

FIRST READ SEQUENCE CHECKLIST

Teacher's Name: _____

Date: _____

	First Read Sequence	Teacher Evidence	Student Evidence
BEFORE READING	<p>Connection to Theme:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher refers to Concept/Question Board <input type="checkbox"/> Teacher reads questions-possibly answering questions <p>Clues/Problems/Wonderings:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher reads Clues/Problems/Wonderings <input type="checkbox"/> Teacher tries to answer any questions <p><input type="checkbox"/> Review all Comprehension Strategies: Why do good readers use these strategies?</p> <p>Present Comprehension Strategies for Selection:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher places strategies for selection on board <input type="checkbox"/> Teacher physically points to each strategy <ul style="list-style-type: none"> • name* • define* • explain* <p>(*Depends upon level of gradual release)</p> <p><input type="checkbox"/> Teacher invites students to use strategies or other strategies as they read. Expectation: Students can use strategies or other strategies as they read.</p> <p><input type="checkbox"/> Teacher Presents Focus Question: Focus Question should focus on the Big Idea for the unit drawn from the Unit Introduction, Link to the Theme, Selection Concepts, Set Purpose or Theme Connection.</p> <p><input type="checkbox"/> Teacher invites students to read chorally or follow along as teacher conducts a shared reading- tracking words with their finger.</p>		

DURING READING	<ul style="list-style-type: none"> □ Teacher reads story and determines stopping points ‣ Using authentic modeling and rigorous questioning, making sure that questions being created relate to the theme. ‣ Identifies what good readers do and why? <p style="text-align: center;">Level of Gradual Release</p> <ul style="list-style-type: none"> □ Most Scaffolded Level of Comprehension Strategy Use* □ Moderately Scaffolded Level of Comprehension Strategy Use* □ Least Scaffolded Level of Comprehension Strategy Use* □ Independent Level of Comprehension Strategy Use* 		
AFTER READING	<p>At the conclusion of the First Read</p> <ul style="list-style-type: none"> □ Teacher uses Think/Pair/Share-What comprehension strategies did they use to help them understand the story? □ Teacher rereads Focus Questions-Think/Pair/Share or ask students to answer focus question □ Teacher refers back to Clues/ Problems/ Wonderings to see if their questions were answered or statements were confirmed □ Teacher connects back to Concept/Question Board to see if any questions were answered, new concepts were formed or new questions were raised. 		

Level of Gradual Release of Comprehension Strategy Use*

Most Scaffolded Level	Moderately Scaffolded Level	Least Scaffolded Level	Independent Level
<p>TEACHER:</p> <ul style="list-style-type: none"> • Names, defines, explains and models <p>STUDENTS:</p> <ul style="list-style-type: none"> • Listen 	<p>TEACHER:</p> <ul style="list-style-type: none"> • Names, defines, explains and prompts <p>STUDENTS:</p> <ul style="list-style-type: none"> • Use strategy 	<p>TEACHER:</p> <ul style="list-style-type: none"> • Names and prompts <p>STUDENTS:</p> <ul style="list-style-type: none"> • Define, explain and use strategy 	<p>TEACHER:</p> <ul style="list-style-type: none"> • Listens <p>STUDENTS:</p> <ul style="list-style-type: none"> • Name, define, explain and use strategy

