**Grade 6 Reflection**

October 7, 2011

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

* finding the main idea and supporting details in a piece of text, because this will lead to lasting comprehension and deeper understanding.
* retelling – being more purposeful in my inquiry – to help their comprehension.
* integrating reading skills into the Civics text, because the text is difficult reading.
* having students learn strategies that support comprehension because, obviously, understanding material learned and read is of great importance!
* more reflective on-demands, because I generally do a lot of fiction, but see the benefit of also doing more with nonfiction and retelling.
* continuing to work on retelling, because I am focusing on that this school year and I have already been able to see the effectiveness of this strategy, not only in reading but also in social studies and science.
* summarizing for Science in the News, because during our last Science in the News assignment/presentation, I noticed some students were not able to summarize but went on with detail after detail after detail. Plagiarism was also an issue.
* trying to focus on the important concepts in the textbook, because the text level is so difficult the students will struggle reading.
* supporting integrating curricular studies with language arts/reading, because reading/writing occurs in all areas.
* getting the students to focus on summarizing and putting information in their own words, because students need to be able to individualize their learning and explain to others in their own terms what they have learned.
* allowing for more retelling in small groups discussion, because we learned today the importance of retelling and that it demonstrates greater understanding and comprehension than teacher questioning. I need to utilize this strategy more often.
* how I assess the Common Core and reevaluate, because I don’t think there is enough valid assessments for this.
* On Demand writing, because I believe it is important to convey information through writing and speaking while being able to “stick to the point.”
* reading informational texts, because students need more work on reading for understanding at this age. We can also connect reading strategies during this activity.
* networking conversations when reading informational texts, because speaking and writing must go on all of the time in order to know what the students are learning, thinking, etc.