

# Small-Group and Independent Reading Reflection Sheet

	MY REFLECTIONS	WHAT COULD I CHANGE OR IMPROVE?
I understand that the purpose of small-group reading is to achieve independent readers.		
I meet with students in small groups for reading.		
Based on student assessment, I create small groups based on small-group reading, transitional small-group reading, or facilitated book clubs.		
I select appropriate text that is a stretch beyond what students can read independently without support.		
I choose texts that reflect students' interests, race, ethnicities, and backgrounds.		
I make sure each student has a copy of the text.		
I begin with phonemic awareness, phonics, word work, or fluency skills (see Look-For Bank).		
I teach comprehension strategies for student use during reading at the table with me (see Look-For Bank).		
I encourage independent reading during small-group time with me there listening to students and coaching students individually; I discourage round-robin reading.		

## Small-Group and Independent Reading Reflection Sheet *continued*

	MY REFLECTIONS	WHAT COULD I CHANGE OR IMPROVE?
I facilitate collaborative conversations about text, story, and nonfiction topics.		
I nurture student writing about reading at the reading table, including retelling, summarizing, asking and answering questions, and thinking through writing.		
I facilitate for student discussion guidelines, 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 and encourage students to make inferences to understand word meaning.		
I ensure students are speaking audibly and with independence.		