Shared Reading Self-Reflection

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Descriptors</th>
<th>Sporadically</th>
<th>Sometimes</th>
<th>Frequently</th>
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</table>
| Instruction         | - instructional focus is based on curriculum and on the assessment of students' needs  
- same text is revisited several times for a variety of instructional purposes  
- while teacher is reading students join in; it is not round robin reading  
- lessons are planned with a specific purpose  
- can be whole class or small group depending on purpose and students' needs |              |           |            |
| Assessment for Learning | - assessments are ongoing (e.g. observations, checklists and anecdotal notes,...)  
- assessment information is then used to guide instruction  
- assessment also allows for feedback and differentiation |              |           |            |
| Texts               | - teacher intentionally chooses relevant text to match instructional purpose (i.e. comprehension, fluency and word study)  
- a variety of genres and texts (e.g. fiction, non-fiction, poetry, environmental print, multimedia, big books, brochures,...) are used  
- highlight how text works (e.g. text features, author’s craft, story structures,...) in context vs. isolation  
- text MUST be visible to all students |              |           |            |
|                     | - texts are chosen to support readers, therefore the level of text is considered to ensure participation by all readers and to meet the learning target of the lesson (i.e. not beyond students's reading reach as in modelled reading or too easy and more suited for independent reading) |              |           |            |

Other Reflections

Name:_____________________________ Date:_____________________