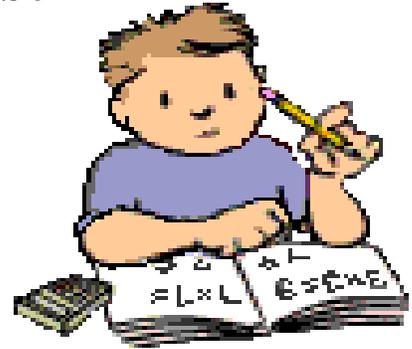


# Reading Program Checklist



- \_\_\_ Set aside time each day for reading.
- \_\_\_ Provide ample choice of quality literature for ALL students.
- \_\_\_ Make sure you have books at varying levels of difficulty.
- \_\_\_ Make sure your reading collection contains: picture books, anthologies, magazines, student developed books, novels, comic books, reference books, newspapers.
- \_\_\_ Include a wide variety of genres: fiction, non-fiction, poetry, articles, recipes, directions, songs, plays, myths, legends, biographies, folk-tales, reports, etc.
- \_\_\_ Utilize strategies that prepare students to select books at their own level of difficulty yet books that help them grow as a reader.
- \_\_\_ Provide opportunity for silent independent reading, chiming in reading, choral reading, paired reading, shared reading, guided reading, listening to tapes and role playing reading.
- \_\_\_ Allow time for daily read alouds from the teacher.
- \_\_\_ Ensure you take time for pre-reading activities like 'What do you think this book is about? Why? What does the front cover suggest about the book? etc.'
- \_\_\_ Provide class time for literature circles and book talks.
- \_\_\_ Let students give their opinions about their reading selections and respect those opinions.
- \_\_\_ Provide a variety of student groupings in reading. (ability, center, whole group, re-teaching)
- \_\_\_ Seize the teachable moments in reading (Word meaning through context, prediction of unknown words, skip over it then make meaning etc.) remembering to focus on meaning versus word accuracy.
- \_\_\_ Confer with students often during reading, asking questions that lead to higher level thinking skills. (Predicting, making judgments, inferring, comparing, recognizing hidden meaning etc.)
- \_\_\_ Have regular reading conferences with your students and help them set a purpose for their reading.
- \_\_\_ Show interest when listening to readers, don't always use the time to correct students.
- \_\_\_ Make sure follow up activities don't take up more time than actual reading time but have students respond in various methods.(discuss, re-tell, questioning, drama, IA notebooks, GO's, etc.)
- \_\_\_ How do you involve volunteers or parents in the reading process? (In the classroom, newsletters, book fairs, literacy days, family visits, encourage public library use etc.)