

Reading Apprenticeship Student Learning Goals

Student Learning Goals let students in on all the ways they can expect their reading and learning to grow in a Reading Apprenticeship classroom. They also allow the teacher and students to monitor growth.

How to Use Student Learning Goals

The learning goals are organized in sets that parallel the Reading Apprenticeship framework: social dimension, personal dimension, metacognitive conversation, cognitive dimension, and knowledge-building dimension.

In each subject area, the set of goals is the same in the social and personal dimensions and for metacognitive conversation. The learning goals vary somewhat by subject area in the cognitive dimension and are entirely discipline-specific in the knowledge dimension.

Social Dimension:

Collaborating in a Community of Readers and Writers Goals

Personal Dimension:

Building Personal Engagement Goals

Metacognitive Conversation:

Making Thinking Visible Goals

Cognitive Dimension:

Using Cognitive Strategies to Increase Comprehension Goals

Knowledge-Building Dimension:

Knowledge-Building Goals

If students have selected goals to focus on, from time to time they will want to reflect on how successfully they are meeting their goals and perhaps focus on new goals.

At the end of a course, students can select a small subset of goals (for example, two in each of the five categories) in which they think they have made progress—progress that they can document with early and later work samples, or with metrics like the amount of time they are able to stay focused on their reading or the number of pages they are able to complete now, compared with at the beginning of the course.

Students may also enjoy simply checking off all the goals they feel they have accomplished or grown in using. Teachers report that the goals make students feel successful (and even surprised by how much they have learned).

Student Learning Goals: Mathematics

Collaborating in a Community of Readers and Writers

Contributing to Our Community	I contribute to maintaining a classroom community that feels safe, where everyone is able to take risks and grow.
Collaborating Effectively	I work with partners and groups in ways that are both respectful and risk-taking.
Participating Thoughtfully	I make my thinking count in discussions, as a speaker and a listener. I share my reading confusions and understandings to get and give help. I listen and learn from the reading confusions and understandings of others.
Building a Literacy Context	I understand and use the shared literacy vocabulary of our classroom.
Being Open to New Ideas	I appreciate and evaluate alternative viewpoints.
Developing a Literacy Agenda	I read to understand how literacy opens and closes doors in people's lives.
Sharing Books	I talk about books I am reading to involve others in what the books have to offer.
Writing to Communicate	I write to communicate my ideas to others.

Building Personal Engagement

Knowing My Reader Identity	I am aware of my reading preferences, habits, strengths, weaknesses, and attitudes—my Reader Identity.
Practicing	I put effort into practicing new reading strategies so that they become automatic.
Digging In	I am increasing my confidence and persistence for digging into text that seems difficult or boring.
Building Silent Reading Fluency	I read more smoothly and quickly, so I get more pages read.
Building Oral Reading Fluency	I read aloud more fluently and expressively.
Increasing Stamina	I set and meet stretch goals to read for longer and longer periods.
Increasing Range	I set and meet stretch goals for extending the range of what I read.
Choosing Books (SSR+)	I use tools I have learned for choosing a book that's right for me.
Taking Power	I read to understand how what I read applies to me and gives me power.
Reflecting on My Evolving Reader Identity	I reflect in discussions and in writing on my growth as a reader—my evolving Reader Identity.
Writing to Reflect	I use writing to step back and think about what I am learning.

Making Thinking Visible

Monitoring	I monitor my reading processes and identify problems.
Repairing Comprehension	I know what strategies to use to get back on track.
Talking to Understand Reading	I talk about my reading processes to understand them better.
Writing to Understand Reading	I write about my reading processes to understand them better.

Using Cognitive Strategies to Increase Comprehension: Mathematics

Setting a Reading Purpose	I set a purpose for reading a text and keep it in mind while I read.
Choosing a Reading Process	I vary my reading process to fit my reading purpose.
Previewing	I preview text that is long or appears to be challenging, to mobilize strategies for dealing with it.
Identifying and Evaluating Roadblocks	I identify specific reading roadblocks and decide what to do.
Tolerating Ambiguity	I tolerate ambiguity or confusion in understanding a text while I work on making sense of it.
Clarifying	I work to clear up a reading confusion, whether it is a word, a sentence, an idea, or missing background information that I need to find.
Using Context	I use context to clarify confusions by reading on and rereading.
Making Connections	I make connections from texts to my experience and knowledge.
Chunking	I break difficult text into smaller pieces to better understand the whole.
Visualizing	I try to see in my mind what the text is describing. I read and create numerical representations to help clarify complex mathematical text and ideas.
Questioning	I ask myself questions when I don't understand. I ask myself questions about the text, and I know where to find the answers—whether in my mind, the text, other texts, other people, or a combination of these. I ask inquiry questions when something I read makes me want to know more.
Predicting	I use what I understand in the reading to predict what a reasonable answer might be.
Organizing Ideas and Information	I use graphic organizers to sort out ideas or items of information to see how they are related.
Paraphrasing	I restate a sentence or an idea from a text in my own words.
Getting the Gist	I read and answer in my own words the question, "What do I know so far?"

Summarizing	I boil down what I read to the key points.
Sequencing	I order the steps in solving a problem.
Comparing and Contrasting	I make comparisons to identify similarities and differences.
Identifying Cause and Effect	I find conditions or events that contribute to or cause particular outcomes.
Using Evidence	I use evidence to build and support my understanding of texts and concepts.
Rereading	I reread to build understanding and fluency with mathematical language and processes.
Writing to Clarify Understanding	I write about what I think I know to make it clearer to myself.

Building Knowledge: Mathematics

Mobilizing Schema	I use my relevant networks of background knowledge, or schema, so that new information has something to connect to and is easier to understand.
Building and Revising Schema	I add to and revise my schema as I learn more.
Synthesizing	I look for relationships among my ideas, ideas from texts, and ideas from discussions.
Writing to Consolidate Knowledge	I use writing to capture and lock in new knowledge.

Building Knowledge . . . About Text: Mathematics

Text Structure	I use my knowledge of text structures to predict how ideas are organized.
Text Features	I use my knowledge of text features like headings and graphics to support my understanding.
Text Density	Because I know that mathematics text is often tightly packed with new terms and ideas, I preview and reread it. Because I know that mathematics text is often tightly packed with new terms and ideas, I chunk and restate the chunks in familiar language to keep track of the gist as I read.

Building Knowledge . . . About Language: Mathematics

Word Analysis	I use my knowledge of word roots, prefixes, and suffixes to figure out new words.
Referents	I use my knowledge of pronouns and other referents to find and substitute the word a pronoun or other word is standing for.
Signal Words and Punctuation (Text Signals)	I use my knowledge of signal words and punctuation to predict a definition, results or conclusions, examples, sequence, comparison, contrast, a list, or an answer.

Contextual Redefinition	I know that when familiar terms are used in unfamiliar ways, I can redefine them in context to clear up confusion.
Sentence Structure	I use my knowledge of sentence structure to help me understand difficult text.
Word-Learning Strategies List	I use strategies to learn new words in the texts I read.

Building Knowledge . . . About the Discipline of Mathematics

Conceptual Categories*	I can identify the purpose for and use different areas of math knowledge such as number, algebra, functions, geometry, statistics and probability, and modeling.
Mathematical Reasoning	I can think interchangeably about a math problem in abstract and quantitative terms. I monitor the reasonableness of the relationship between my abstract and quantitative thinking.
Mathematical Representation	I can read and represent mathematics with words, formulas, and mathematical symbols. I can read and create diagrams, tables, graphs, and flowcharts for mathematical purposes.
Mathematical Language	I understand the precise nature of mathematical language and use it to communicate exactly.
Problem Identification	I can read and identify “the problem” in a math problem.
Problem Solving	I make conjectures about and evaluate alternative approaches to a problem and then monitor the reasonableness of a solution approach as it proceeds.
Accuracy	I understand that in mathematics there may be alternate approaches to a solution, but only one correct answer. I check that the final solution makes sense and all computation is correct.
Pattern Application	I look for mathematical structures, approaches, and patterns that I can apply to the solution of new problems.
Mathematical Identity	I am aware of my evolving identity as a reader and user of mathematics.

*These conceptual categories are drawn from the Common Core State Standards for Mathematical Practice.