

 **REPEATED READ ALOUD: DAY 1 INTEGRITY OBSERVATION CHECKLIST**

INTERVENTION SEQUENCE	RED/ YELLOW/ GREEN
3 pictures on cards with word written in lowercase (on front) and definition (on back) are present.	
Teacher teaches the three new words.	
a. Teacher says each word.	
b. Teacher prompts students to repeat the word.	
c. Teacher defines each word.	
d. Teacher prompts students to repeat the definition of the word.	
Teacher introduces the book, the title, author, and illustrator .	
Teacher asks students to predict what the book might be about.	
Teacher gives a 2–3 sentence introduction that makes the problem or main idea of the story explicit.	
Teacher highlights vocabulary as it appears in the story.	
During the read aloud Teacher asks children to predict , saying, “What do you think will happen next?”	
After child’s response Teacher says, “What from the words and the pictures makes you think that?”	
Teacher summarizes what happened in the story by highlighting pages from the beginning, middle, and end of the book.	
Teacher reviews vocabulary words.	
Teacher builds fluency through Rapid Automatic Naming .	
Teacher helps children pair up for Think, Pair, Share .	
Teacher poses question about which children will Think, Pair, Share .	
SEEDS QUALITY INTERACTIONS	
Sensitivity: Teacher is aware of child’s current learning stage (red, yellow, green) and adapts lesson so that child succeeds. (i.e. notice child initiated feelings and interests, watch/wait/listen to child, comment about child work, ask a question)	
Encouragement: Teacher encourages child using positive nonverbal messages and verbal affirmation. (i.e. smile, nod, high-5, caring voice, watch/wait/listen) # of affirmations given during intervention: 1 2 3 4 5 6 7 8 9 10	
Education: Teacher explicitly teaches new vocabulary words.	
Development of Skills Through Doing: Teacher provides multiple opportunities throughout the session for the child to practice the skill and feel successful.	
Self-image: Children are engaged, look proud, and willing to participate.	
REFLECTION AND PLANNING	
Teacher uses the Child Reflection Guide to reflect on observations from the day’s lesson.	
Teacher plans next steps for the child based on the Child Reflection Guide.	
Teacher writes SMART goal(s).	

Comments and observations:

 **REPEATED READ ALOUD: DAY 2 INTEGRITY OBSERVATION CHECKLIST**

INTERVENTION SEQUENCE	RED/ YELLOW/ GREEN
3 new and 3 old pictures on cards with word written in lowercase (on front) and definition (on back) are present.	
Teacher reviews words from Day One.	
Teacher teaches the three new words.	
a. Teacher says each word.	
b. Teacher prompts students to repeat the word.	
c. Teacher defines each word.	
d. Teacher prompts students to repeat the definition of the word.	
Teacher introduces the book, the title, author, and illustrator .	
Teacher asks students to remember what the book might be about.	
Teacher highlights vocabulary as it appears in the story.	
During the read aloud Teacher asks children questions related to the problems and feelings found in the book.	
Teacher summarizes what happened in the story by highlighting pages from the beginning, middle, and end of the book.	
Teacher reviews vocabulary words from Day One and Day Two.	
Teacher builds fluency through Rapid Automatic Naming .	
Teacher helps children pair up for Think, Pair, Share .	
Teacher poses question about which children will Think, Pair, Share .	
SEEDS QUALITY INTERACTIONS	
Sensitivity: Teacher is aware of child's current learning stage (red, yellow, green) and adapts lesson so that child succeeds. (i.e. notice child initiated feelings and interests, watch/wait/listen to child, comment about child work, ask a question)	
Encouragement: Teacher encourages child using positive nonverbal messages and verbal affirmation. (i.e. smile, nod, high-5, caring voice, watch/wait/listen) # of affirmations given during intervention: 1 2 3 4 5 6 7 8 9 10	
Education: Teacher explicitly teaches new vocabulary.	
Development of Skills Through Doing: Teacher provides multiple opportunities throughout the session for the child to practice the skill and feel successful.	
Self-image: Children are engaged, look proud, and willing to participate.	
REFLECTION AND PLANNING	
Teacher uses the Child Reflection Guide to reflect on observations from the day's lesson.	
Teacher plans next steps for the child based on the Child Reflection Guide.	
Teacher writes SMART E goal(s) .	

Comments and observations:

 **REPEATED READ ALOUD: DAY 3&4 INTEGRITY OBSERVATION CHECKLIST**

INTERVENTION SEQUENCE	RED/ YELLOW/ GREEN
3 new and 6–9 old pictures on cards with word written in lowercase (on front) and definition (on back) are present.	
Teacher reviews words from Days 1–2.	
Teacher teaches the three new words.	
a. Teacher says each word.	
b. Teacher prompts students to repeat the word.	
c. Teacher defines each word.	
d. Teacher prompts students to repeat the definition of the word.	
Teacher asks students to recall the title, author, and illustrator.	
Teacher asks students to recall what the book is about.	
Teacher introduces the chosen concept about print such as: front/back of book, left to right orientation, punctuation, spaces, etc.	
Teacher highlights a concept about print throughout the story.	
Teacher highlights vocabulary as it appears in the story.	
During the read aloud Teacher encourages children to make real-life connections to the book.	
Teacher asks children to summarize what happened in the beginning, middle, and end of the book.	
Teacher reviews all vocabulary words.	
Teacher builds fluency through Rapid Automatic Naming .	
Teacher helps children pair up for Think, Pair, Share .	
Teacher poses question about which children will Think, Pair, Share .	
Teacher chooses a literacy skill to focus on using examples from or connections to the story.	
SEEDS QUALITY INTERACTIONS	
Sensitivity: Teacher is aware of child’s current learning stage (red, yellow, green) and adapts lesson so that child succeeds. (i.e. notice child initiated feelings and interests, watch/wait/listen to child, comment about child work, ask a question)	
Encouragement: Teacher encourages child using positive nonverbal messages and verbal affirmation. (i.e. smile, nod, high-5, caring voice, watch/wait/listen) # of affirmations given during intervention: 1 2 3 4 5 6 7 8 9 10	
Education: Teacher explicitly teaches new vocabulary and literacy skill.	
Development of Skills Through Doing: Teacher provides multiple opportunities throughout the session for the child to practice the skill and feel successful.	
Self-image: Children are engaged, look proud, and willing to participate.	
REFLECTION AND PLANNING	
Teacher uses the Child Reflection Guide to reflect on observations from the day’s lesson.	
Teacher plans next steps for the child based on the Child Reflection Guide.	
Teacher writes SMART E goal(s) .	

Comments and observations:

 **REPEATED READ ALOUD: DAY 5 INTEGRITY OBSERVATION CHECKLIST**

INTERVENTION SEQUENCE	RED/ YELLOW/ GREEN
3 new and 12 old pictures on cards with word written in lowercase (on front) and definition (on back) are present.	
Teacher reviews words from Days 1–4.	
Teacher teaches the three new words.	
a. Teacher says each word.	
b. Teacher prompts students to repeat the word.	
c. Teacher defines each word.	
d. Teacher prompts students to repeat the definition of the word.	
Teacher asks children to review the title, author, and illustrator .	
Teacher asks students to remember what the problem is in the book.	
Teacher highlights vocabulary as it appears in the story.	
Teacher encourages children to chime in during reading by saying a part of a sentence and allowing children to finish it.	
Teacher asks children to summarize the story.	
Teacher reviews vocabulary words.	
Teacher builds fluency through Rapid Automatic Naming .	
Teacher helps children pair up for Think, Pair, Share .	
Teacher poses question about which children will Think, Pair, Share .	
Teacher helps children celebrate and review their learning by engaging in an activity such as acting out the story, journaling, writing their own books, etc.	
SEEDS QUALITY INTERACTIONS	
Sensitivity: Teacher is aware of child’s current learning stage (red, yellow, green) and adapts lesson so that child succeeds. (i.e. notice child initiated feelings and interests, watch/wait/listen to child, comment about child work, ask a question)	
Encouragement: Teacher encourages child using positive nonverbal messages and verbal affirmation. (i.e. smile, nod, high-5, caring voice, watch/wait/listen) # of affirmations given during intervention: 1 2 3 4 5 6 7 8 9 10	
Education: Teacher explicitly teaches new vocabulary.	
Development of Skills Through Doing: Teacher provides multiple opportunities throughout the session for the child to practice the skill and feel successful.	
Self-image: Children are engaged, look proud, and willing to participate.	
REFLECTION AND PLANNING	
Teacher uses the Child Reflection Guide to reflect on observations from the day’s lesson.	
Teacher plans next steps for the child based on the Child Reflection Guide.	
Teacher writes SMART E goal(s) .	

Comments and observations:



THINK, PAIR, SHARE CHILD REFLECTION GUIDE

1. What did you want the children to learn?
2. What were the children able to do?
3. What learning stage (color) were the children today?
4. What will you do the next time you meet with the children?

IF, AT THE SKILL OF THINK, PAIR, SHARE, THE MAJORITY OF YOUR CHILDREN ARE...	SOME SAMPLE PROMPTS TO BE USED AT THAT STAGE INCLUDE...
<p>Red:</p> <ul style="list-style-type: none"> • Just beginning to learn how to complete the targeted skill • Not yet able to perform the targeted skill reliably or with high level of accuracy • Needing to improve accuracy 	<ul style="list-style-type: none"> • “In our book we saw (vocabulary word). Remember, (vocabulary word) means (definition). Turn to your friend and say the word (vocabulary word).” • “Which of these two pictures from our book (hold up pictures) do you like best?” • “What’s one thing you see on this page?”
<p>Yellow:</p> <ul style="list-style-type: none"> • Giving accurate responses to targeted skill • Performing targeted skill slowly • Needing more practice to improve fluency 	<ul style="list-style-type: none"> • “Why do you think the character(s)...?” • “How did the story end?” • “What was your favorite part of the book?”
<p>Green:</p> <ul style="list-style-type: none"> • Accurate, fluent and confident in target skill • Confusing target skill with similar skill • Ready to add new learning 	<ul style="list-style-type: none"> • “When I think of (vocabulary word), I think of...” • “What might happen if...?” • “What is the most important part of our story?” • “Do you agree with what the character(s) did?” • “What would you tell the characters if you could talk to them?” • “What might happen next in the story?”