

Reading Strategies Checklist

Are Reading teachers...

- ☐ Modeling and sharing their own joy of reading?
- ☐ Recommending books of interest to students (e.g. book lists, book talks, personal recommendations, etc.)?
- ☐ Creating safe, friendly environment in which students are encouraged to take risks without fear of retribution or negative feedback from students or the teacher?
- ☐ Utilizing a curriculum which values in-depth and personal interaction with text over the number of pages or number of books read?
- ☐ Providing a variety of literature genres (short stories, novels, poetry, biographies, essays, magazines, media, video, etc.)?
- ☐ Providing time for daily, self-selected silent (independent) reading?
- ☐ Reading aloud to students on a daily basis?
- ☐ Utilizing *a minimum* of oral reading practice by students *and only* after providing silent practice?
- ☐ Incorporating thematic units and cross-curricular activities?
- ☐ Providing skills instruction (comprehension checks, fix up strategies, and vocabulary instruction) for those needing it, not in isolation but within meaningful context?
- ☐ Utilizing a variety of grouping strategies (e.g. whole class, flexible small groups, partners, cooperative learning) during guided and shared reading activities?

- ❑ Encouraging students to make personal responses to text (either in writing or orally) using Text-to-Self, Text-to-Text, and Text-to-World connections?
- ❑ Providing opportunities for students to read independently and work individually on some tasks?
- ❑ Assigning reading tasks (before, during, and after reading) that promote collaboration and cooperation among students?
- ❑ Planning reading tasks and strategies that activate and utilize students' prior knowledge before, during and after reading?
- ❑ Asking questions that encourage and promote dialogue, inquiry, and critique?
- ❑ Collecting portfolio assessment data that is authentic in nature (e.g. transcribed, taped, or analyzed retelling) and selecting for inclusion by the student and teacher so that the student, parents, and teacher all are involved in assessing progress?
- ❑ Using assessment materials (e.g. FCAT test scores, Degrees of Reading Power test, Qualitative Reading Inventory, etc.) to determine students' reading levels and to determine areas of reading difficulty and needs-based instruction?
- ❑ Conferencing with students in order to evaluate comprehension and metacognition strategies?
- ❑ Using "Think Aloud" strategies to model metacognition processes used before, during, and after reading?
- ❑ Scaffolding instruction so students are progressively more responsible for developing and using reading strategies (e.g. I do, We do, You do)?