Teacher Self Analysis: Reading Process

Teacher_____   Date_____

Scale 0 I don't do this, 1, I need improvement, 2,I feel that I do adequate work, 3, I rate my self excellent

1. Pausing(Calling Time-Out) to respond to the text and think-aloud about the text.

2. I select stopping points in the text when planning the lesson.

3. I script think-aloud comments on post-it notes affixed to the text._____

4. When thinking aloud or discussing text with students I use of STAAR Language such as: conclude, selection, infer, benefit, etc.(Some of these not necessarily all will be used in a given lesson)_____

5. When text does not provide academic or more sophisticate language I insert more literate language; i.e., elated instead of happy.; furious instead of mad.

6. I use academic language stems such as "I predict...because. when having students turn and talk._____

7. When reading aloud using voice as a "highlighter" to direct student attention to key ideas._____

8. I use "Someone said" a technique to provide examples of "on task" thinking when student talk is not text-based or student talk is superfluous, or inconsequential ideas are presented by students._____

9. I apply "No Opt Out"- a technique taken from *Teach Like a Champion.* This teaching move stipulates that students who do not know or who offer random ideas not related to the topic or context of the text are given a second opportunity when learning the thinking of other students._____-

10. I teach vocabulary in context. Words are defined on an as needed basis during the read-aloud not before the reading._____

11. I show how narrative stories go. I teach the "blueprint" of narrative text with emphasis placed on character analysis_____

12. I teach students how to Turn and Talk effectively. I place emphasis on responsible and relevant student talk that is text-based and not personal notions or random ideas that are not supported with text evidence._____

13. I scaffolds student thinking;i.e., I don't tell students the answers to questions I ask_____

14. I insist that student use text evidence to support thinking._____

15. I model responsible and deep thinking before, during, and after reading._____

16. I teach students that they must understand the authors message or theme of the text by asking, "What is this story really all about."_____-

"Look Fors" directed to character analysis in narrative texts

- When reading narrative text, I teach readers that they should closely examine character's actions, motives, wants, and needs..

- I expect students to become automatic in asking "what does this character want or need?" "What is the problem the character faces, or what does the character want?"_____

- I teach students to carefully consider character actions and behaviors with attention directed to when characters behavior is not consistent, changes, or is unexpected.

- When modeling these literary devices I ask key questions such as, "why is the character acting/feeling that way?" Or, "Why does the author include this in the text?" "How will this change things?" Both during think-aloud and when having students engage._____

- When reading narrative text,I identify signals and clues that require the reader to call time out to stop and think. I teach students to look for nuances in the character's behavior such as awareness of a subtle shade of meaning or feeling, especially in the behavior of a character._____

- I teach students to notice he mood or tone of the scene_____

- I teach author's craft _____

- Teach students to periodically stop to ask what they have learned thus far in the reading, and to predict what might happen next._____

- A the end of selection I aks, "What is this story really all about?" to decipher the author's main message._____

- I treat essential vocabulary during and after the lesson especially for words students will meet again and again throughout their school years. Vocabulary is handled during reading contextually by the teacher.

- Teaching moves are designed to "follow the children."_____

Look Fors for Nonfiction Text

- I teach students to locate the "pop-out" sentence or paragraph_____

- I teach students to change text heads and subheads into questions-who, what when, why, where, and how_____