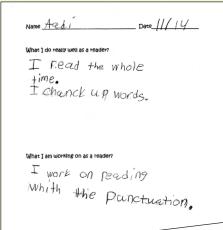
# Student Reflections from Jennifer's Classroom Work

Enhance Your Reading Strategies with Student Reflections

NOTE: These reflections are additional resources to accompany Jennifer's main PD Catalog-Journal article "Go Straight to the Source: Enhance Your Reading Strategies with Student Reflections." To view Jennifer's article click here or go to www.heinemann.com/pd/journal.



When its a ?march I mack my voice higher and when its a I march I mack my Voice felly high and when its a. my voice stays the same.

# **AADI**

When I look at this reflection sheet, the first thing I ask myself is, "What does Aadi seem to know about himself as a reader?" He knows that reading the whole time during reading workshop is very important to becoming a better reader. I know, as his teacher, that Aadi has great reading stamina, which could be one reason he is such an accomplished reader.

Then I ask myself, "What does he know about reading strategies?" From his reflection, I see that Aadi understands that one way to figure out a word he doesn't know is to "chunk it" into parts. So, at this point, I wonder if when he chunks the words, he looks for word families and small "words within words" he already knows to help him decode. I tuck that thought away as I read on.

When he writes, I am working on reading with the punctuation, he is telling me that as a reader he is noticing the marks authors put in their books. So the next step is to see what he really knows about punctuation in text and what he should be doing when he sees these different marks. This is where it is important to not assume Aadi knows about this strategy but to have him explain it to make sure there are no misconceptions.

As you can see, Aadi knows that good readers change their voices in some way for different types of punctuation. I think to myself some things I can do to help "nudge" him forward as a reader. It is important to look at my conferring notes and see how my notes line up with what Aadi is trying to work on as a reader.

When I put my conferring notes next to Aadi's reflection sheet, I consider whether my thinking is aligned with Aadi's and I make sure that what I think Aadi needs is not

too big of a gap from what he has internalized as a reader. My notes remind me that Aadi has been reading quickly with little intonation. I clued Aadi into the idea of using punctuation to change his voice to start him toward not only expression, but comprehension of text as well. When I think

about the way Aadi describes changing his voice for the

different types of punctuation, maybe my gap is a bit too wide. He responds that his voice gets high and then really high, so I am definitely going to want to explore that more with him the next time we meet to have him show me what he means. I want to clear up any confusion before I move on—this is a subtle gap but could affect him later on as a reader if I let it go. I also think that I may be moving too fast, expecting Aadi to change his voice for every type of punctuation right from the beginning. It would be better to have him really practice one mark at a time and be able not only to understand how punctuation cues readers to change their voices a bit but to understand why. Once again, a subtle gap but something I may have missed if I had not really looked at what Aadi had internalized as a reader through his reflection. With all this in mind, I move forward with breaking down how readers respond to each type of punctuation separately. What might you do if Aadi was yours?

Reading Conferences Goal: Flauncy/ Expression	With: Aadi (I/J)
Strategies:	
1. change voice for punctuation	Strengths:
2. phrasing	or 1. Knows a lot of words
, J	2. retalls w/ details
Date Observations and Inst	
Ded neumine	Leave 14 Steps 10 Meet God
9/16 records said book	Mared to I/J
tot II	When do we wont want?
11 3 Sup working on thereway	
Thurston 1	nie skw dawn pay attention
on w down	When its we went works
somether y Mudge in the	and T Restarts Tels
Reading very well-need should need for accur	s to change your voice for
11/128 Maries stoured of more of ACC La	All: Render's Job
Track Tracking soul red him file	the sport its - and the remember
Back: Timesite I	At Wine-do-not reselve
12/16 Normal Land prost of to record thin	him talk about want
representer what you knee	When do we meet meet?
13 more a Chapter worth	Make A comment
chicked for 5 finger	Make a complement to one work read bug to and

## **JOHN**

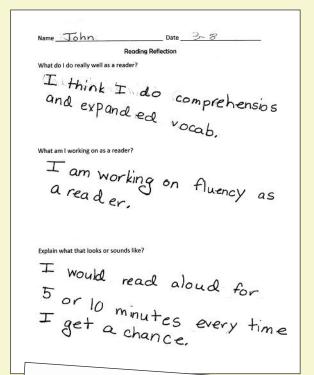
## Reflections of a Third-Grade Reader

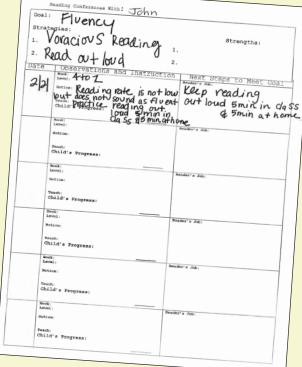
Upper primary students are even better at reflecting on themselves as readers. The maturity helps them more succinctly articulate what they are trying to do and what they are doing well. Take John, a third grader who is working on reading fluency.

John reflects that he is feeling good about what he comprehends and is expanding his vocabulary as he reads and learns new words. He is working on fluency and states that reading aloud a few minutes every day, as opposed to only reading silently, may help him. When I look at my reflections, I notice right away that John is remembering the suggestion I made previously and utilizing it.

I might wonder, "Will that be enough?" I think about what I, as a fluent reader, do naturally and how to break it down for a reader who lacks fluency. Though it is good practice to read aloud every once in a while to hone an expressive voice, I'm not sure that will be enough to improve John's fluency issues. I wonder if I broke down the strategies a fluent reader uses into small enough chunks for John to be able to utilize them as a reader. I note that his reading rate is within that of normal readers, so I think about things I do, like phrasing and using punctuation to help chunk words together. I decide it is going to be important to keep an eye on whether he makes improvement with his fluency just by reading aloud, or if more explicit instruction would be necessary.

After a couple of conferences, I realize that teaching John to use punctuation as a guide for helping to phrase sentences made a big difference. By thinking about my own reading life, looking at John's reflections, and checking if I modeled explicitly enough, it all started to come together for John. By using his reflection, I knew he was ready to grow in this area of reading and that he would be open to new suggestions for how to improve.





### **JUSTIN**

Justin is just beginning to think of himself as a "reader." He received extra help with reading in kindergarten and came into first grade reading below grade-level expectations. Justin kicked into gear around mid-October. He started asking to take books home, built up his reading stamina at school, and found some books that really hooked him into reading. Justin ended up jumping a few reading levels as a result of this voracious reading. His reading is just reaching grade level at this time, and he continues to build confidence in himself as a reader.

So when I look at Justin's reflections of himself as a reader, he seems to know that part of reading is understanding that letters make sounds and these sounds create words with meaning. He also seems to know that it is important to check that the sounds make up a word that you have heard before when he writes: mackin shor the wors are crect (making sure the words are correct).

When I ask Justin to explain what it means when you make sure words are correct, he writes that readers take words "chunk by chunk." From this, I can see that he has a sense of word attack when he gets to an unknown word.

This is the point where I ask myself what might be next for Justin. I need to keep in mind what he knows as a reader and what I think he may need to move forward. So I notice that he has a sense of how to decode from all the mention of using letter sounds to make words and that he wants to make sure the word is correct. This is a reference to making meaning, which is so important for him at this stage of his reading life. From the reflection, I decide to work on noticing the context of what he is reading to have him focus on what word might make sense instead of using only letter-by-letter decoding. Then I look at my conferring sheet to see what I have been working on with him, making sure I don't have any big gaps in my teaching now that I know what Justin has really internalized as a reader.

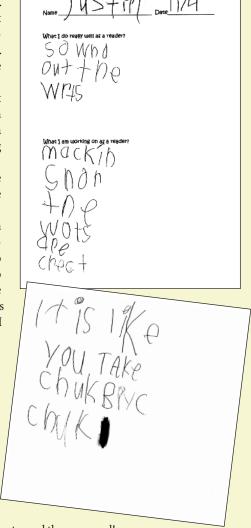
It looks like I am on the right track. I have started working on the strategy of having Justin ask himself, "What would make sense?" I will model this strategy a few times with him and have him try it out as he reads with me. A next possible nudge may be to

skip the unknown word and finish the sentence to see if the context clues in the sentence can help him as well. It is exciting to see that Justin and

I seem to be working together toward the same goal!

Using the reflection sheets to help guide instruction won't always show you what you might be missing, but many times it will give you confidence that you are moving in the right direction with that reader.

Reading Conferences With: Justin (6) Goal: Accuracy/Fluency Strengths: 1. strubching out words 1. Does it look right? 2. wang picture to help you 2. Rouad to be fuent Next Steps to Meet Goal Observations and Instruction ODSETVATIONS WILL ITS IT WE TON 10000 What the beather Level of the Dodowy white met getting contractions of the true guess reads ignored purchastican purchasticans purchasticans does it look right? 9/16 Level: D nee: Read through - was cable to talk about the 10/24 had lum graban E. to make nice adding indings "float-ing page - Buesit look right Challenge yourse of w ook: On The Go Notice Read Story to no problem. Used expression Touch Had him read an E book noot level. Buttles unade a tot Ask - What world make sen 11/4 use pictures/sentence to ask-what would make sense? whoe shack on bridge 11/9 such: what would make scrise?



Jennifer McDonough is a first-grade teacher and literacy coach at the Benjamin School in North Palm Beach, Florida. She has taught first grade and kindergarten for 13 years and has been a part of literacy training for teachers for more than six years. Jen coauthored A Place for Wonder: Reading and Writing Nonfiction in the Primary Grades



along with Heinemann author Georgia Heard. Jen also serves as a HeinemannProfessional Development consultant.

To continue to engage with Jennifer on this topic go to www.heinemann.com/pd/journal.