

Dear Teacher,

I created this self-reflection tool to be used with students as you work to find and establish goals for each of them. I want to help you involve students in the goal-setting process by offering them the opportunity to identify with statements that align to different goals from the “Hierarchy of Possible Goals” on page 3 of *The Reading Strategies Book* (Serravallo 2015).

What you’ll likely find when using this self-reflection tool is that some students are able to identify their strengths and needs with accuracy and ease, while others will need more guidance in reflecting on concrete work samples. Therefore, I encourage you to use this self-reflection alongside your own evaluation of formative assessments (running records, student writing about reading, book logs, conversation transcripts, kidwatching, etc.) and guide each student to what they need most if their own self-reflection seems out of sync with other information.

Here’s how you may use this tool:

1. Ask students to complete it independently. For students who need more support, you could read each reflection statement aloud for all students in the class, while they reflect and answer individually. These questions could also be used in a conference, but going through all of them with each student could become time-consuming.
2. After the student completes the reflection, consider having a brief conference to discuss the areas where the student answered “No/Never” the most. These are potential goal areas. Keep in mind that each color-banded section corresponds to one goal on the hierarchy (*The Reading Strategies Book*, page 3) and also one chapter in the book. Therefore, if there is more than one banded area where “No/Never” responses appear, I would recommend you start at the top of the list and work your way down.
3. Ask further questions of the student to understand more about the area she feels she needs support with. Perhaps look at some of the student’s work in this area that may give you further information.
4. Consider which strategies from *The Reading Strategies Book*, or of your creation, would be a best fit.
5. Establish a goal with the student, make the goal visible (see page 8 in *The Reading Strategies Book*) and begin teaching!

Respectfully yours,

Jen

What Can I Work On as a Reader?

A Self-Reflection Tool
for Finding Goals

Name: _____ Date: _____

| | | Yes/Always | Kind of/ Sometimes | No/Never |
|-----------------------|---|------------|-----------------------|----------|
| ENGAGEMENT | I have an easy time getting settled to read. | | | |
| | I read for the entire time without distraction. | | | |
| | I can easily find books I love that are a good fit. | | | |
| | I love to read. | | | |
| PRINT WORK | I know most or all of the words in my book. | | | |
| | If I come to a word that's hard to read, I can often figure it out. | | | |
| | If I make a mistake on a word, I often catch myself and can fix it. | | | |
| FLUENCY | When I'm reading, I sound like a storyteller. | | | |
| | I read with expression, like how it sounds when adults read to me. | | | |
| | I read at a comfortable pace. | | | |
| | When I read it sounds smooth, like talking, in my head/aloud. | | | |
| PLOT & SETTING | When I read fiction, I can understand and remember the events in the order they happened. | | | |
| | I can picture where the story is taking place. | | | |
| | I can identify problem(s) in the story. | | | |
| CHARACTER | When I read fiction, I am able to understand the characters' feelings and traits, even when the author doesn't tell me what they are. | | | |
| | I'm able to keep track of all the characters in a story. | | | |
| | I understand the relationships between characters. | | | |
| THEMES & IDEAS | When I read fiction, I often think about the big life lessons that the story teaches me. | | | |
| | I can pick up on symbolism in my book. | | | |
| | I think about the social issues in my book, and how my characters are dealing with them. | | | |
| MAIN IDEA | When I read nonfiction, I can put together all the information to figure out (a) main idea(s). | | | |
| | I can say what a chapter or section is mostly about. | | | |
| KEY DETAILS | I understand and remember the important information that connects to a main idea. | | | |
| | I can list the facts I learn. | | | |
| | I pay attention to information/facts/details in what I read, and from text features in the book. | | | |
| TEXT FEATURES | I'm always sure to read and look closely at text features. | | | |
| | I have a good understanding of how information from text features fits with the rest of the information on the page. | | | |
| VOCABULARY | I am curious about words and what they mean. | | | |
| | When I find words or phrases that are new, I try to figure out what they mean. | | | |
| | I can often figure out what words and phrases mean. | | | |
| CONVERSATION | I enjoy talking about books with my friends. | | | |
| | I contribute well to conversations about books. | | | |
| WRITING ABOUT READING | Writing about my reading helps me better understand. | | | |
| | Writing about reading is something I do regularly. | | | |