
Sample Teacher Checklist to Support Reading

1. Do I model and share reading strategies as well as a personal pleasure in reading?
 - read to students
 - encourage and model active reading
 - teach and model a variety of comprehension strategies that readers use before, during, and after interacting with texts
 - employ and model a variety of strategies to help students respond to texts
 - help students extend their initial understanding and interpretations
2. Do I use mini-lessons to help students review or acquire a reading skill or strategy or learn a specific language concept in the context of their reading?
 - analyze what individuals and groups of students need to know and build on what they already know
 - provide direct instruction by demonstrating and modelling a reading strategy
 - provide short but focused direct instruction about a language concept, convention, format, or issue
3. Do I provide opportunities for students to read and discuss a variety of texts types from a variety of historical periods and cultures?
 - use novels, poems, short stories, essays, editorials, biographies, information articles, picture books, and others
 - include Saskatchewan and other Canadian voices and perspectives such as First Nation and Métis, multicultural, male and female
 - include traditional and contemporary voices and perspectives
4. Do I encourage students to take risks and to offer unique responses to literature supported by students' experiences and evidence in texts?
 - help students to trust and to build on their initial and personal responses
 - encourage students to talk about their reading
 - give students opportunities to clarify and extend thinking about what students read
 - encourage students to make connections to the broader issues and world
5. Do I provide opportunities for students to reflect, discuss, and think critically about their reading?
 - encourage students to share their first impressions and understanding and then to examine those impressions
 - help students explore motivations, implications, and causes and effects
 - help students examine the literary form, techniques, and language employed
 - help students understand that each text reflects a particular viewpoint and a set of values that are shaped by the text's personal, social, cultural, and historical context
6. Do I help students develop their reading skills and strategies within meaningful contexts rather than in isolation?
 - use texts that are related to the unit or topic being discussed
 - have students compare texts
 - provide instruction at the time of need
 - build or model problem-solving strategies using all the cueing systems
7. Do I encourage students to select and read independently from a variety of resources?
 - provide opportunities for student choice of reading selection and activity
 - balance guided reading experiences with independent experiences
 - demonstrate interest in students' personal reading activities outside of school
8. Do I involve students in assessing reading practices and behaviours?
 - identify students' strengths and needs before, during, and after reading
 - use checklists, rubrics, conferences, and anecdotal notes
 - involve students in developing appropriate criteria