STATUS CHECK

READERS APPLY
READER VOICES

STEP 1 | Check off each skill that you taught and modeled for students at the beginning of the year.

STEP 2 | Identify ONLY 2-3 "unchecked" lessons that would have been helpful— and that you plan to deliver in the future.

DID YOU INTRODUCE THE READER VOICES?

- ☐ I built the "Readers have 3 voices" anchor chart.
- ☐ I used the signs consistently during *I-do* lesson models.
- ☐ I modeled how the *Reading Voice* "reads" words in the text.
- ☐ I modeled how the *Reading Voice* "reads" visual text (e.g., illustrations, photos, maps, diagrams).
- ☐ I modeled how the *Reading Voice* "reads" audio text (e.g., podcasts).
- ☐ I modeled how the *Reading Voice* "reads" videos (e.g., commercials, movie trailer/clip).
- ☐ I modeled how the *Thinking Voice* has <u>multiple thoughts</u> about one text.
- ☐ I modeled how the *Thinking Voice* has <u>different thoughts</u> (connections, predictions, questions, etc.).
- ☐ I modeled how to self-monitor for the *Distracting Voice* and then mute it.
- ☐ I refer to the *Reading Voice* and *Thinking Voice* in other subjects.

DID YOU REVEAL THAT READERS RECORD THEIR THINKING?

- ☐ I explained the purpose & importance of recording reader thinking.
- ☐ I modeled how to record thinking when reading paper-based and digital texts.
- ☐ I modeled how to record thinking onto a graphic organizer (e.g., *Says & Means, Quotes & Notes*, etc.).
- ☐ I modeled annotation/*why*-lighting (i.e., how to record a thought near the highlighted text).

DID YOU REVEAL THE 5-STEP INFERENCE PROCESS?

- ☐ I defined an inference as figuring something out the author didn't state.
- ☐ I built the "Readers make inferences" anchor chart.
- ☐ I revealed the inference *Silhouette Head*.
- ☐ I modeled how to use the *Silhouette Head* graphic organizer both in print and digitally.
- ☐ I modeled making inferences with visual texts (e.g., photographs).
- ☐ I modeled making inferences with simple print text (e.g., sentences that imply an activity, season, feeling).
- ☐ I modeled making inferences with audio text (e.g., podcast clip).
- ☐ I modeled making inferences with videos (e.g., commercials).
- ☐ I modeled how to look for relevant text details (STEP 3) based on the question/prompt (STEP 2).
- ☐ I modeled how to record text details outside "the head" while putting the thoughts inside "the head" (STEP 3).
- ☐ I modeled how to reread the thoughts (STEP 4) to infer the answer (STEP 5).
- ☐ I modeled how to make inferences when you lack background knowledge.
- ☐ I revealed different types of "clues" authors put in the text to imply the meaning of an unfamiliar word.

DID YOU BUILD A "POT" OF FAMILIAR TEXTS?

- ☐ I intentionally selected texts to read to the whole class (outside of the mini-lessons listed above) that I will pull excerpts from when modeling comprehension skills in future Plays.