

Checklist to Set Up My Literacy Classroom

1. Classroom Culture/Environment: I am supporting our classroom culture and environment by structuring my classroom to support the Gradual Release of Balanced Literacy Instruction

- I have planned for smooth **transitions** and **movement** across the **Gradual Release of Responsibility**
- I have **classroom spaces** designated for: a gathering place, independent reading areas, small group area, etc.
- I have a an interactive **Word Wall** or **Content Vocabulary Wall** to support reading, writing, and vocabulary development
- I have a place and process for sharing **student work** that is both developing and shows mastery

2. Classroom Library Structure and Organization: My classroom library is organized for self-selection

- The library bins and shelves are organized and labeled by genre, text type, content area, etc. (not just leveled)
- The classroom has several areas for students to read comfortably
- The library area has room for 3-4 students to review and self-select texts
- I have a process for selecting, returning, and checking out texts to keep the library organized

3. Rituals and Routines: I have a plan to collaborate with students to develop, teach, model, practice, and post rituals and routines for all aspects of the Gradual Release of Balanced Literacy Instruction

- Good Fit/Just Right book process
- I CHARTS or Anchor Charts for whole group, small group, collaborative student-led groups, paired reading/writing, independent reading, conferring and other expectations and behaviors during learning time.

OR

- I CHARTS or Anchor Charts for each of the Daily 5-Daily 3 for Intermediate (Read to Self, Read to Someone, Word Work, Work on Writing, Listen to Reading)
- Transition rituals and routines to support timely movement between the components of Balanced Literacy Gradual Release

4. Independent Reading: I have 30 minutes of daily independent reading scheduled and a plan for implementation

- I have a plan to build each student's **stamina to read** consistently and with engagement for up to 30 minutes from the first day of school (Primary may do two 15 minute segments)
- I have a plan to partner with students to establish the classroom **book bin protocol** (minimum 6-8 primary and 3-4 intermediate to include fiction, narrative nonfiction, informational texts)
- I have identified our classroom strategies for student self-selection of good fit books
- Self-selection strategies and Book Bin routines are posted in the library area

5. Conferring: I have designated daily reading and outlined my conferring plans

- I have a conferring schedule for the first 6 weeks
- I have a plan for the first rounds of conferring (Good Fit Books-What is in my book bin?)
- I have a system to record and collect conferring data