Shared Reading Reflection Sheet

	MY REFLECTIONS	WHAT COULD I CHANGE OR IMPROVE?
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 sensitive texts that celebrate my students' race, ethnicity, and backgrounds.		
I consider students' social-emotional development, including their experiences with trauma when choosing a read-aloud.		
I choose complex texts; texts, books, or chapters that are longer and more difficult than what the students can read independently.		
I make sure students have a copy of the text, or can clearly see the entire text during the reading.		
As appropriate, I annotate the text with students' guidance and during my think-alouds and modeling.		
I encourage students to annotate their own text.		
I keep the shared reading at the pace of learning to make sure students are cognitively engaged in the discussion and understand the conversation.		
I preview text before reading it aloud to plan stopping points for discussion.		

Shared Reading Reflection Sheet *continued*

	MY REFLECTIONS	WHAT COULD I CHANGE OR IMPROVE?
I understand that a read-aloud can be a close reading of text.		
I am clear in my goals and objectives for the shared reading.		
I am a grade K–1 teacher. I explicitly model, as appropriate, my goals for concepts about print instruction as appropriate to my grade level (see the Look-For Bank).		
I am a grade K–3 teacher. I explicitly model, as appropriate, my goals for concepts about phonemic awareness as appropriate to my grade level (see the Look-For Bank).		
I am a grade K–3 teacher. I explicitly model, as appropriate, my goals for concepts about phonics as appropriate to my grade level (see the Look-For Bank).		
I am a grade 4–8 teacher. I explicitly model, as appropriate, using phonics skills to decode new and unknown words (see the Look-For Bank).		
I explicitly model, as appropriate, my goals for concepts about grammar and language use as appropriate to my grade level (see the Look-For Bank).		
I explicitly model, as appropriate, my goals for concepts about comprehension as appropriate to my grade level (see the Look-For Bank).		

Shared Reading Reflection Sheet *continued*

	MY REFLECTIONS	WHAT COULD I CHANGE OR IMPROVE?
I model using text structure to deepen comprehension of texts.		
I model using text features to enhance comprehension and facilitate learning of concepts and academic vocabulary.		
I model closely viewing the illustrations in text and discuss how illustrations add to meaning.		
I make sure students are central to the discussion and do the majority of thinking and talking about texts.		
I facilitate for students the guidelines of discussion, including listening to others and taking turns talking.		
I model and provide scaffolding for students to add on to another student's comments.		
During text discussion, I am a facilitator; students do the majority of the talking.		
I stop and think out loud about confusing points or misunderstandings about text.		
I stop and discuss unknown or confusing vocabulary words and encourage students to make inferences to understand word meaning.		
I make sure students are speaking audibly and with independence.		