

Storybook Reading: Self-Assessment and Peer Review (15 points)

Videotape yourself reading a story to small group of children. Watch it at home, then fill out the following form. Be prepared to share your video with a classmate for a peer review. Peer Review will also use the same rubric.

Name: _____

Name of book: _____

Number of pages: _____

Length of book reading: _____

Number of children read to: _____

Part I: Instructional Literacy Focus

	Yes/No/ Somewhat	Comments:
1. Book includes decodable words, high-frequency words, or repeated morphemes.		
2. Target morpheme(s) clearly introduced and modeled in child-friendly language.		
3. Literacy lesson includes opportunities for decoding, word-building, or writing.		
4. Lesson followed a structured sequence (Intro > Model > Practice > Apply).		
5. Incorporated home language(s) to support vocabulary understanding.		
6. Text or discussion connected to students' cultural knowledge or real-life experiences.		

Part II: Language-Rich and Inclusive Interaction

	Yes/No	Comments or examples
1. Asked open-ended and follow-up questions.		
2. Repeated, expanded, or extended children's responses using richer vocabulary.		
3. Encouraged extended conversations (multiple turn-taking).		
4. Encouraged children to use their home language(s) or mix languages (translanguaging)		

5. Invited personal or cultural connections to the story.		
6. Validated and built on children's language use, including dialects or informal speech.		

Part III: Reflection Questions

1. What went well during your storybook reading, and what might you adjust next time?

2. How did you support morphological awareness and language growth?

3. In what ways did you engage children in a range of formal and/or informal collaborative discussions, including multiple conversation turns?

4. In what ways did you incorporate students' language(s) and cultural knowledge?

5. Any other observations about student engagement and language use?