Science of Reading Self-Reflection Checklist

The Science of Reading has transformed the way we understand and approach early literacy instruction, ensuring that every child has the tools they need to become a confident reader. As educators, it's essential to continually reflect on our practices and align them with research-backed methods that promote literacy development. This self-reflection checklist is designed to guide you through key areas of instruction—alphabetic knowledge, phonological awareness, phonemic awareness, fluency, vocabulary, and comprehension—so you can evaluate your current approaches and identify areas for growth.

Category	Question	Yes	No
Alphabetic Knowledge/ Phonics	Do I teach the names of both uppercase and lowercase letters together when introducing a letter of the alphabet?		
	Do I teach children the most common sounds of each letter when I introduce a letter of the alphabet?		
	Do I help students recognize the letters in their own names and friends' names?		
	Do I model how to form the letter when introducing the name and/or sound and have the children practice the form using multisensory methods?		
	Do I help children find letters in environmental print and display this in a place for children to see?		
	Do I use pictures and objects to help students connect sounds to their corresponding letters?		
	Do I teach letter names and sounds using systematic instruction and cycles of repeated exposure?		
Phonological Awareness	Do I teach students to listen for and identify sounds in their environment?		
	Do I engage students in identifying whether two words begin with the same sound?		
	Do I teach students to recognize and create simple rhymes?		
	Do I incorporate fun activities like clapping or tapping to help students count syllables in words?		
	Do I teach students to blend and segment compound words ('snowman' into 'snow' and 'man')?		

Category	Question	Yes	No
Phonological Awareness	Do I teach students to blend and segment syllables ('ba-by')?		
	Do I introduce students to onset and rime (/b/ in 'bat' as the onset and /at/ as the rime)?		
Phonemic Awareness	Do I encourage students to isolate the first sound in simple words (/m/ in 'man')?		
	Do I teach students to blend two or three sounds to make words (/c/ /a/ /t/ = 'cat')?		
	Do I use games and sound boxes to help students practice segmenting the sounds in short, simple words?		
Fluency	Do I engage students in repeated readings of short, predictable books or rhymes?		
	Do I encourage children to chime in with familiar words and phrases in stories, songs, and poems?		
Vocabulary	Do I introduce students to new vocabulary through storybooks and everyday conversations?		
	Do I use non-fiction books to teach students simple words related to familiar topics (animals, colors)?		
	Do I encourage students to use new words in their play or daily activities?		
	Do I have items labeled in my classroom?		
	Do I have vocabulary walls and word walls in my classroom?		
Comprehension	Do I ask simple, open-ended questions to encourage students to talk about the stories we read?		
	Do I use story props or visual aids to help students retell stories or explain events?		
	Do I help students make connections between the stories we read and their own experiences?		
	Do I ask children to make predictions during read alouds?		
	Do I provide opportunities for children to retell stories through props, puppets, and felt boards often?		

Category	Question	Yes	No
Teaching Practices	Do I provide clear, simple instructions in phonics and phonological awareness activities?		
	Do I make learning fun and hands-on, incorporating play, movement, and songs?		
	Do I adapt instruction to meet the developmental levels of my students, providing support for those who need it?		
	Do I regularly observe and assess students' progress in phonological and alphabetic knowledge?		
	Do I collaborate with parents and colleagues to support each child's early literacy development?		

Self-Reflection:

Areas with many "Yeses":
- Reflect on the strengths in your current teaching practices.
- How do these strengths align with your beliefs about literacy education?
- What strategies have contributed to your success in these areas? Can they be applied elsewhere?

_____

_____

_____

Areas with many "Noes":
- Consider why these areas might be challenging for you.
- How do these challenges conflict with or support your current understanding of effective teaching?
- Are there any misconceptions or outdated practices you might need to address?

_____

_____

_____

Challenging Beliefs:
- Which areas of improvement challenge your deeply held beliefs about literacy instruction?
- How does this new information push you to rethink or refine your approach?

_____

_____

_____

Continued Learning:
- What steps can you take to grow in the areas where you are struggling?
  How can you seek out resources, strategies, or support to build confidence in these areas?

_____

_____

_____

Join the Moving Little Minds Community!

By aligning your teaching with research-based early literacy practices, you can help make a change in America! Let's end the literacy crisis together! Get involved:

- Jump on the waitlist for our brand new **ALPHABET ACADEMY COURSE** coming mid- October2024! This self-paced workshop will provide a step-by-step guide for teaching the alphabet to preschoolers following the science!
- Dive into our **BLOG**, where we provide tons of research-based information and activities that you can use directly in the classroom.
- **SUBSCRIBE** to our newsletter for upcoming information, tips, and resources related to early literacy.
- Explore the **SHOP** with our latest research-based products and our **NEW LITERACY CURRICULUM**.
- Give the gift of literacy with a product from our **100 DAYS OF LITERACY COLLECTION**.

Happy Learning!