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*Sincerely,*  
*Karen Haag*

## Setting Reading Goals Together

After listening to students read and conferring, whether in a reading group or as individuals, we set goals together. If I am going to take the time to listen, it only makes sense for us to make a plan right at that moment.

By writing the goal in my notebook, I have a record and can follow up. I also ask the student to write down the goal so they remember to work on their personal goals. When visitors come, they can ask my students to tell them their personal goal in any subject. Even though we have group goals, it's important for students to talk with me about their individual needs - just like any good coach would. In this way, I differentiate reading instruction.

Some goals can be accomplished immediately. Some take many weeks or even months. The next time I check in with a student, I refer to my notes and she to hers. We discuss how much progress has been made. Then, as a result of our conversation, the student either keeps the same goal or resets a new goal.

Dr. Marzano explains that setting goals is important to impacting achievement. I found that to be true with the students I work with regardless of their age.

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Over the years, I found that I teach to and help students set this list of goals most often. There are plenty more! I thought some examples might help.

### Beginning Reading Goals:

#### Fix-Up Strategies

- Sound out the word by looking at parts of words the student knows: c – at
- Ask someone what a word means.
- Skip words and then come back to make sense of the text.
- Reread. Reread again.
- Read on beyond where meaning breaks down to see if the text helps understanding.
- Read slower.
- Read in chunks of text, not word for word.
- Try substituting words that make sense.

### Advanced Reading Goals

- Sound out the word by looking for recognizable chunks.  
Ex: formidable = form + id + able
- Skip names or make up a pseudonym.
- Read in chunks or phrases, not word for word.
- Try to think about where the reader has seen the unfamiliar word before.
- When the reading doesn't make sense, stop and think a minute. See if you can figure out what is happening. If not, mark the spot to bring to class and ask about.
- Don't try to read every word correctly right now. Look ahead and try to build speed.
- Read 20-40 minutes per day.
- Find a book you like to read. Ask other students, teachers and media specialists for help.
- Use the sound spelling in the dictionary to figure out how to say words. Once you know how to say them, you may recognize them.
- Study when to guess and when to take the time to look up a word.
- Keep vocabulary pages in your response journal. Record the new word, and a guess about what it means. Ask someone, look it up or bring it to class to ask about.