

## Lesson 11: Performance Task: Planning a 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 turn information from my reading contract into short, concise bullet points. (W.3.4, W.3.5)
- I can plan the layout of my reading strategies bookmark. (W.3.4, W.3.5)

### Ongoing Assessment

- Bookmark Bullet Points note-catcher (W.3.4, W.3.5)
- Bookmark template (W.3.4, W.3.5)

### Agenda

#### 1. Opening

- A. Feedback on Mid-Unit 3 Assessment (5 minutes)
- B. Reviewing Learning Targets (5 minutes)

#### 2. Work Time

- A. Synthesizing Information from Reading Contract (20 minutes)
- B. Designing a Bookmark (20 minutes)

#### 3. Closing and Assessment

- A. Peer Critique: Bookmark Bullets and Design (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:

- In this lesson, students synthesize the information from their reading contracts into bullet points to write on a reading strategies bookmark. They then plan the layout of their bookmark. (W.3.4, W.3.5)
- Consider working with an art or technology teacher to create this bookmark.

- 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 outlining the reading challenges they face and some strategies to overcome those challenges. In this lesson, they synthesize the information included in their reading contract into bullet points to fit on a bookmark.
- 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 synthesizing information and rewriting it in bullet points.

**Assessment guidance:**

- Review students' bullet points to ensure they adequately reflect their challenges and strategies.
- Consider using the Speaking and Listening Informal Assessment: Collaborative Discussion Checklist during the peer critique in Closing and Assessment A.

**Down the road:**

- In the next lesson, students will revise their reading contracts for Part II of the End of Unit 3 Assessment. Provide feedback on students' reading contracts in preparation for returning them in the next lesson.
- In Lesson 13, students will finish their reading strategies bookmarks using the plans they create in this lesson.

**In advance:**

- Provide feedback on students' Mid-Unit 3 Assessments in preparation for returning them in Opening A.
- Prepare copies of students' reading contracts from Lesson 9.
- Post: Learning targets.

- Work Time A: Students could complete the bookmark bullet points using a word processor—for example, a Google Doc.
- Work Time A: Students could complete the bookmark bullet points 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 Standards 3.I.C.1o and 3.II.C.7.

#### Important points in the lesson itself:

- The basic design of this lesson supports ELLs with opportunities to synthesize language and key concepts within the unit. This will provide students practice with writing skills essential to their English language development, and it will help reinforce the content of the unit.
- ELLs may find it challenging at first to synthesize and condense language. They may need additional time to comprehend and apply this new skill (see Meeting Students' Needs in Work Time A). Some students may need to practice the process of condensing language with several sentences before being able to do so independently.

#### Levels of Support

*For lighter support:*

- During the Closing, instead of prewriting sticky notes, provide prompts, either directly on the sticky notes or on the board next to the examples provided during the lesson.

*For heavier support:*

- During Work Time A, grouping ELLs together in a small group. Work with the group closely to make suggestions and support their work of synthesizing their chosen reading challenges.

### Universal Design for Learning

- **Multiple Means of Representation:** In the basic structure of this lesson, students have the benefit of the bookmark template to help guide their planning. Some students may need additional models and examples. Consider displaying previously completed student bookmarks to help students generate ideas for their own. Also,

some students may need additional support with condensing their language down to a bulleted point. Provide multiple examples and think-alouds to make this cognitive process more explicit.

- **Multiple Means of Action and Expression:** Some students may need additional support with pulling information from their reading contract regarding specific reading strategies to include on their bookmark.
- **Multiple Means of Engagement:** Since this lesson allows students to use creativity 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

- concise (L)

## Materials

- ✓ Mid-Unit 3 Assessment: Writing an Informative Paragraph about *More Than Anything Else* (from Lesson 3; one per student; returned with feedback during Opening A)
- ✓ Dictionary (one per pair)
- ✓ Vocabulary logs (from Unit 1, Lesson 5; one per student)
- ✓ Performance Task anchor chart (begun in Unit 1, Lesson 1)
- ✓ Reading contracts (copies; from Lesson 9; one per student; see Teaching Notes)
- ✓ Colored pencils (two different colors per student)
- ✓ Writing Contract: Teacher Model (from Lesson 5; one per student)
- ✓ Bookmark Bullet Points note-catcher (one per student and one to display)
- ✓ Bookmark Bullet Points note-catcher (example, for teacher reference)
- ✓ Domain-Specific Word Wall (begun in Unit 1, Lesson 1)
- ✓ Bookmark template (one per student and one to display; see Performance Task Overview)
- ✓ Sticky notes (preferably two different colors; two per student)
- ✓ Peer Critique Protocol anchor chart (begun in Unit 1, Lesson 10)
- ✓ Fluent Readers Do These Things anchor chart (begun in Lesson 3)

## Opening

### A. Feedback on Mid-Unit 3 Assessment (5 minutes)

- Return students' **Mid-Unit 3 Assessment: Writing an Informative Paragraph about *More Than Anything Else*** with feedback.

- Invite students to spend a few minutes reading through the feedback. If they require teacher support, encourage them to write their names on the board so you can visit with them later in this lesson.

### Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: Ensure that students are clear that they will receive teacher support if they do not understand the feedback on their assessments. (MME)
- Build an accepting and supportive by reminding students that everyone is working toward individual goals and that learning is about continued growth and development. (MME)

## Opening

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

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

***"I can turn information from my reading contract into short, concise bullet points."***

***"I can plan the layout of my reading strategies bookmark."***

- Underline the word **concise**. Invite students to work with a partner to look up this word in the **dictionary** and to say the definition in their own words. Cold call a student to share the definition in his or her own words. (giving a lot of information clearly in as few words as possible)
- Ask:  
***"What is the translation of concise in our home languages?" (cos in Hmong) Invite students to use their translation dictionary if necessary. Call on student volunteers to share. Ask other students to choose one translation to quietly repeat. Invite students to say their chosen translation out loud when you give the signal. Choral repeat the translations and the word in English. Invite self- and peer-correction of the pronunciation of the translations and the English.***
- Record the word on the Academic Word Wall and invite students to record this word in the front of their **vocabulary logs**.
- Direct students' attention to the **Performance Task anchor chart** and cold call students to read it aloud.
- Tell students that in this lesson they will look at the different challenges and strategies recorded in their reading contract and make them into short bullet points to go on reading strategy bookmarks for the performance task.

### Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: Check for comprehension by asking students to summarize and then to personalize the learning targets. Example: "Can you put the first learning target in your

own words?" "How do you feel about that target?" (I like making things, so I am excited!) (MMR)

- Build excitement around the reading strategies bookmark by telling students they will be able to decorate and personalize it. (MME)

## Work Time

### A. Synthesizing Information from Reading Contract (20 minutes)

- Distribute **reading contracts** and **colored pencils**.
- Display the **Writing Contract: Teacher Model**.
- Using a total participation technique, invite responses from the group:  
***“What is the first writing challenge described?” (writing sentences that make sense)***
- Guide students through these steps:
  - Using a colored pencil, underline the challenge on the Writing Contract: Teacher Model.
  - Invite students to use one of their colored pencils to underline their first reading challenge on their reading contract.
  - Repeat this process with the same colored pencil for the strategies for overcoming the first challenge.
  - Repeat this process with a different colored pencil for the second challenge and strategies.
- Distribute and display the **Bookmark Bullet Points note-catcher**.
- Show students a bookmark template, so that they can see the size of the finished product. Remind them that a bookmark is really quite small and there isn’t much space for writing. Also, they want to be able to quickly see their strategies when they are reading, so the writing needs to be as short and concise as possible.
- Refer to the first underlined challenge on the displayed Writing Contract: Teacher Model.
- Using a total participation technique, invite responses from the group:  
***“How might you explain this challenge in just a few words that still conveys the challenge clearly and accurately?” (sentences that make sense)***
- Model recording this next to Challenge 1 on the Bookmark Bullet Points note-catcher. Refer to the Bookmark Bullet Points note-catcher (example, for teacher reference) as necessary.
- Invite students to turn and talk to an elbow partner:  
***“How might you say your first challenge in as few words as possible?” (Responses will vary.)***
- Invite students to write this condensed version of the challenge on their Bookmark Bullet Points note-catcher. Remind students to refer to the **domain-specific word wall** as they work.
- Circulate to support students as they write.
- Repeat this process for the strategies for Challenge 2, using the Writing Contract: Teacher Model to model and referring to the Bookmark Bullet Points note-catcher (example, for teacher reference) until students have completed their Bookmark Bullet Points note-catcher.

- 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 first half of the unit 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 and students who may need additional support with comprehension: When displaying the bookmark, show a model student-generated bookmark. This provides students with an example of the end product, as well as its size. (MMR)
- For ELLs and students who may need additional support with writing: Model the cognitive process of condensing language to support students using a think-aloud. Display a focus sentence from a student's reading contract. Model identifying words that are most important to express the meaning of the sentence. Ask:  
***"In the phrase writing sentences that make sense, which words tell me the most about what the challenge is?" (MMR)***

## Work Time

### B. Designing a Bookmark (20 minutes)

- Tell students that now that they have the information for their bookmarks, they need to design their bookmarks so they are eye-catching. This will help them remember to use the strategies when they are reading.
- Distribute the bookmark template.
- Tell students that this is just for them to use to design the bookmark and that in Lesson 13, they will create the actual bookmark, so they only need to sketch ideas on this template. They don't need to use color and they can erase where necessary to correct errors.
- Point out the six lines on the displayed template and explain that these are for the challenges and strategies, and students should organize their challenges and strategies in a way that will be useful for them to refer to as they read.
- Using a total participation technique, invite responses from the group:  
***"How might you decorate your bookmark to catch your eye?" (Responses will vary, but may include: pictures that reflect things they like to read, pictures that are related to the strategies, or pictures of things that have to do with reading.)***
- As students share out, capture their responses on the board.
- Tell them they need to write their names clearly somewhere on the bookmark in case it gets lost.
- Invite students to begin designing their bookmarks.
- Circulate to support students as they work. Consider using this time to check in with students who showed a thumb-sideways or thumb-down at the end of Work Time A.
- Refocus whole group.

- 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: So that all students are clear about the instructions, enlarge and display a version of the bookmark template. While talking through the steps for designing it, complete each step on the enlarged copy. Invite students to make suggestions and to come to the board to contribute sketches and ideas. (MMR)
- For ELLs and students who may need additional support with comprehension: Add illustrations to the list of decoration suggestions generated from student responses. Make the list and corresponding illustrations visible to students as they work. (MMR)

## Closing and Assessment

### A. Peer Critique: Bookmark Bullets and Design (10 minutes)

- Invite students to take their bookmark template and move to sit with a partner.
- Distribute **sticky notes**.
- Direct students' attention to the **Peer Critique Protocol anchor chart** and review as necessary. Point out that they have been using this protocol a lot throughout the unit to provide their classmates with kind, helpful, and specific feedback.
- Tell students they are going to use the Peer Critique protocol to provide their partner with feedback on their bookmark design. Review this protocol as necessary. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Point out to students that in this particular critique, they are going to offer their partner one star on a sticky note (something they like about the bookmark) and one step on a sticky note (something their partner could improve).
- Provide examples of stars and steps as necessary:
  - Star: "Writing is concise and easy to read quickly."
  - Step: "Too many pictures hide some of the words."
- Guide students through the Peer Critique protocol, using the anchor chart and encouraging students to provide feedback to each group member based on the **Fluent Readers Do These Things anchor chart**.
- Circulate to support students in sharing their work and giving stars and steps.
- Refocus whole group. Invite students to place the sticky notes with their partner's feedback on their bookmark templates for use in Lesson 13.
- Tell students that in the next lesson they will revise their reading contracts for Part II of the End of Unit 3 Assessment, and they will return to their bookmarks in Lesson 13.

### Meeting Students' Needs

- For ELLs and students who may need additional support with writing: Distribute pre-written stars and steps on sticky notes. Create notes based on likely feedback. (MMAE) Examples:
  - Writing is concise.
  - I like the designs!
  - Some is hard to read.
  - Try to write neater.
- Create a supportive and inclusive classroom environment by reminding students that they will have a chance to incorporate feedback before they create their final bookmark, so it is okay if they want to make changes. (MME)

### Homework

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**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)