

Read-Aloud Reflection Sheet

	MY REFLECTIONS	WHAT COULD I CHANGE OR IMPROVE?
I understand that one purpose of a read-aloud is to develop listening and thinking skills, not simply to just "read a book aloud."		
I make sure students don't stay silent during the read-aloud and I evenly distribute opportunities to talk amongst all students.		
I strategically use think-alouds and modeling to model expert thinking about books.		
I select appropriate text to model some aspect of reading or thinking.		
I choose texts appropriate to content being learned that reflect students' interests.		
I choose culturally relevant texts that mirror and window my students and me in our myriad of identities (heritage, race, culture, gender, etc.) and lived experiences.		
I consider students' social-emotional development, including their experiences with trauma when choosing a read-aloud.		
I choose strong text that can also be mentor text during writing instruction.		
I preview text before reading it aloud to plan stopping points for discussion.		
When reading aloud, I model fluency, including reading with intonation and expression.		
I am clear in my goals and objectives for the read-aloud.		

Read-Aloud Reflection Sheet *continued*

	MY REFLECTIONS	WHAT COULD I CHANGE OR IMPROVE?
I explicitly model, as appropriate, my goals for instruction in fluency appropriate to my grade level (see the Look-For Bank).		
I discuss and model the goals for comprehension instruction appropriate to my grade level (see the Look-For Bank).		
I am a teacher in grades K–2, and I stop reading from time to time and ask <i>who</i> , <i>what</i> , <i>why</i> , <i>when</i> , and <i>where</i> questions.		
I am a teacher in grades 3–8, and I stop reading from time to time to ask deep comprehension questions (see the Look-For Bank).		
During text discussion, I am a facilitator; students do the majority of the talking.		
I stop and think aloud about confusing points or misunderstandings about the text.		
I stop and discuss unknown or confusing vocabulary and encourage students to make inferences to understand word meaning.		
I make sure students are speaking audibly and with independence.		
I facilitate collaborative conversations about text, story, and nonfiction topics.		

References: Easley, 2004