

Balanced Literacy Matrix Read Aloud

Description: The teacher selects and reads a book or other text to the children. The teacher provides full support for children to access the text. Other Key Elements are:

- Texts rich in meaning and language are used as a base for other activities.
- Students respond to pictures, meaning, and language.
- Students may join in but usually do not focus on features of print.

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

Materials: My goal is to have a wide variety of text types and materials available to read aloud to children.			
<input type="checkbox"/> I tend to choose books from a particular genre to read aloud. Read aloud texts are not typically found in the classroom.	<input type="checkbox"/> I have some variety in the text types and genre that I read aloud. The materials are readily accessible in the classroom.	<input type="checkbox"/> I have a varied collection of read aloud books that are organized and are readily accessible.	<input type="checkbox"/> I have an organized, accessible collection of varied read aloud resources that represent a range of topics, text types, and student interests.
Classroom Management/Student Engagement: My goal is to establish routines which foster active, authentic, student engagement and to articulate the expectation of collaboration and respect within the classroom.			
<input type="checkbox"/> My students are engaged in other activities and not focused on the reading. I must redirect off task behavior.	<input type="checkbox"/> Some of my students demonstrate little interest in the read aloud and must be reminded of appropriate listening behaviors. Other children are attentive, but do not always respond appropriately.	<input type="checkbox"/> Most of my students are attentive; demonstrate appropriate listening behaviors and their responses are generally on target.	<input type="checkbox"/> My students are highly engaged during the read aloud. Students are attentive and eager for read aloud time

<p>Assessing Student Progress: My goal is to design assessments that provide information that will help me adjust my instructional focus as needed to meet student's collective and individual needs.</p>			
<p><input type="checkbox"/> I'm not sure how to assess student proficiency and rely primarily on observation.</p>	<p><input type="checkbox"/> I am beginning to use measures other than anecdotal records to assess vocabulary development, fluency, etc.</p>	<p><input type="checkbox"/> I am assessing my students on a regular basis and trying to utilize the results to improve my teaching. I am beginning to do some grouping for read aloud.</p>	<p><input type="checkbox"/> Students are involved in evaluating their growth in fluency. I am utilizing rubrics and other measures systematically assess students' progress.</p>
<p>Lesson Routines: My goal is to provide lively, engaging lessons and lesson routines which promote student learning.</p>			
<p><input type="checkbox"/> I have not implemented specific lesson routines for read aloud. Students do not attend to the reading and appear disinterested in the chosen text.</p>	<p><input type="checkbox"/> I have introduced lesson routines. I observe that student interest wanes, either because text is too long or unfamiliar/ uninteresting to students.</p>	<p><input type="checkbox"/> I have modeled strategies used during read aloud; most children demonstrate that they understand what is expected during read aloud time. The text chosen is appropriate.</p>	<p><input type="checkbox"/> I have established lesson routines and students use their strategies to extend their learning. Text is well chosen and of the appropriate length.</p>
<p>Instructional Focus: My goal is to facilitate vocabulary, concept and strategic processing development.</p>			
<p><input type="checkbox"/> I read aloud to my students to improve their skills as readers. Teaching points are not pre-determined.</p>	<p><input type="checkbox"/> I design my read aloud to meet many objectives. I talk about the strategic processing necessary to be a fluent reader, etc.</p>	<p><input type="checkbox"/> My instruction is focused on specific teaching objectives and I have 1 to 3 teaching points. I demonstrate and scaffold the strategic processing involved in developing vocabulary, fluency, etc.</p>	<p><input type="checkbox"/> I design my read aloud to meet a specific objective based on my observation of student needs. Instruction is clearly focused, and I demonstrate and scaffold the students' learning.</p>