

Reflection Tool

On each page of this Reflection Tool, you will review and reflect on one key part of your instruction with *Phonics for Reading*. **Success Indicators** represent actions that will drive student achievement with *Phonics for Reading*. The indicators progress in complexity, so you may consider starting with a focus on Indicator 1 and shifting attention to additional indicators once you feel a sense of accomplishment with that indicator.

Reflect on the Success Indicator using the **Reflection Questions** and then complete the **Self-Evaluation**.

Success
Indicator

1

I understand and utilize the instructional routines for each activity in *Phonics for Reading*.

When will I practice it?	What does it look like?	Reflection Questions
<ul style="list-style-type: none"> ✓ In small group intervention ✓ During instructional planning 	<ul style="list-style-type: none"> • I use the script in the Teacher's Guide to ensure activities are implemented with fidelity. • I effectively model the skill that students will practice. • Students practice the skill. • I move efficiently through the routine and monitor students' ability to demonstrate the skill. • If students are not able to demonstrate the skill, I use the Monitor and Adjust box to provide immediate corrective feedback. • I utilize the Firm Up* strategy to formatively assess my students' mastery of the target skill. 	<ul style="list-style-type: none"> • <i>How do I bring the routines to life for my students?</i> • <i>How does my pace align with the lesson guidelines?</i> • <i>Are my students engaged? Do they know what to expect in a Phonics for Reading lesson?</i> • <i>Am I pronouncing all phonemes clearly and accurately?</i>

Self-Evaluation

How would you rate your current use of *Phonics for Reading* instructional routines on the following scale?



Why is this important to my instruction?

All students can become skilled readers, and the best way to get them there is explicit, systematic, and evidence-based literacy instruction. This instruction is grounded in the body of research that has proven that teaching students to read is an art and a science.

*The Firm Up strategy is located in the Monitor and Adjust box following the routine.

My students practice applying newly learned target skill(s)* in words, sentences, and texts.

When will I practice it?	What does it look like?	Reflection Questions
<input checked="" type="checkbox"/> In small group intervention <input type="checkbox"/> During instructional planning	<ul style="list-style-type: none"> • Students answer chorally saying the target sound or reading words that contain the target sound. • I model reading a sentence with appropriate phrasing and prosody and then students practice reading the sentence fluently. • At the end of each lesson, students read developmentally appropriate decodable texts. • I monitor my students' reading and provide corrective feedback as needed. • Students complete independent practice activities to further strengthen their decoding skills. 	<ul style="list-style-type: none"> • <i>Are my students saying the target sound and reading words accurately?</i> • <i>When my students read sentences, are they reading in meaningful phrases with appropriate intonation and expression? If not, am I providing corrective feedback?</i> • <i>What reading skills can only be practiced in continuous text?</i> • <i>How do I help students apply their new learning to their independent reading?</i>

Self-Evaluation

How would you rate the opportunities you provide for students to practice the target skill(s) in words, sentences, and texts on the following scale?



Why is this important to my instruction?

Research shows that fluency acts as a bridge between word recognition and comprehension. Fluent reading requires students to apply accuracy, phrasing, intonation/inflection, and expression to the meaning of words.

*The target skill is the letter or letter combination being taught during the lesson (e.g., ä, ur, ew).

I regularly monitor my students' progress using multiple sources of information.

When will I practice it?	What does it look like?	Reflection Questions
<ul style="list-style-type: none"> ✓ In small group intervention ✓ During the Unit Check-Up administration ✓ During instructional planning 	<p>During Instruction</p> <ul style="list-style-type: none"> • I provide in-the-moment affirmative and corrective feedback. • I take note of students who consistently struggle with a target skill so I may provide additional support. <p>Analyzing Data</p> <ul style="list-style-type: none"> • I utilize Unit Check-Up data to monitor student progress after each unit and over time. • I use informal observation during small group intervention to monitor students' mastery of the target skill(s). 	<ul style="list-style-type: none"> • <i>How do I monitor my students' responses as they participate in a lesson?</i> • <i>How do I record my observations about student learning needs so I can address them later?</i> • <i>How do I use the Unit Check-Up to monitor students' progress?</i> • <i>How can I ensure that each student is progressing with the target skill(s)?</i>

Self-Evaluation

How would you rate your current progress monitoring practices on the following scale?



Why is this important to my instruction?

Examining a combination of formative and summative assessment data as well as observational data ensures you have a strong sense of how the students in your intervention are progressing as readers. Regularly tracking student learning and identifying trends empowers you to plan effective, targeted instruction.

I provide additional practice or reteaching when students have not yet demonstrated a skill successfully.

When will I practice it?	What does it look like?	Reflection Questions
<ul style="list-style-type: none"> ✓ In small group intervention ✓ During instructional planning 	<ul style="list-style-type: none"> • I provide timely corrective feedback and Firm Up strategies to address student errors. • After analyzing Unit Check-Up and observational data, I reteach skills as needed to individual or small groups. • When I administer a Unit Check-Up, I consistently use the Analysis of Formative Assessment Data to inform reteaching of skills to specific students. 	<ul style="list-style-type: none"> • <i>What are my next steps when a student is not yet demonstrating they have grasped a particular skill?</i> • <i>How do I incorporate necessary reteaching into my lesson planning?</i> • <i>When does my schedule allow for targeted reteaching of specific skills?</i>

Self-Evaluation

How would you rate your practices of providing additional support or reteaching on the following scale?



Why is this important to my instruction?

The *Phonics for Reading* scope and sequence is organized systematically, beginning with simple learning targets and progressing in difficulty. Students who have not demonstrated proficiency in a skill require extra support before they can move on to more challenging practice.

Analysis of Formative Assessment Data

The Analysis of Formative Assessment Data table is located at the end of the Unit 1 Check-Up in each level's Teacher Guide. This is an excerpt from the Level B Teacher's Guide.

Summary of Data	Possible Response
All students were accurate and fluent.	Celebrate and move to the next unit.
All students were accurate but not fluent on the passage.	Consider adding more opportunities to complete the Fluency Check outlined on page A25.



Action Plan

After considering the Reflection Questions and completing the Self-Evaluation above, determine what your goals and next steps will be. You may wish to work with an instructional coach to ensure you have the resources and support you'll need to meet your goals.

Goal:

Next Steps	Timeline
Who will be involved? What will success look like, and how will you get there?	When will you check in on each step of your goal?