

# Self-Reflection: Reading Throughout the Content Areas

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**Middle School Matters Institute**



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## ABOUT THE SELF-REFLECTION



Before developing specific implementation goals, educators must take stock of which research-based practices are already in place and which practices are lacking or need improvement. This template guides users through a self-reflection process for **reading** practices implemented throughout all content areas. Users should follow these steps for **each principle**.

## INSTRUCTIONS

**Step 1: Convene a Middle School Matters leadership team** and set aside 1 to 2 hours for the self-reflection.

**Step 2: Gather applicable information** (see page 4).

**Step 3:** Using the resources gathered in step 2, **assess current instructional practices** to indicate whether instructional traits are implemented consistently, inconsistently, or not at all.

Consult the Middle School Matters Field Guide for more information: [greatmiddleschools.org/reading-fg/](https://greatmiddleschools.org/reading-fg/)

## NEXT STEPS: GOAL SETTING AND ACTION PLANNING

After conducting this self-reflection, select a few key practices to focus on for the upcoming school year. Using the Middle School Matters Action Plan Template ([greatmiddleschools.org/wp-content/uploads/2016/06/MSMI\\_ActionPlan\\_Reading\\_Interactive.pdf](https://greatmiddleschools.org/wp-content/uploads/2016/06/MSMI_ActionPlan_Reading_Interactive.pdf)), develop measurable goals with specific action steps and deadlines for each chosen practice. A completed example of the template is also available: [greatmiddleschools.org/wp-content/uploads/2019/06/MSMI\\_ActionPlan\\_Reading\\_EXAMPLE.pdf](https://greatmiddleschools.org/wp-content/uploads/2019/06/MSMI_ActionPlan_Reading_EXAMPLE.pdf)

# Self-Reflection: Reading Throughout the Content Areas

Applicable content areas: English language arts, science, social studies; math (mostly vocabulary instruction)

Date: \_\_\_\_\_ School: \_\_\_\_\_ District: \_\_\_\_\_

Participating team members: \_\_\_\_\_

## SUGGESTED RESOURCES (Check all that were reviewed)

- ☐ Scope and sequence of English language arts, math, science, and social studies curricula
- ☐ State standards for English language arts, math, science, and social studies
- ☐ Range of lesson plans for English language arts, math, science, and social studies classes
- ☐ Formative or nonevaluative classroom observations and walkthroughs from English language arts, math, science, and social studies classes
- ☐ Notes from collaborative meetings (e.g., department teams, grade-level teams)
- ☐ Notes from professional development sessions provided or attended during the past year
- ☐ Description of intervention groups and intervention classes, including schedule and curriculum
- ☐ *Middle School Matters Field Guide* ([greatmiddleschools.org/fg-reading](http://greatmiddleschools.org/fg-reading))
- ☐ Other:

## Principle 1: School leadership promotes and supports a schoolwide focus on reading across all content areas.

Consistently	Inconsistently	Not at All	<b>Practice 1: Establish and support the expectation that all teachers implement key reading practices across all grades and content areas.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) School leaders set clear expectations that all content area teachers are also literacy teachers.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Content area teachers implement key reading practices to help students apply literacy skills within each academic discipline.
Consistently	Inconsistently	Not at All	<b>Practice 2: Provide ongoing and deep professional development to support schoolwide implementation of reading practices.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) School leaders ensure that teachers receive ongoing and embedded support for implementation of reading practices that is situated in the school context and specific to content area learning. Support opportunities include the following:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	i. In-class strategy demonstrations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	ii. Observations and feedback (i.e., coaching) regarding key reading practices
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	iii. Collaborative lesson planning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	iv. Schoolwide strategic planning
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) School leaders use classroom data and observations to identify areas for further teacher support and mobilize resources to ensure teacher participation and follow-through.

## Principle 1: School leadership promotes and supports a schoolwide focus on reading across all content areas.

Consistently	Inconsistently	Not at All	<b>Practice 3: Establish and support systematic reading interventions for students with reading difficulties.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) The school uses a screening tool (or existing data) to identify students in need of reading intervention.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) School leaders facilitate intervention logistics such as scheduling, staffing, and resources to ensure the following:
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	i. Trained professionals implement research- and evidence-based reading interventions outside of core classes.
			ii. Progress-monitoring data are collected on students receiving reading intervention and reviewed periodically by school leaders to ensure that adequate progress is being made.
Consistently	Inconsistently	Not at All	<b>Practice 4: Guide teachers to discontinue using literacy practices that are not associated with improved student outcomes.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) The school has a system for monitoring the effectiveness of all teachers' reading instructional practices.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) School leaders and teachers review student outcome data to determine the effectiveness of reading instructional practices.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) Practices that do not improve student outcomes are discontinued and replaced with research- and evidence-based instructional practices.
Insert Total	Insert Total	Insert Total	Notes
_____	_____	_____	

## Principle 2: All teachers help students use text to support content area learning.

Consistently	Inconsistently	Not at All	<b>Practice 1: Activate students' background knowledge by previewing text and using an advance organizer.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Before reading a passage, teachers guide students through a preview of the text.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Teachers provide students in advance with the key ideas and vocabulary they will encounter in the upcoming lesson. Examples include the following: <ul style="list-style-type: none"> <li>• A posted agenda for the unit and each lesson</li> <li>• An outline of key ideas</li> <li>• A graphic organizer showing topics and how they relate</li> <li>• Vocabulary maps of essential words (see Principle 3, Practice 1)</li> </ul>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) Students use the information provided in advance to understand vocabulary, reduce distractions, correct misconceptions, and focus on understanding what they read.
Consistently	Inconsistently	Not at All	<b>Practice 2: Ask students to read daily from content area text and provide an oral or written response.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Teachers provide daily opportunities for students to read text (e.g., passages, excerpts of text, quick reads).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Teachers prompt students to respond to text either in writing (using predetermined prompts, learning logs, or journal jots) or orally (by talking with a partner for 2 to 3 minutes).
Consistently	Inconsistently	Not at All	<b>Practice 3: Teach students to cite text-based evidence to support their answers to oral and written questions.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Teachers instruct students on how to locate and cite text-based evidence to support their opinion or answer a question.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) During or after reading, students review text and find (and cite) evidence to support their <b>written</b> or <b>oral</b> response to a prompt or question.

## Principle 2: All teachers help students use text to support content area learning.

Consistently	Inconsistently	Not at All	<b>Practice 4: Use collaborative groups as opportunities for students to read, discuss, and learn from text.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) At least twice per week, teachers use collaborative groups (e.g., collaborative strategic reading, team-based learning) to support and improve students' reading comprehension.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) During collaborative group activities, teachers circulate, listen to student participation, read student responses, and provide clear and specific feedback for improvement and application of strategies.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) Teachers encourage reading for understanding by providing students with opportunities to return to the text multiple times to explore, discuss, and revise their understanding.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d) Teachers foster discussion among small groups of students to activate relevant background knowledge, set a purpose for reading, and relate new information to what the group discussed.
Consistently	Inconsistently	Not at All	<b>Practice 5: Provide teacher-guided discussion to enhance text understanding.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Prior to reading, teachers identify key concepts to provide students with several distinct goals and several probing questions that facilitate achieving these goals.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Teachers provide opportunities for students to answer questions such as "What is the author trying to tell us?" and "Why do you think the author is saying that?" in a lively teacher-led discussion.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) Teachers have students actively engage with text and prompt students to think about the text from the perspective of others.



**Principle 2: All teachers help students use text to support content area learning.**

Insert Total	Insert Total	Insert Total	Notes
_____	_____	_____	

### Principle 3: All teachers provide vocabulary instruction to enhance content area learning.

Consistently	Inconsistently	Not at All	<b>Practice 1: Provide explicit instruction of key academic vocabulary words, ensuring that students have multiple opportunities to read and write words and apply them in context over time.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Teachers identify essential words for understanding the key ideas or concepts in a reading passage or unit of study.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Teachers introduce these essential words with a graphic organizer that includes a student-friendly definition, synonyms, a visual (picture, video, or demonstration), and examples.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) Teachers engage students in turn-and-talk activities for immediate practice using the essential words with their peers.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d) Teachers provide multiple exposures to essential words through various tasks, including writing and discussion.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	e) Teachers provide additional support to English learners who need help mastering academic vocabulary (e.g., <i>compare</i> , <i>analyze</i> ) and understanding the multiple meanings of words in different contexts.
Consistently	Inconsistently	Not at All	<b>Practice 2: Teach word-learning strategies so students can independently interpret the meanings of unknown words.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Teachers instruct students in the component morphemes (prefixes, roots, and suffixes) common for the content area and how they contribute to the meaning of words.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Teachers guide students to use morphemes to infer the meaning of untaught vocabulary in subject-matter text.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) Teachers provide opportunities for students to apply learned morphemes to words used in different content areas.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d) Students use morphemes to independently determine the meaning of unfamiliar words.

**Principle 3: All teachers provide vocabulary instruction to enhance content area learning.**

Insert Total	Insert Total	Insert Total	Notes
_____	_____	_____	

## Principle 4: All teachers provide instruction and support for using reading comprehension strategies.

Consistently	Inconsistently	Not at All	<b>Practice 1: Teach students to generate and answer different types of questions while reading.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Teachers explicitly teach students how to generate their own questions about information read in text or learned in class to think about what is being communicated and how ideas are related.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Teachers provide students with text that is “chunked” or indicates where to generate a question.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) Students generate different types of questions (as prompted by their teacher) during or after reading and answer their questions by citing evidence from the text or class notes.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d) Students are prompted to generate and answer their own questions about a text or lecture at least once a week.
Consistently	Inconsistently	Not at All	<b>Practice 2: Teach students to generate main ideas at regular intervals in a text.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Teachers explicitly teach students a strategy, such as paragraph shrinking or get the gist, to write main idea statements.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Teachers provide students with text that is “chunked” so that students are prompted to pause at regular intervals while reading and generate a main idea statement.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) Students are prompted to generate main idea statements while reading at least once a week.
Consistently	Inconsistently	Not at All	<b>Practice 3: Teach students strategies for summarizing text after reading.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Teachers explicitly teach students a strategy for summarizing text that involves combining main idea statements and significant details into a succinct synopsis.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Students are prompted to generate summaries collaboratively with their peers before generating summaries on their own.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) Students are prompted to write a brief summary after reading at least once a week.

## Principle 4: All teachers provide instruction and support for using reading comprehension strategies.

Consistently	Inconsistently	Not at All	<b>Practice 4: Teach students to connect ideas within and between texts with graphic organizers.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Teachers select graphic organizers that match the structure of the information students need to learn.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Teachers show students how to select or design appropriate graphic organizers.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) Teachers explain the format of each new graphic organizer and model how to complete it using information and vocabulary from the text.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	d) Students practice using graphic organizers and receive feedback before using them independently.
Consistently	Inconsistently	Not at All	<b>Practice 5: Teach students to make inferences by connecting key ideas within and across texts and using background knowledge.</b>
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	a) Rather than focusing on making predictions, teachers guide students to make inferences by connecting and deriving elements of meaning that are not directly stated in the text.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	b) Teachers instruct students in the two types of inferences: text-connecting inferences and gap-filling inferences.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	c) Students are taught a specific inferencing strategy to make text-connecting inferences and gap-filling inferences.
Insert Total	Insert Total	Insert Total	Notes
_____	_____	_____	

Summary of Current Implementation	Consistently	Inconsistently	Not at All
Principle 1: School leadership promotes and supports a schoolwide focus on reading across all content areas.			
Principle 2: All teachers help students use text to support content area learning.			
Principle 3: All teachers provide vocabulary instruction to enhance content area learning.			
Principle 4: All teachers provide instruction and support for using reading comprehension strategies.			

Additional Notes
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