DOINGWHATWORKS

SAMPLE MATERIAL

Read-Aloud Walk-Through Checklist

Woodbridge Elementary School, Delaware

Topic: Improving K-3 Reading Comprehension

Practice: Engage Students With Text

At Woodbridge Elementary School, the principal, coaches, and specialists conduct walk-throughs to observe classroom instruction and support teachers in using effective practices. Reading coach Tracy Propes used this *Read-Aloud Walk-Through Checklist* to observe, record, and provide feedback to Ginger Brown on her second-grade comprehension lesson helping students develop questioning strategies with narrative text. Brown engaged the students in text discussion using a partner-sharing approach. The checklist includes key questions discussed by students as part of the read-aloud and the coach's observation notes. In addition, a blank checklist is provided for coaches to use or adapt for observing comprehension instruction.

Doctor DeSoto

Name_____ Date_____

1. What was one of the problems in the story? How did it get solved?

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2. How did the Fox's feeling change from the beginning to the end of the story? What caused his feelings to change? Use ideas from the story to support your answer.

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Woodbridge Elementary School
Read Aloud Walk-through Checklist
2010-2011

Teacher Ginger Brown Grade 2 Date 10-13-10

Book Title Doctor De Soto

✓ 1. Book introduction (Review): title, author, illustrator, brief synopsis of the story Review of what was already read - Refer to Summarize strategy.

✓ 2. Before reading: making predictions, connecting book to background knowledge and prior experiences background knowledge of character. - Everyone responded.

✓ 3. During reading: use of expression, gestures, eye contact and appropriate pacing

Lots of fast mapping.

✓ 4. Vocabulary: Fast Mapping (quick definition of words during reading) polished - made shiney bicuspid - misery - that means his trouble his pain.

* will you spend more time on specific vocab.

___ 5. Vocabulary: Targeted Tier 2 Words (3-5 words displayed and directly taught with active student engagement) extractor To remove.

✓ 6. Comprehension: Teacher Think Alouds ("this reminds me of...", "I'm thinking..." etc.) and Student Connections Risk - makes me think about adventurous. T-T (T think aloud)

✓ 7. Comprehension: Questioning that addresses higher level thinking Student Prove it w/text after discussion (Peer)

✓ 8. Student Engagement: listening, talking with partners, every pupil response, student generated questions

What's your next step?

___ 9. After reading: reconstructing the story with teacher guidance/questioning

___ 10. Written Response to Text - What is your written response?

What will your next step be with planning?

Comments:

* Refered to EQ - ~~What~~ How does questioning help you understand text?

Shared background knowledge of gas. - See how my background knowledge helped me.

- Making Connections - Sticky Notes vs in head.

Woodbridge Elementary School
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Comments: