How Am I Doing?
Integrating Literacy Instruction

Mark each item: W for Working Well, G for Goal for the Month, or N for Not Yet

____ I create a text rich environment by collecting, displaying, and using a wide variety of subject-related books, magazines, posters, etc., in the classroom.

____ I provide opportunities for students to locate, organize, and use information from various sources to answer questions, solve problems, and communicate ideas.

____ I use diverse fiction and non-fiction sources to include many authors and perspectives, as well as children's and young adult literature.

____ I teach reading as a process of constructing meaning through the interaction of the reader's prior knowledge and experiences, the information presented in the text, and the context/purpose of the reading.

____ I teach affixes, prefixes, and common roots used frequently in the content area.

____ I identify independent, instructional, and frustration reading levels of groups and individuals and plan assignments accordingly.

____ I provide a balanced literacy program that includes reading to students, reading with students, independent reading by students, writing for and with students, and writing by students.

____ I analyze and evaluate instructional materials by considering readability, content, length, format, cultural orientation, and illustrations/visuals.

____ I use a reading approach aligned with No Child Left Behind to include phonemic awareness, phonics, vocabulary development, reading fluency, oral reading skills, and reading comprehension strategies.

____ I model my thinking aloud while reading so that students hear what good readers do when they are tackling text.

____ I know the habits/behavior patterns held by unsuccessful readers and develop a repertoire of strategies to help students change those habits.

____ Students frequently refer to the Word Walls and use the vocabulary in their writing and discussions.

I provide opportunities for students to

____ Speak for a variety of purposes and audiences.

____ Listen in a variety of situations to information from a variety of sources.

____ Write in clear, concise, organized language that varies in content and form for different audiences and purposes.

____ Read various materials and texts with comprehension and critical analysis.

____ View, understand, and use nontextual visual information.

____ Build a repertoire of strategies and learn when to use which.

____ Do technical reading such as manuals, charts, surveys, and graphs.