Read Well K & Read Well 1 Check Sheet

Small Group Expectations – Looks Like sit up, follow directions, help each other, work hard and have fun TFEAM-talk, effort, ask, move -CHAMPS—conversation, help, activity, movement, participation Program Routines – Looks Like Demonstration, guided practice, independent practice Sound and tricky word flash card warm-up -Decoding books/magazines: stretching and shrinking words, smooth and bumpy blending practice, rhyming or pattern word practice, tricky words reading practice -Storybook reading: finger tracking as reading, eyes on book, students reads big print; solo stories—students read independent of teacher's voice -Comprehension and skill activities: teacher introduction, students working independently, teacher monitoring and giving feedback Students read big print; solo stories —students read independently. -Echoing new sound poem -Stretching and shrinking words (physically and verbally) -Finger tracking on decoding pages, in storybooks -Reading out loud, chorally, with a partner, individually Key Words to Listen For -My turn/our turn/your turn -Tracking finger on the row -Ready begin -How many sounds do you hear, what sound, what sound, what word? -Stretching and/smooth blend Practice of Day's Learning – Looks Like -Partner reading of	Name of Teacher	Grade Level	Date	
Use of core program shows evidence of instruction in phonemic awareness, phonics, comprehension strategies and skills, vocabulary and fluency. Materials – Observable and ready for use —Teacher's Guide, decoding books/magazines, storybooks, activity books, tools for stretch and shrink, sound and word cards, smooth and bumpy blending cards —Situ p, follow directions, help each other, work hard and have fun —TEAMtalk, effort, ask, move —CHAMPS—conversation, help, activity, movement, participation —Program Routines – Looks Like —Sound and trick yword flash card warm-up —Decoding books/magazines: stretching and shrinking words, smooth and bumpy blending practice, rhyming or pattern word practice, tricky words reading practice —Storybook reading: finger tracking as reading, eyes on book, students responding to teacher's questions, duet stories—teacher reads small print, students read big print; solo stories—stutething students red big print, students read big print; solo stories—stutething to teacher's voice -Comprehension and skill activities: teacher introduction, students working independently, teacher monitoring and giving feedback Student Engagement – Looks Like —Echoing new sound poem —Stretching and shrinking words (physically and verbally) —Finger tracking on decoding pages, in storybooks —Reading out loud, chorally, with a partner, individually Key Words to Listen For —My turn'our turn your turn —Tracking finger on the row —Ready begin —How many sounds do you hear, what sound, what sound, what word? —Stretching of decoding pages/olo stories —Students engaged in extra practice activities (skill pages, fluency passages, Read and ROI, kaboom, etc.) Informal Daily Assessments —Listening to individual students read decoding page, solo stories —Monitoring and skill activities Formal Program Assessments —Jaceneen Inventory	Purpose of Program		Observed	Comments
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-Placement Inventory				
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	-End of Unit Assessment			