

Balanced Literacy Matrix

Independent Reading

Description: Independent reading is a daily scheduled block of time (20-40 minutes) during which students read self-selected material. Key Elements of this component are:

- Students read increasingly long texts in a variety of genres
- Students are practicing and applying strategies taught during the mini-lesson and conferences.
- Students gather and share about what they read

Directions: Mark the characteristics within each category that most clearly describes your teaching at this time.

Materials: My goal is to have a literacy library in my classroom that is organized by levels, genres, author study, and/or unit of study and to have students use reading workshop notebooks regularly to respond to their reading.

<input type="checkbox"/> I am just acquiring books for my literacy library. I do not feel I have enough books for my students to select during independent reading. My students do not have reading workshop notebooks.	<input type="checkbox"/> I am acquiring books for my literacy library but I am not sure how to level books or sort them by genre, author study, etc. I do not feel I have books that represent the different genres and the different reading levels in my classroom. My students have reading workshop notebooks but do not use them consistently.	<input type="checkbox"/> I have a literacy library accessible to all my students. I have organized my library by levels, genres, author student and/or unit of study. My students have reading workshop notebooks and respond to their reading regularly.	<input type="checkbox"/> I have an extensive organized literacy library accessible to all my students. The students are using their reading workshop notebooks everyday to respond to their reading.
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Classroom Management/Student Engagement: My goal is to have 20-40 minutes of my reading block set aside for students to be independently reading and to have students reading longer texts and a variety of genres and responding to their reading. I also want students to collaborate effectively to reading response activities.

<input type="checkbox"/> I have knowledge about independent reading, but have not implemented this component during my reading instruction. I have not taught my students how to respond to literature independently.	<input type="checkbox"/> I am beginning to set time aside during reading instruction for students to read independently. I am teaching students how to respond to literature. They do not respond to literature independent of me.	<input type="checkbox"/> My students are reading independently during a set period of time. The students are reading a variety and genres and are responding to their reading. They collaborate with others in their classroom.	<input type="checkbox"/> My students are self selecting longer texts and a variety of genres and are reading for longer periods of time. My students can work independently or collaboratively when responding to literature.
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Assessing Student Progress: My goal is to hold powerful conferences with students where I can use different tools of assessment (observation,

running records, anecdotal records, and/or rubrics) to guide my instruction.			
<input type="checkbox"/> I am just learning how to have conferences with students, how to keep records of reading behaviors and strategies (observation, running records, anecdotal records, and/or rubrics).	<input type="checkbox"/> I have started conferencing with students but am not sure what to say to them. I have started taking running records, anecdotal records, observing, and/or using rubrics but I am not consistent.	<input type="checkbox"/> I am conferencing with students but not always sure how to use the assessments to guide what I say to them. I am taking running records, anecdotal records, observing and/or using rubrics.	<input type="checkbox"/> I am able to use different assessment tools to guide what I will say when conferencing with students. I have an effective system of keeping running records, anecdotal records, and/or using rubrics.
<u>Lesson Routines:</u> My goal is to have students begin working independently or collaboratively after the mini-lesson. After reading independently or collaborating students will be prepared to share about their learning.			
<input type="checkbox"/> I have not taught any of the routines or communicated any of my expectations to prepare my students to read independently, respond to reading, or work collaboratively.	<input type="checkbox"/> I have taught some lessons on establishing routines for independent reading, responding to reading, or collaborative work. During independent reading I have to stop conferences or small group instruction to redirect students.	<input type="checkbox"/> I have taught lessons to establish routines for independent reading, responding to reading, or collaborative work. Most of the time students are reading or responding independently and collaboratively.	<input type="checkbox"/> I have purposefully set up and delivered lessons to establish routines for independent reading, responding to reading, or collaborative work. Students take the initiative to work independently and collaboratively when reading and responding to their reading.
<u>Instructional Focus:</u> My goal is for students to understand the importance of reading independently and responding independently or collaboratively. Students will value their work and the work of others.			
<input type="checkbox"/> My lessons do not focus on creating independent readers or readers who can collaborate to understand text.	<input type="checkbox"/> My lessons focus on developing purposes for reading, independent reading behaviors. I have difficulty developing effective lessons to promote independent response.	<input type="checkbox"/> Students understand the expectations of reading independently, working collaboratively, and responding to their reading. They are beginning to work independently with some supervision and redirection.	<input type="checkbox"/> Students understand the importance of independent reading, working collaboratively with others, and thoughtful response to literature. Students are reflective about what occurs during independent reading.