



READING FIRST

Teacher Self-Assessment Checklist

Learning to read is a complex process. All K-3 teachers need to be aware of, able to explain, and use effective methods to teach literacy. The following is a checklist of the essential components for effective reading instruction under the Reading First initiative. Look it over. Decide where you are on the continuum that best reflects your understanding of the activities and structures that will need to occur if your students are ultimately to achieve reading success. Consider this reflection tool as a starting point for ongoing collaboration, practice, and continual learning at your school and in your grade level.

4 = Always

3 = Most of the Time

2 = Sometimes

1 = Rarely

I. Foundation of a Comprehensive Core Reading Program (Non-Negotiables)

1. I teach reading every day for a **minimum 90 minute** block. That means my lesson plans show that reading instruction is done on:
 - Days before and after holidays
 - Shortened weeks
 - Days when testing occurs
 - Field trip days and special celebration days

4 3 2 1

2. I **keep up with the core pacing calendar**. That means I am teaching the story selection indicated on the pacing calendar. I do this because I want to make sure my students are getting the essential instruction on the skills and strategies expected for my grade level.

4 3 2 1

3. I **fully implement** the core program. That means I follow the instructional routines and procedures in the core TE. I follow the teach/model/practice/apply instructional design. I do not pick and choose which components to teach and which components not to teach.

4 3 2 1

4. I **keep interruptions to a bare minimum** during the 90 minute reading block so my students can benefit from the full use of 90 minutes of reading instruction. That means my students do not take whole class restroom breaks, do not take trips to the library or computer lab, and do not break for specials. My students are not pulled out of the regular classroom for special education and ELL during the 90 minute core reading unless specifically stated in their IEP. The added benefit in this full use of instructional time is in my students meeting or exceeding grade level standards. (Students placed in a replacement core program can be pulled out to receive 90 minutes of highly explicit and specific instruction.)

4 3 2 1

Notes:



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II. My Literacy Instruction INSIDE the 90-Minute Reading Block	
1. I follow the 5 day lesson cycle of the core program. That means my reading instruction is matched to the core program. I know the patterns of instruction for each of the essential components over the 5 day cycle.	4 3 2 1
2. I teach explicitly the focus (tested) skills and strategies so all my students are provided grade- level skill instruction. I am always mindful and deliberate in my lesson planning.	4 3 2 1
3. I provide all my students with multiple opportunities to “practice to perfect” the skills and strategies they are expected to learn for my grade level. That means I know which “practice and apply” activities in the TE can be moved to literacy stations. That means every student is supported through the use of leveled core materials such as Books for All Learners, leveled practice worksheets, paired reading, graphic organizers, comprehension cards, and appropriate computer activities. That means my literacy stations are literacy rich and I do NOT have my students all completing the same workbook pages or literacy packets. I minimize all literacy station activities that do not promote literacy development.	4 3 2 1
4. I know and use the side margin suggestions in the TE for differentiating instruction during whole group instruction.	4 3 2 1
5. I know and use the guided comprehension questions in the TE to model the use of comprehension strategies and do informal points of use assessment.	4 3 2 1
6. I provide ample time for my students to read and write and interact with connected text. I know the importance of using a variety of reading approaches such as choral reading, echo reading, paired reading, and independent reading. That means there is no round robin reading. That means there is no popcorn reading. That is especially so when the anthology is being read because I know it is inappropriate to expect struggling readers to read it without support.	4 3 2 1
7. I have a very clear sense of how to allocate time within the 90 minutes to do whole group skill instruction and teacher-directed small groups. That means I spend approximately 45 minutes on whole group instruction and about 45 minutes with flexible groups providing additional instruction and support. While I meet with small groups, my students know how to rotate between the literacy stations.	4 3 2 1



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8. I write/post the focus skill and strategy for all to see. I refer to the learning objectives frequently throughout the day's lesson and activities. I use kid-friendly language so my students will understand how these skills and strategies will make them better readers.	4 3 2 1
9. I know engagement in learning is important. I use techniques that encourage whole group responses and active student participation. I will not elicit individual student responses by calling on only raised hands.	4 3 2 1
10. My literacy stations provide purposeful practice of targeted skills and strategies. I have accountability measures built into the activities. That means my students keep reading logs, journals, graphic organizers, and word work notebooks. Most importantly, that means I also review my students' work on a regular basis to assess student mastery of skills and to adjust my instruction accordingly.	4 3 2 1
11. My classroom arrangement allows students to work in cooperative groups. I also have a teaching station. I have an overhead projector, a computer station, a rotation chart, and a classroom library that is well-stocked with leveled and labeled books. My students have easy access to these books. There are book tubs or bins in easy reach of my students that contain all their familiar reads for self-selected independent reading.	4 3 2 1
12. The Word Wall is referred to frequently by my students and by me. I model the various ways in which the Word Wall helps my students become better readers and writers. That means my students used the Word Wall as a learning tool. It is NOT a static bulletin board. I keep the Word Wall current by posting the high-frequency words specified for each 5 day cycle. I do not use a purchased commercial package.	4 3 2 1
13. I provide my students with graphic organizers to use when reading the anthology and leveled readers. I know graphic organizers help to scaffold instruction. I know on-grade level and advanced readers can use graphic organizers to extend their learning.	4 3 2 1
14. I monitor student progress . I meet with my most at-risk students more frequently to preteach and reteach skills/strategies. I understand the need to accelerate their learning. To ensure this happens, I make instructional decisions in the level of explicitness, the amount of scaffolding, and the amount of practice I provide them.	4 3 2 1



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15. Every day, every student in my class reads connected text at the appropriate levels . I provide multiple opportunities for reading. Students read for enjoyment, for fluency building; to gather information; and, to extend learning.	4 3 2 1
Notes:	
III. My Differentiated Literacy Instruction Within the 90-Minute Reading Block	
1. I know how to use assessment results to form flexible groups for targeted skill instruction.	4 3 2 1
2. I have routines and procedures in place for rotation between literacy stations and my teaching station. I model routines of each literacy station.	4 3 2 1
3. I have lesson plans that reflect how I provide different instruction for students at different levels with different learning needs.	4 3 2 1
4. I preteach or reteach skills as indicated by assessments and teacher observations.	4 3 2 1
5. I provide guided reading using appropriately leveled connected text.	4 3 2 1
6. I post a rotation schedule that shows when I meet with each group over the 5 day cycle.	4 3 2 1
7. I prepare a teaching station with all necessary materials in proximity including leveled books, decodables, graphic organizers, manipulatives, whiteboards, Intervention readers, ELL materials, the TE, and my lesson plans.	4 3 2 1
8. I have literacy stations set up daily and ready for use. The stations are literacy rich and I do NOT have my students all completing the same workbook pages or literacy packets. I minimize all literacy station activities that do not promote literacy development.	4 3 2 1



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9. I work collaboratively with support staff , including special education and ELL services, so all my students receive the academic benefit of differentiated instruction on core skills and strategies.	4 3 2 1
Notes:	
IV. My Literacy Instruction OUTSIDE the 90-Minute Reading Block	
1. All my strategic and intensive students receive an additional 30-60 minutes of instruction every day. I am able to show through my lesson plans and progress monitoring reports that these identified students are getting this additional support.	4 3 2 1
2. I adjust my instruction for struggling readers by giving more time; more explicitness to my teaching, more modeling of skills and strategies, more guided practice, more constructive feedback, more reading, more interactions with text, and more success.	4 3 2 1
Notes:	

From http://www.nevadareading.org/resourcecenter/teacher_self_assessment.html