

## Vignette 1. 2nd Grade Reading Lesson: Learning Goals and Success Criteria

### Connection to Standards

2.RL.2

Recount stories, including fables and folktales from diverse cultures and determine their central message, lesson or moral.

### Note

Prior knowledge: The students are already familiar with narrative structures and understand the elements of character, setting, and events. They are also familiar with the term “genre.”

### Note

Ms. Lee has written the goals so everyone can see it and so she can refer to them throughout the lesson.

Ms. Lee begins the lesson by inviting the students to review the poster they have been developing to show elements of the different genres of narrative they are learning about.

Ms. Lee tells the children they will be adding to their genres chart because they are going to be learning about a new genre called fables. She tells them that they are going to read *The Tortoise and the Hare*, a fable by a storyteller called Aesop. She explains that he lived in a country called Greece a long time ago before children’s stories were written down. She shows them Greece on the world map.

Next, she shows them pictures of a tortoise and a hare and asks them they know about tortoises and hares. The students describe the physical attributes of each and then one student volunteers that tortoises “go slow.” She then prompts the students to think about how a hare moves. Nobody volunteers so she tells them that hares can move very quickly.

Then, she shares the reading goals for today, which she has written on a large piece of paper so that all the students can see it:

*Your job today is to read the story and think about how Aesop describes the character traits of the tortoise and the hare.*

She asks the students what is meant by *traits*. One student volunteers, “it means what they are like.” Ms. Lee asks “*can anyone add to Casey’s idea?*” Another student says, “*well it’s like describing what their character is – if they are good or bad?*” Ms. Lee asks if they can think of any characters that are good or bad in a story they have read before.” One student says “*the wicked queen in Cinderella.*” Another adds “*Yeah, she was bad, she was mean to Cinderella.*” Ms. Lee then asks, “*how did the author help you understand that she was mean? Turn and talk to your partner about that?*” After the students have had a few minutes or discussion, Ms. Lee brings that class back together again, and calls on different pairs to contribute their ideas. As a class, they agree that authors help readers to understand character traits by the words they use to describe them and by the details in the story that show how the characters behave.

At this point, Ms. Lee reminds them of their reading goal, then says, “*So let’s think together – if these are your goals, what do you*

### Note

This lesson on fables is part of a literature unit focused on understanding that different genre of narrative, fables, folklore, poems and legends have different characteristics. Prior to this lesson the students in Ms. Lee’s class have learned about legends, myths and fairytales.

### Note

Ms. Lee provides clear learning goals and then engages students in a discussion to make sure that they understand what the learning goal means. In formative assessment, it is crucial that both the teacher and the student have a clear understanding of the goal.

### Note

Ms. Lee has expressed the goal in a way that her second-grade students can understand. This is also crucial for formative assessment.

### Note

Ms. Lee is able to involve the students in co-constructing criteria because they have a lot of

experience of working with goals and criteria. Involving students in creating criteria engages them in what they are going to be learning in the lesson.

Note

Ms. Lee has created a classroom culture where the expectation is that students will listen carefully and respectfully to each other and add to each other's ideas.

Note

Ms. Lee uses the success criteria to refocus the students on the learning goals and to direct their attention to how they will achieve the goals.

Note

Ms. Lee uses the goals and success criteria to help students monitor their progress.

Note

Ms. Lee has created a classroom culture where students know how to share ideas and discuss their ideas.

*think your success criteria will be.*" Because Ms. Lee has spent time discussing what is meant by character traits and how authors convey them, the students are quickly able to come up with the criteria:

*Find words in the text that describe the character traits*

*Find key details in the text that tell what the character traits are.*

Ms. Lee tells the students that she is first going to read the text aloud and after that they will work with partners to find the character traits. She has the text of the fable visible to all the children and she tells them that they can follow along as she reads. The children listen attentively. When she has finished reading she says, "*are there any words in the story that you do not understand?*" One student offers *bragged*. Ms. Lee then says "can anyone help us out here?" Another student suggests it means *show off*. "*OK, so let's see if that works.*" She re-reads the first two sentences substituting *shows off* for *bragged*." One student says, "*yes, that works because he is showing off about how fast he can run.*" Then another student adds, "*I agree, because then it says the tortoise is tired of him boasting – which means he's sick of him showing off.*" The rest of the students nod in agreement. When Ms. Lee is satisfied that there are no more unfamiliar words for the students, she provides each student with a copy of the text and tells them that they will be working with their partner for the week (these partners change each week). She reminds them of their learning goal and success criteria and tells them that they will be recording words and details about the character traits on the graphic organizer she has provided.

As the students work, Ms. Lee circulates, observing what the students are writing, and asking questions such as "*why did you select that word?*" or "*why do you think this is a key detail?*" When she finds that a few students are writing down what happened in the story she reminds them of their success criteria.

Once the students have had time to complete their task, Ms. Lee brings the class back together to share their ideas. She has a large format version of the students' graphic organizer and writes their ideas as they are offered. When this part of the lesson is concluded Ms. Lee asks the students to turn to their partner to consider if the goal and criteria have been met. There is general agreement. Ms. Lee says, "*Good, because now we are going to add a new goal.*" She tells them that based on the character traits, she wants them to think about what message Aesop is giving us, and adds, "*for this goal your success criteria are that you can say what the message of the story is and why you think that.*" She then asks the students to

Note

Ms. Lee has spent time ensuring that the students understand the goals and criteria and preparing them to read the text.

Note

Before she reads the text, Ms. Lee reminds the students again of the goal and criteria to focus their attention on the purpose of the reading.

They have now had several opportunities to internalize the goal before they move to their partner work.

Note

Ms. Lee is using this opportunity to assess the students' learning.

Note

Ms. Lee adds a new goal here because she did not want to overwhelm the students with too many goals and criteria. Now they have had the opportunity to internalize the initial goals and criteria, she decides that she can add a goal to the lesson.

do an individual “quick-write” about the message of the story. When the students have finished their quick-writes, she asks them to share these with their partner to see if they are in agreement. While the students are discussing their ideas, she listens to their conversations to find out if they have understood the message. While there are variations among the students in the sophistication of their responses, she finds that most students have understood the basic message.

She asks the class to come together and calls on different pairs (to get a full variety of responses) to contribute their ideas. As each pair contributes, she asks if others agree or disagree by considering the words and key details the students have selected as evidence of their viewpoint. Toward the end of the class discussion, she calls on a pair that she heard discuss that the “*story teaches a lesson – slow and steady is best.*” She asks the students to say why that have come to the conclusion that it teaches a lesson, and one of the pair says, “*because it says that the hare reminded himself not to brag. So it’s like saying if you brag you might not win – it’s better to be slow but keep on going and you will win.*” After a brief discussion of this idea, Ms. Lee says to the students “*This story has characters and it has events, just as the legends, fairytales and myths do. Turn and talk to your partner about why you think this story belongs to the genre of a fable.*” After the turn and talk, (which again she has listened to), Ms. Lee says “*so what do you think? What do you think might make this a fable?*” One student says “*because the characters are animals.*” Ms. Lee asks if anyone has any other ideas. Another student says, “*because the story teaches you something*” to which a student adds “*yes, I’m with Sara – it teaches a lesson.*” While the students have been contributing ideas, Ms. Lee has written them on post-it notes. She sticks the notes to the genre chart and tells the students that they will come back to the chart at the end of the lesson. Now it is time for independent reading, and the students are going to read another fable on their own. Before they go to read, she reminds them of their goals as readers:

*Your goal as readers is to think about the how the author helps you know the traits of the character and what the message of the story is.*

She also reminds them of their success criteria:

*Find words in the text that describe the character traits*

*Find key details in the text that tell what the character traits are*

*Say what the message of the story is and why you think that.*

Note

In the classroom culture Ms. Lee has created, students have learned how to respectfully agree or disagree with each other.

Note

Before their independent reading time, the students had been given several opportunities to internalize their goals and success criteria.

Note

Ms. Lee accommodates the variation in reading levels in her class by carefully selecting texts for each students reading box.

Once the students have found their fable from their reading box and begun to read, Ms. Lee conducts a class discussion focused on the post-it notes. Some students have read a fable with characters other than animals so they rule that one out. They agree that each of their fables had a lesson. Ms. Lee then tells them that the lesson in a fable is called a *moral* and adds to the chart *has a moral* in the section of the chart labelled *fable*. She lets the students know that they will continue reading fables the next day. Finally, she asks them to do a self-reflection on the goals and criteria and think about how well they thought they did during the lesson, and because the goals and criteria would be the same tomorrow, to let her know if they thought they needed any help. The children write their reflection and hand it to Ms. Lee as they leave the classroom.

Note

Ms. Lee uses the goals and criteria for student self-assessment. By asking the students to think about their learning, she is supporting the development of their metacognition. She also has information about what the students think about their own learning and who might need help during the next lesson. She might use this information to conduct a mini-lesson with the entire class before the students start reading more fables or she may just need to focus on a few individuals.