

Developing Student Ownership of Learning

Reflect on What You Know

Monitor Learning

Choose Learning Resources

Reflect on Progress

Set Learning Goals

The instructional routines in *Wonders* guide students to understand the importance of taking ownership of their own learning. The **Reading/Writing Companion** Welcome pages introduce students to routines they will be using throughout the year.



AUTHOR INSIGHT

Learning how to identify what they are learning, talk about what they know, figure out what they need more help with, and figure out next steps are all important aspects of taking ownership of learning that students develop in *Wonders*.

- Dr. Douglas Fisher

Reflect on What You Know

Text Set Goals

Students are introduced to three overarching goals for each text set. Students first evaluate what they know before instruction begins.

Reading and Writing

Students evaluate what they know about reading in a particular genre and writing in response to texts using text evidence.

Build Knowledge Goals

Each text set is focused on building knowledge through investigation of an Essential Question. After an introduction to the Essential Question, students self-evaluate how much they already know about the topic.

Extended Writing Goals

Students also think about their ability to write in a particular genre before instruction begins.



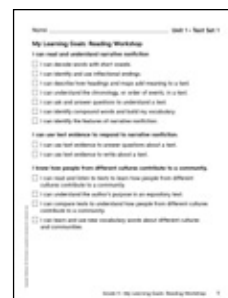
Courtesy of Douglas Fisher

Monitor Learning

Lesson Learning Goals

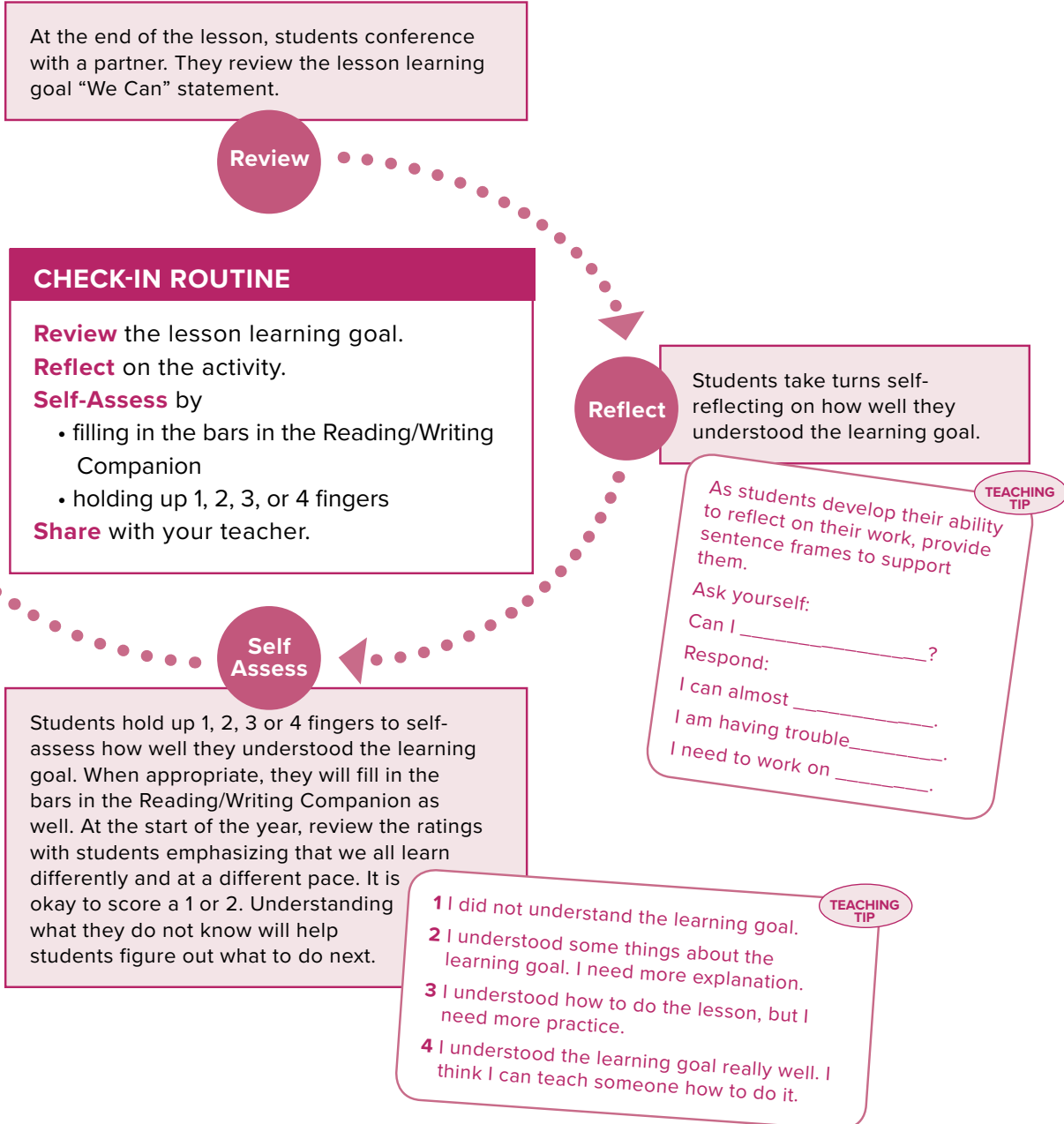
The journey through a text set and extended writing is made up of a sequence of lessons. The learning goals of these lessons build toward achieving the overarching goals. At the start of each lesson, a targeted learning goal, presented as a “We Can” statement, is introduced to students.

The learning goals are shared with students and parents so that they can track their learning as they work through the lessons.

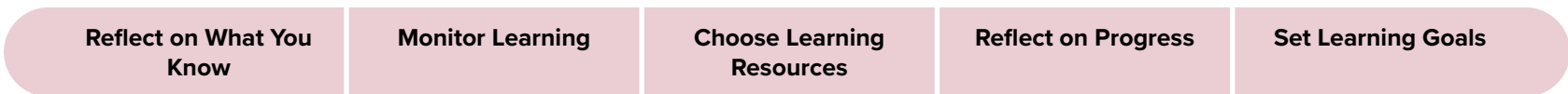


Check-In Routine

At the end of each lesson, students are asked to self-assess how well they understood the lesson learning goal.



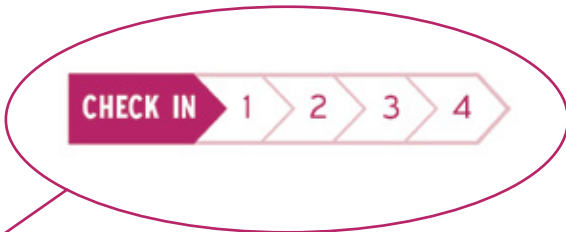
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Choose Learning Resources

Student-Teacher Conferencing

As students evaluate what they understand, the next step is to think about whether they need more teaching or more practice. The **Reading/Writing Companion** can serve as a powerful conferencing tool. Reviewing their filled-in bars while conferring with each student provides you the opportunity to guide students into identifying what they should do next to improve their understanding.



Small Group Teacher-Led Instruction

You and the student may decide that they need more teaching. Student Check-Ins and your observations at the end of each lesson provide timely data that informs the focus for teacher-led small group instruction. Teachers can choose from the small group differentiated lessons provided.

Small Group Independent/Collaborative Work

While you are meeting with small groups, other students can practice the skills and concepts they have determined they need practice with.

My Independent Work lists options for collaborative and independent practice. Based on student input and your informal observations, you identify “Must Do” activities to be completed. Students then choose activities focused on areas of need and interests they have identified—promoting student choice and voice.

Name: _____ Unit 1 • Text Set 1

My Independent Work

	Reading	Phonics/Word Study	Writing
Center Activity Cards	Card Activity	Card Activity	Card Activity
Digital Activities	Activity	Activity	Activity
Practice Pages	Content Area Reading	Practice	Practice
Independent Choices	Independent Reading	Activity	Self-Selected Writing

Week 3 • My Independent Work



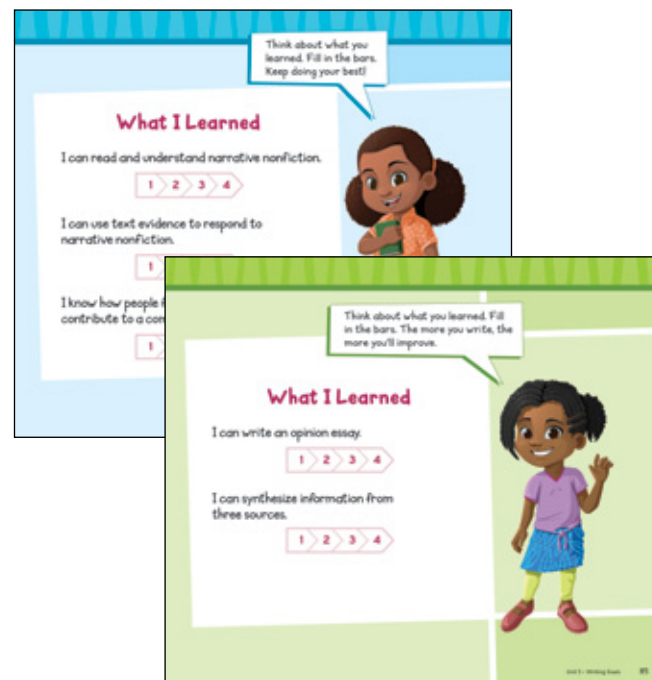
Reflect on Progress

After completing the lessons in the text set and extended writing, students reflect on their overall progress, taking notes to share with their peers and at teacher conferences. The focus of the conversations is on progress made and figuring out next steps to continued progress.

TEACHING TIP

As students discuss their progress, ask them to reflect on the following:

- In what areas did you feel that you made a lot of progress?
- What are some examples?
- What areas do you still need to work on?
- What things can you do to make more progress in these areas?



Set Learning Goals

At the end of the unit, students continue to reflect on their learning. They are also asked to set their own learning goals as they move into the next unit of instruction.

See additional guidance online for supporting students in evaluating work, working toward meeting learning goals, and reflecting on progress.

