

Self-Evaluation Checklist for Literacy Lessons

Teaching is a constant stream of professional decisions made before, during and after interaction with the students: decisions which, when implemented, increase the probability of learning.

—Madeline Hunter

Strategies	Yes	Not Yet
Before Reading: Preparing Students to Read		
Did I identify objectives—what I want students to know and be able to do?		
Did I articulate objectives to students in class in an engaging way?		
Have I previewed the text and identified key concepts and vocabulary students need to know?		
Have I selected an appropriate activity to help students connect new information to what they know?		
Have I reviewed the text's features and organizational patterns to identify supports and pitfalls for comprehension?		
Have I previewed the text and identified key comprehension strategies to teach/model in a mini-lesson or remind students to use?		
Have I selected a Power Tool to teach student comprehension?		
Would a picture book be appropriate to introduce the key concept or model a critical thinking/comprehension strategy? If so, which book?		
Have I considered the six steps to Direct Vocabulary Instruction?		
Have I decided on the appropriate grouping format for each activity: whole class, pairs, small group, and independent work?		
During Reading: Assisting Student Comprehension		
If appropriate, have I selected a graphic organizer that will help students to organize key concepts?		
Did I set a purpose for reading to guide students' comprehension?		
Have I included literacy strategies that will help my students develop a clear understanding of the key concepts?		
After Reading: Reflecting		
Have I selected post-reading activities that will require students to reflect, make meaningful connections, and apply the new information?		
Have I selected an assessment that provides feedback on learning?		
Do I provide time for students to discuss what they read?		

