

## BALANCED LITERACY SELF-ASSESSMENT

<b>1. Read Aloud:</b> Rate your current level of implementation for each of the following elements of a Read Aloud lesson.					
	This element does not occur in my classroom. <b>0 pts.</b>	This element occurs occasionally, but not on a regular basis. <b>1 pt.</b>	I have made substantial progress on this element and practice it daily. <b>2 pts.</b>	This a well-implemented and evident component of my literacy program. <b>3 pts.</b>	<b>SCORE</b>
I read aloud to my students for 10-15 mins. each day.					
The books are selected to build student knowledge about a theme or content, or to model a particular comprehension strategy.					
I pre-read the book.					
I select vocabulary words to teach explicitly.					
I decide in advance where I will stop to model comprehension strategies through think alouds.					
I plan the questions I will ask in advance.					
I provide opportunities for students to think about and share their responses to the read aloud.					
<b>TOTAL</b>					

**2. Shared Reading:** Rate your current level of implementation for each of the following elements of a Shared Reading lesson.

	This element does not occur in my classroom. <b>0 pts.</b>	This element occurs occasionally, but not on a regular basis. <b>1 pt.</b>	I have made substantial progress on this element and practice it daily. <b>2 pts.</b>	This a well-implemented and evident component of my literacy program. <b>3 pts.</b>	<b>SCORE</b>
I use a variety of instructional methods to engage students in reading the text (choral reading, echo reading, partner reading, reader's theater, etc.)					
I introduce reading behaviors during the lesson (book and print awareness, phonics, reading accurately and fluently, using comprehension strategies, etc.)					
I model the use of reading behaviors during the lesson (book and print awareness, phonics, reading accurately and fluently, using comprehension strategies, etc.)					
I guide students in practicing the use of reading behaviors during the lesson (book and print awareness, phonics, reading accurately and fluently, using comprehension strategies, etc.).					
I provide the necessary level of support so all students are successful with the text selected for the lesson.					
I walk around the room, listening to students as they read together.					
I provide opportunities for students to respond to the text through discussion or writing.					
<b>TOTAL</b>					

**3. Guided Reading:** Rate your current level of implementation for each of the following elements of a Guided Reading lesson.

	This element does not occur in my classroom. <b>0 pts.</b>	This element occurs occasionally, but not on a regular basis. <b>1 pt.</b>	I have made substantial progress on this element and practice it daily. <b>2 pts.</b>	This a well-implemented and evident component of my literacy program. <b>3 pts.</b>	<b>SCORE</b>
My students are assigned to small groups based on instructional need.					
Data is used to determine student groups.					
Student groups are flexible and change based on the needs of the students.					
Each group works with text on their instructional level (90% accuracy).					
I meet with 3 groups a day for 15-20 minutes each.					
Each lesson is planned specifically for the student in that group based on their needs.					
Students read the text aloud while I monitor and take notes on individual students.					
I ask students to respond to the text, revisit difficult passages, work with words or language from the text, or demonstrate understanding of their reading.					
I collect new data on students and their reading performance weekly.					
Students who are not in the Guided Reading group are working independently or with partners on literacy tasks.					
Literacy tasks are directly related to previous instruction.					
Literacy tasks provide meaningful practice that helps students develop into better readers and/or writers.					
Literacy tasks are multilevel and can be completed independently by all students.					

Literacy tasks are engaging to students.					
Procedures and expectations are clear to student and are followed.					
<b>TOTAL</b>					

**4. Independent Reading:** Rate your current level of implementation for each of the following elements of Independent Reading.

	This element does not occur in my classroom. <b>0 pts.</b>	This element occurs occasionally, but not on a regular basis. <b>1 pt.</b>	I have made substantial progress on this element and practice it daily. <b>2 pts.</b>	This a well-implemented and evident component of my literacy program. <b>3 pts.</b>	<b>SCORE</b>
My students read independently for 20 min. each day (K/1 <sup>st</sup> – 10-15 min; may include “picture reading” or partner reading).					
Students read books on their independent level (95% accuracy).					
Students choose their own books to read.					
The books in my classroom are organized by genre, reading level, or series so students can easily find a book.					
My students can visit the school library to exchange books as needed.					
Students keep several “just right books” in a box or bag for easy access and transporting from school to home.					
During independent reading, I confer with individual students or complete formal or informal assessments.					
My students use journal writing to track their thinking and monitor their comprehension while reading independently.					
<b>TOTAL</b>					

**5. Word Study:** Rate your current level of implementation for each of the following elements of Word Study.

	This element does not occur in my classroom. <b>0 pts.</b>	This element occurs occasionally, but not on a regular basis. <b>1 pt.</b>	I have made substantial progress on this element and practice it daily. <b>2 pts.</b>	This a well-implemented and evident component of my literacy program. <b>3 pts.</b>	<b>SCORE</b>
I have specific knowledge of how spoken and written English is constructed and can teach it explicitly to my students.					
I systematically teach students to articulate and manipulate sounds and use sound-spelling correspondences and patterns to read and spell.					
Grades PreK-2 <sup>nd</sup> : I use a variety of methods to build phonological and phonemic awareness including rhyme, riddles, alliteration, scrambled sentences, syllables, initial and final phoneme identification, blending, and segmenting.					
Grades PreK-2 <sup>nd</sup> : I explicitly and systematically teach students the relationships between sounds and letters, how to blend sounds together to decode unfamiliar words, and provide practice through word building and word sorting activities.					
1 <sup>st</sup> grade: I teach compound words, simple contractions, and important endings like -ed and -ing.					
Grades 2-3: I teach root words, simple prefixes and suffixes (like re- and -er, homophones, complex contractions, and syllable types-open and closed).					
Grades 3-6: I teach the Greek and Latin roots of English words.					
I embed explicit grammar instruction into lessons daily.					
<b>TOTAL</b>					

**6. Writing:** Rate your current level of implementation for each of the following elements of Writing instruction.

	This element does not occur in my classroom. <b>0 pts.</b>	This element occurs occasionally, but not on a regular basis. <b>1 pt.</b>	I have made substantial progress on this element and practice it daily. <b>2 pts.</b>	This a well-implemented and evident component of my literacy program. <b>3 pts.</b>	<b>SCORE</b>
My students have opportunities to apply their expanding understanding of sound-symbol relationships and English language conventions as they write letters, words, sentences, and paragraphs (mechanics).					
My student have opportunities to apply their expanding understanding of the writing process to communicate ideas, messages, and stories with others (content).					
I plan units of study around a genre (such as narrative or persuasive), identify the skills I want the students to master, and plan lessons to teach students how to incorporate those skills into their writing.					
I teach my students how to use the writing process (brainstorm, draft, revise, edit, publish) effectively.					
I teach mini-lessons (short, focused) that provide direct instruction and model exactly what the students must do independently.					
My students have choice in their writing (materials, topics, style, etc.)					
While students write independently, I confer with individual writers.					
Grades PreK-1: I conduct interactive writing lessons in which students share the pen with the teacher and add letters, words, or pieces of punctuation to class writing.					
<b>TOTAL</b>					