**Reading Self-Reflection Checklist**

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|  | **Elements of Balanced Literacy Instruction** | **Environment/Routines and Structures**  | **Professional Practice** |
| **Teacher** | **I implement reading instruction following:*** Vernon’s units of study for reading
* Vernon’s structures for learning

**I follow Vernon’s Structures for Learning and include the following components in my reading block…*** mini-lesson
* independent reading/partner reading
* conferring
* share

**My mini-lesson…*** lasts 10-15 minutes
* explicitly teaches a strategy/skill
* includes: teacher modeling & active engagement

**I confer with students…*** daily
* and record the following at each conference: compliment, teaching point, & student goal
* and have an organized system for recording notes (ex. Conferring notebook)
* and review my conferring notes daily in order to inform my instruction

**I provide time for a share at the end of my lesson that may include:*** students working collaboratively with reading partners
* students meeting with book clubs
* celebrating what a few readers have done well

**My Interactive Read Aloud with Accountable Talk…*** occurs at least 1x per day
* is implemented outside of the workshop
* includes close reading strategies
* is planned ahead of time by using sticky notes with prompts in the text
* includes: turn and talk, stop and jots, & stop and sketch
* includes whole class conversation
 | **Classroom Library*** 50% leveled
* organized in labeled bins

**My students know how to:*** choose
* store
* exchange

**just-right books.****I have a meeting area that includes:*** an easel
* chart paper
* markers
* large enough space for all students to sit in front of the teacher

**My anchor charts…*** are created with the students
* are posted and visible
* are rotated for the current unit of study

**My students read independently…*** at least 1x per day
* for longer periods of time across the year
* in books that are “just right”

**My word wall…*** includes sight words and spelling words (K-2)
* includes spelling and vocabulary words (3-5)
* is visible from the meeting area and students’ desks
* is an interactive tool used by the teacher and students
 | **I participate in…*** staff meetings
* PD sessions
* grade-level meetings
* book studies

**I review district documents prior to teaching:*** unit documents
	+ narrative explanation, teaching points, resources

**I view and use the VPS Faculty Portal…*** unit documents
* assessments (performance tasks, Fry word list…)
* coaching resources

**I contribute by…*** coming prepared
* adding to the discussion
* sharing ideas & resources
* following the group norms
* taking ownership of my own learning
* seeking answers in books, articles, websites, and by communicating with the curriculum office
 |
| **Student** | **Students…*** listen and participate during the mini-lesson
* reflect on their learning and set goals for themselves
* independently read a just-right book with a clear goal/focus in mind
* grow their ideas through conversations with their reading partners or book clubs
* track their thinking across texts with sticky notes, reading journals, etc.
* actively participate in reading conferences
 | **Students’ book bins or baggies include:*** just-right books

|  |  |
| --- | --- |
| **F & P Level\*** | **# of Books\*** |
| A-C | 10-15 |
| D-K | 6-10+ |
| L-N | 5-8 |
| O-Q | 2 chapter, informational and favorites |

**\*Levels A-K may have 1-2 books in their book bin that can be stretch books/look books*** reading logs (Levels J and above); Levels below J will use tally marks to track volume of reading
* sticky notes
* individual anchor charts

**Students…*** have reading partners based on reading level, sharing daily
* reading logs are filled out every time they read at home or at school.
* carry their books and reading logs back and forth daily between school and home.
 | I/my team would like to learn more about…**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_****\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |