

MIDDLE SCHOOL MATTERS

INSTITUTE



# Collaborative Strategic Reading: Observation Checklist



**Middle School Matters Institute**  
An initiative of the George W. Bush Institute in partnership with  
**The Meadows Center for Preventing Educational Risk**

## ABOUT THIS CHECKLIST



This feedback form is not meant to aid in the evaluation of teachers. Instead, it is a tool to

- a) record research-based practices observed during classroom instruction (or students' independent use or application of those practices),
- b) identify practices in need of refinement,
- c) guide productive conversations between instructional leaders and teachers, and
- d) inform professional development needs.

## ABOUT THE COLLABORATIVE STRATEGIC READING STRATEGY

Middle School Matters Field Guide: See Reading and Reading Interventions, Principle 8, Practice 1: Implement collaborative groups with strategic reading practices to improve student outcomes. <https://greatmiddleschools.org/reading-interventions/>

Collaborative Strategic Reading Toolkit: <https://greatmiddleschools.org/toolkits/reading/csr>

Includes professional development resources, videos, and instructional tools

# Teaching Students to Summarize: Observation Checklist

Date: \_\_\_\_\_ Observer: \_\_\_\_\_ Teacher/grade: \_\_\_\_\_

Subject area: \_\_\_\_\_ Unit of study: \_\_\_\_\_ Text used: \_\_\_\_\_

## CHARACTERISTICS OF COLLABORATIVE STRATEGIC READING (CSR) (check all that apply)

### Lesson Introduction

- The teacher has preselected an appropriate expository text.
- The teacher states the objective or purpose of the lesson.
- The teacher and/or students verbalize a rationale for using CSR.

### Before Reading

#### Preview

- The teacher introduces the text and prompts students to brainstorm about the topic.
- The teacher prompts students to predict what they might learn from reading the text.

### During Reading

#### Click & Clunk

- Students take turns reading sections of text aloud.
- Students identify clunks after reading each section.
- The Clunk Expert guides the group to use fix-up strategies to determine the meanings of the clunks.
- Students reread to ensure the meanings of the clunks make sense in the context of the text.

## NOTES:

## Get the Gist

- Students take turns reading sections of text aloud.
- After reading each section, the Gist Expert prompts students to write their gist statements.
- The Gist Expert selects members of the group to share their gists.
- Students' written gist statements are approximately 10 words and contain the most important information about the *who* or the *what*.

## After Reading

### Questions

- After students have read the entire passage, the Question Expert prompts students to write different types of questions and answers.
- After writing questions, the Question Expert prompts students to share their questions and how they found the answers.

### Review

- After reading the entire passage, students write a 2-3 sentence summary of the text that focuses on the most important information they learned from the text.

## General Observations

### Group Work and Use of Materials

- Students work in teacher-created groups with assigned roles.
- Students use cue cards for their assigned roles.
- All students participate in their groups by fulfilling their assigned roles and contributing to reading and discussion.
- The teacher continually monitors student groups and provides feedback.

## NOTES:

## OVERALL LEVEL OF IMPLEMENTATION:

- NO = Not Observed**  
Practice is applicable to the instruction delivered during the observation but was not implemented.
- B = Beginning Implementation**  
Practice is implemented with limited fidelity, but can be enhanced with targeted professional development, coaching, and/or additional practice implementing.
- P = Partial Implementation**  
Practice is implemented with some fidelity. Additional support or practice may be needed.
- F= Full Implementation**  
Practice is implemented with fidelity and may serve as a model for other teachers.

## NOTES:

## RECOMMENDED NEXT STEPS: