**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…  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**  **\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |