

# Xtreme Reading Guided Reading Fidelity Checklist

Teacher: \_\_\_\_\_

Mentor/Coach: \_\_\_\_\_

Date: \_\_\_\_\_ Duration: \_\_\_\_\_

☐ Face to Face ☐ Virtual ☐ Hybrid

Current Strategy: \_\_\_\_\_ Phase (circle 1): 1 2 3 4 \* Total Score: \_\_\_\_ / \_\_\_\_ = \_\_\_\_%

*Rating: 0 = not present, 1 = partially present or present but incorrect, 2 = present and correct, n/a = not applicable*

Rating	Teacher Behaviors	Notes/Feedback
<b>1. Give Advance Organizer</b>		
	Makes all necessary materials available including novel, strategy <i>Prompts List</i> , selected words/vocabulary & Prefix/Suffix/Roots lists	
	Provides and/or elicits rationale for reading	
	Previews the activity and expected outcomes (Gives Advance Organizer for Phase 1, 2, 3 or 4)	
	Explains participation expectations	
<b>2. Conducts the Guided Reading Activity</b>		
	Reads a part of the selected passage (teacher or student reads to a certain point in the passage)	
	Models application of the strategy by thinking aloud, stating an affirmation and using the strategy steps Check all that apply: <input type="checkbox"/> Word Mapping <input type="checkbox"/> Word Identification <input type="checkbox"/> Self-Questioning <input type="checkbox"/> Paraphrasing <input type="checkbox"/> Inference <input type="checkbox"/> Visual Imagery	
	Uses gradual release of strategy application (e.g., more teacher modeling at the beginning of instruction of the strategy, moving towards more student leadership and thinking aloud near the end of instruction of the strategy) <input type="checkbox"/> PH1: Provides full model of the current strategy <input type="checkbox"/> PH2: Prompts students to model a strategy step <input type="checkbox"/> PH3: Prompts students to model strategy steps <input type="checkbox"/> PH4: Prompts students to prompt each other through the strategy steps	
	Asks prompting questions using <i>Prompts List</i> .	
	Focuses on key vocabulary (Word ID and/or Word Mapping)	
	Focuses on reviewing and building a knowledge base	

	throughout the passage	
	Connects Possible Selves to characters or situation in the novel, as applicable	
<b>3. Keeps track of students' progress</b>		
	Ensures all students are participating/engaged	
	Provides help and feedback as needed to ensure student knowledge of progress and bolster student skills and confidence/motivation	
	Notes students who continue to struggle for additional help during Differentiated Practice or Paired Practice stages (this item may be not be observable and can be part of a written communication or conversation with a coach)	

\*Key:

**Phase 1:** On the first day of a strategy, during *Guided Reading*, the teacher introduces the new strategy/applies to passage.

**Phase 2:** After students have been introduced to the strategy steps and have seen models of the strategy, during *Guided Reading*, the teacher may ask the student to read or the teacher reads. The teacher may demonstrate how to use the strategy or prompt different students to do different steps of the strategy.

**Phase 3:** After students have completed Verbal Practice and name the strategy steps in order, during *Guided Reading*, the teacher or a student reads, stops and the teacher asks students to perform part or all the strategy steps.

**Phase 4:** After students have several opportunities to do paired practice and are competent at prompting each other through the steps of the strategy, during *Guided Reading*, students lead and prompt each other through the strategy steps.