

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: