

Am I Doing This Right?

—The Checklist Manifesto—

INTRODUCTION

- Something as simple as a _____ can help everyone, even those who are highly trained, to improve _____.
- Videotaping yourself while teaching allows you to be _____. This can help you notice things you do well and things you may have missed.
- Streamlined Pathways will help you determine the order of skills to teach. Many skills _____ across the three pathways.
- You may need to move to a new _____ as your student learns and advances through the skills.

LESSON FRAMEWORK

- Follow the same three-part lesson _____ regardless of the _____.
1. Re-reading

2. Word Work

3. Guided Oral Reading
- Where you will find differences between the three _____ is in the type of _____ that is targeted during the lessons.
 - After each _____, go back to check off the items you did to help you _____ on your teaching.
 - Not all items will get checked off during each _____.

How to Use the Checklist

Kindergarten

1

RE-READING

- Begin each session by rereading a book from the _____.
- Finish each session with teacher _____ of a new _____.
- Track a student's re-reading progress if it is _____ for the student.

2

WORD WORK

- Choose Build It or _____ (choose the one that offers the most challenge to your student).
- Don't forget to _____ on the meaning of each _____, or use it in a sentence.
- Remember to emphasize the _____ not the letter _____ when providing corrective feedback.
- Use _____ As You _____ strategy during Read It.

TIP: Use pictures with ELL students to help elaborate on meaning of words!

- After a student reads a word, the student _____ the word and then _____ the sounds.

TIP: Make sure student says the sound when writing and erasing!

IMPORTANT CONSIDERATIONS FOR WORD WORK

1. Instructional match = the _____ level the student can handle without being _____.
2. Move _____ between words and activities to keep _____ high.

3

GUIDED READING

- Book introduction should be _____.
- Book should be _____ and engaging for the student.
- Recommends taking turns due to more opportunities for feedback.
- Most important during guided reading is to offer corrective feedback at the _____ level.
 - 1 *Phonemic Error - student adds or deletes sound in the word*
 - 2 *Phonics Knowledge Error - student says the incorrect sound*
- Some feedback can be given at the _____ level, but it's not reliable.
- Facilitate _____ while reading. Keep it simple & efficient!
- When comprehension becomes the most _____, then teach it explicitly.
- Include a comprehension strategy or two. You might need to _____ teach a strategy.
- _____ is the foundation to all other comprehension skills.
- Always have student give a short 1-2 sentence summary after reading.
- Don't forget to _____ into center or independent time.

How to Use the Checklist

1ST & 2ND GRADE

Reminder: Lesson Framework is the same for all grade levels; only the word work section changes.

GRADES 1-2

- 1st and 2nd grade drops _____.
- 1st and 2nd grade Word Work adds the activities: _____ and _____.
- Choose _____ or _____ Word Work activities per lesson.
- 2nd grade Read It changes to a variation called Read It: _____.
- Use the Flex It strategy to provide corrective feedback.

CONCLUSION

- Choose Streamlined Pathway based on reading _____, not age or grade.
- As the student makes progress, you may need to move to another Pathway and pull from another checklist.
- Through the _____ and self-videoing, we can all raise the bar on our instruction.