**Grade 3 Reflection**

September 22, 2011

One of the areas I will focus on this Fall is:

* retelling, because we can see students’ ability to comprehend both fiction and nonfiction. We can do this orally or written. Skills: sequencing, main ideas, problem, solution, conclusions, etc.
* setting goals for student learning and teaching students to set goals for themselves, because students need a purpose for learning. Students need to be responsible for their own learning. Teach students to retell, ask students “What’s so great about…?”

* historical investigations, because I can teach kids reading strategies AND encourage kids to develop a passion for topics.
* using actual pieces of student work to address areas of the PPR, because I will be using actual evidence to help me with my instruction and make the PPR using objective information and not as much subjective. It will also provide more information to share with parents.
* using reading strategies with content, nonfiction books, because it improves reading and knowledge of content.
* retelling, because I want students to benefit from oral and written retelling.
* identifying concrete examples of formative assessments for reading, because I need to have evidence of what students are learning to guide my instruction, as well as to share with students and parents.
* incorporating nonfiction writing into all areas of curriculum. I will also focus more on my exact goals (one or two) for each guided reading lesson I teach, because there is high achievement based research for poverty students in using nonfiction writing. I need to narrow it down more in my lessons to what I want the students to know at the end of each lesson for reading and writing.
* nonfiction reading and writing, because I want to find new ways to improve student performance through content area reading and writing. I want to find solutions to time constraints by combining reading with other content areas.
* retelling both fiction and nonfiction using graphic organizers and rubrics, because I feel this is important for reading comprehension. Also, we are using it as our “smart goal.”
* using authentic/easy assessments, because many times I am already assessing my students informally. I too often get focused on having a “final” project or assessment. Those take lots of time – time when kids could be reading another book.
* making sure my lessons relate back to the Iowa and Common Core, because this is where education is moving.
* creating rubrics/assessments to go with the reading strategies that I teach, because I need written data/recordable progress about each kid. This will help at conferences and parents’ understanding of what is being taught.
* investigations, because it is a new unit filled with many nonfiction materials that I am not familiar with along with activities to get familiar with.
* giving thought/consideration to the “Gold Standard.” Try to define/clarify exactly what understanding looks like, because this makes it easier to perceive and communicate what I want students to learn.
* retelling, because it tells what the students know about the “reading” and their thinking.
* reading assessments and how to grade each strategy, because these strategies need to be assessed so that I understand which ones they understand and what they need help with.
* retelling, because it is a good check for understanding. It promotes “thinking while reading.” Good oral practice.
* stating purpose and objectives – “I can” statements – because I want my kids to be responsible for their own learning. Goal setting will hold them accountable and give them direction.
* “I can” statements from my students, because this will show me what they believe they know. Also, I think it is a great self esteem booster for all kids.
* retelling and assessing it, because it is a key piece of comprehension and I need to find ways to collect evidence of students’ ability to summarize/retell.
* nonfiction retelling, because I spend time working on the effective elements of a fiction retell and I need to spend more time doing the same for nonfiction.
* teaching students how to give an effective retell, because retelling is a great way to check for understanding.
* digging into the Common Core and strengthening our formative and summative assessment practices, because our curriculum and instructional practices are always improving and the students deserve a 21st century look at their future.
* using assessments to match the Common Core, because digging deeper into the Core will help guide instruction in the upcoming years.

Comments:

* Lingering questions – can we consider benchmarking only below grade level readers in September and October? We need time to establish routines and stamina in September and October.
* We need a set reading curriculum in 3rd grade. Using unit studies (Historical Investigation unit) is great but let’s make a 3rd grade reading curriculum for all in the district.