmark to remind me of strategies to overcome my reading challenges."***
- Focus students on the **Performance Task anchor chart** and cold call students to read it aloud for the group.
- Tell students that in this lesson they will complete the reading strategies bookmarks that they started designing in Lesson 11.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: Invite students to ask questions about the learning targets. These can be clarifying questions or a wonder about the outcome. (Examples: "What does overcome mean? I wonder how many of my friends will write the same learning targets as I did.") (MMR)
- Build excitement around the reading strategies bookmark by reminding students they will be able to decorate and personalize it. (MME)

Work Time

A. Creating Final Bookmarks (30 minutes)

- Distribute the **bookmark templates (blank)** and/or **craft materials**.
- Invite students to retrieve their own **bookmark template** (complete) from Lesson 11 and to spend a few minutes silently reviewing the feedback from their partner on the sticky notes.

- Remind students:
 - To refer to the criteria on the Performance Task anchor chart as they work
 - To write their name clearly somewhere on the bookmark in case it gets lost
- Answer clarifying questions.
- Invite students to begin creating their final bookmarks.
- Circulate to support students and to review independent reading journals.
- After 30 minutes, refocus whole group.
- Distribute **red, yellow, and green objects**.
- Tell students they are going to use the Red Light, Green Light protocol to show how close they are to meeting the learning target. Remind them that they used this protocol in Lesson 2 and review what each color represents (red = stuck or not ready; yellow = needs support soon; green = ready) as necessary. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Focus students on the learning target and guide them through the Red Light, Green Light protocol, using the red, yellow, and green objects. Repeat, inviting students to self-assess against how well they showed integrity.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: Briefly model completing a final version of a bookmark. Talk through each step while working. After completing it, check for comprehension by inviting a student to recount the steps and to share the criteria. (MMR)
- Build engagement by providing a variety of materials for students to use when decorating their bookmark (e.g., markers, crayons, colored pencils, stickers, etc.). (MME)

Closing and Assessment

A. Whole Group Share (10 minutes)

- Invite students to leave their completed bookmarks on their desks.
- Tell students they are going to circulate to look at their peers' bookmarks and to leave positive feedback on those bookmarks using the **sticky notes**.
- Direct students' attention to the Performance Task anchor chart. Tell students that their feedback should be based on the bullet points on this anchor chart.
- Invite students to silently and safely circulate to view their peers' work and leave feedback.

Meeting Students' Needs

- For ELLs and students who may need additional support with writing: Create pre-written sticky notes with positive feedback. Students can apply them to the bookmarks that fit each piece of positive feedback. (MMAE)
- Create a supportive and inclusive classroom culture by modeling positive feedback that focuses on student growth rather than relative performance. (MME)

Homework

A. 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)