

Checklist to Set Up My Classroom

This is a guide for setting up your classroom based on professional learning experiences and district goals. Consider these elements when planning for all instructional content. Each link provides deeper information.

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

- I have classroom spaces designated for: a gathering place, independent reading areas, small group area, etc.
- I have a highly visible place in the instructional area prepared to post my Student Learning Targets
- I have an interactive Word Wall or Content Vocabulary Wall
- I have a place and process for sharing student work that is both developing and shows mastery
- I have a plan to partner with students to establish a book bin protocol and self-selection process

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

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 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, math processes, personalized learning, etc.
- I have established processes to support timely movement/transitions
- I have a process to monitor student learning using formative and summative assessment strategies

Independent Learning/Reading & Conferring: I have a schedule for my independent work and conferring

- I have a plan to build each student's stamina to read consistently and with engagement for up to 30 minutes
- 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 and observation data
- I have a plan to use conferring data when creating small groups for instruction

Small Group Instruction: I have an intentional plan and schedule for setting up small group processes

- I balance guided groups with student led groups based on student needs
- I have a framework or process for small group student talk such as math talk, talk moves, inquiry, etc.
- I plan to collect and use conferring data to inform flexible grouping

Learning Targets: I write, teach, and assess Learning Targets

- I develop and post Learning Targets that clearly inform students of their expectations (performance criteria)
- My Learning Targets align to and support students' learning of the state standards across the gradual release

Writing & Word Work/Study: I align my instructional practices to support all elements of literacy instruction

- I have a plan for implementing writing development into my schedule
- I have a plan for implementing word work and vocabulary development into my schedule