Teacher Self-Assessment for Planning With the Literacy Triangle

Use the following tool to self-assess your literacy triangle journey. Read each statement and rate yourself from 0 to 3 using the scale. Explain your rating, if needed. Review your data and set a reasonable goal. You may set more than one goal (one for each box), but be sure your goal is reasonable and attainable, and moves you further in your planning journey toward implementing the literacy triangle (reading, discussing, and writing).

Scale: 0 = Not yet 1 = Very seldom 2 = Often 3 = Almost always	Score	Explanation (If needed)
Box One: Preplanning With Data in Mind		
I choose standards that are in my grade-level curriculum (ELA, content area, speaking and listening, writing). If I am teaching students in Tier 2 or 3, or a student who has an IEP, I use the standards that those students need in addition to the grade-level standards needed in Tier 1.		
I ensure that my learning targets are small steps toward the standards.		
I design student-friendly learning targets for what I'm measuring based on the skills that I am teaching.		
I choose skills and strategies that my students need. I plan with the reproducible "Direct Instruction Minilesson Planning" (page 287).		
I choose a grade-level text (or differentiate the text appropriately based on student need) and provide opportunities for students to read, discuss, and write about the text. (It is a bonus if this text is integrated into content-area curriculum.)		
I would like to grow in the following ways.		

Boxes Two and Three: Before Reading		
I preview the text to determine how to prime my students' brain for better comprehension.		
I determine what information I will need to preteach or pre-expose my students to so comprehension improves.		
I determine which vocabulary words in the text are critical to preteach. I design special brain-friendly activities to teach these words, so students remember them (such as act out, retrieve meaning, create their own definition, make a connection, find the word in context, and so on). I write a brief description of how I will teach and students will retrieve these words.		
I determine how to activate my students' prior knowledge so they can make connections and predictions before they read.		
I plan a time for students to take a book or article walk to determine the genre, big ideas, essential questions, text structure, and so on.		
Based on the reading learning target, I create a thinking job for students and explain the options for marking the thinking job while they read to make their thinking visible.		
I clearly communicate the thinking job and how to mark it several times so each student understands.		
I provide minilessons for specific skills and strategies my students need. I use the reproducible "Direct Instruction Minilesson Planning" (page 287) to organize my minilessons.		
I plan to use the following strategies to help me prepare my students for the reading.		
I would like to grow in the following ways.		

Box Four: During Reading—Thinking Job Noting and Discussions		
I design during-reading discussion stems and prompts based on the thinking job (to measure student growth toward the learning target).		
I have students who might need additional help decoding or comprehending the text work with me in a small group while the other students are reading the text.		
I choose high-impact ways for students to read the text (choral, partners) versus low-impact ways (round-robin reading).		
I give my students the tools to mark their thinking jobs while reading (for example, sticky tabs or sticky notes for their thoughts, and different colored pencils for annotations in the photocopied text).		
I provide statement or question stems for during-reading discussions and options of where to stop to have the discussions.		
I provide at least one discussion starter to reflect the thinking job.		
I create a few choice prompts and starters for students to choose from for their small-group discussions.		
I plan a time to bring all small-group discussions to a whole-group discussion, so all groups can share their thoughts, ideas, and answers.		
I provide minilessons for specific skills and strategies my students need. I use the reproducible "Direct Instruction Minilesson Planning" (page 287) to organize my minilessons.		
I plan to use the following tools to help my students prepare for the thinking job discussion.		
I would like to grow in the following ways.		

Boxes Four and Five: After-Reading Discussions and Writing		
I plan a time to bring all small-group discussions to a whole-group discussion, so all groups can share their thoughts, ideas, and answers.		
I plan teacher-led and student-led discussions and provide criteria for success to keep students focused.		
I provide discussions stems at a variety of levels of thinking that focus on the most important parts of the text—especially the learning target.		
I design an exciting writing prompt that brings together the text, vocabulary, thinking job, discussions, and learning target.		
I make sure students use their thinking job tabs to help them with their writing task.		
I create criteria for success for the writing task (often with student input) and provide the criteria for success and a generic example of what I expect from students before they begin the writing task.		
I provide after-reading discussion starters to help students go deeper into the text.		
I provide minilessons for specific skills and strategies my students need. I use the reproducible "Direct Instruction Minilesson Planning" (page 287) to organize my minilessons.		
I plan to use the following strategies to help prepare my students for after-reading discussions and writing prompts.		
I would like to grow in the following ways.		

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