Read 180 Enterprise Edition
Integrity Checklist

Teachers Name _____ **Date** _____

Observer's Name _____

Teacher Behavior	Yes	No	N/A	Other Comments
Whole Group Direct Instruction				
*Introduction video is shown to build background knowledge for the theme and 3 stories for the workshop				
*Vocabulary, word analysis strategies, and one specific comprehension strategy are explicitly taught.				
*Group discussions are monitored to include questions that link to the workshop theme.				
*Students are instructed in the key writing types that directly relate to their readings, such as narrative, expository, descriptive, persuasive, and literary response.				
The teacher models fluent reading during shared reading instruction.				
Small-Group Direct Instruction (Teacher led, Technology-Based)				
(Teacher Led Group) The teacher differentiates instruction.				
*(Teacher Led Group) The teacher teaches, reinforces, and extends skills introduced during whole group instruction.				
*(Teacher Led Group) The teacher provides extra practice in phonics, fluency, reading, vocabulary and word study, comprehension and writing skills.				
*(Teacher Led Group) The teacher may decide to replay the video associated with the day's story.				
*(Technology-Based) (Reading Zone) The students watch the brief video, read leveled passages with audio support, and learn targeted vocabulary.				
*(Technology-Based) (Reading Zone) Following the initial task in the reading zone, it is followed by practice without audio support, and an opportunity for students to make their own recording of the passage.				

Developer Unknown

*(Technology-Based) (Word Zone) The students participate in several word-recognition activities that target automaticity. Students receive decoding tips with previously identified words, make an audio recording of their study words, and compare their own recordings with a recorded model of these words.				
*(Technology Based) (Spelling Zone) The students hear and spell words from the passage.				
*(Technology Based) (Spelling Zone) The students participate in a proofreading activity where they read sentences, identify misspelled words, and choose correct spellings				
*(Technology Based) (Success Zone) The students have demonstrated mastery in all three zones. The following assessments are used: -Comprehension Practice -Cloze activity -Final oral reading practice				
Modeled and Independent Reading				
The students read silently from a paperback or listen to an audiobook, which models fluent reading, and an audio coach that provides comprehension strategies*.				
Whole-Group Wrap-Up				
The teacher reviews strategies and techniques given during initial whole-group instruction (i.e. fluency, comprehension, vocabulary).				
Other				
The teacher is actively monitoring small-group instruction while students are engaged in the technology based zones.				

*Portions extracted from www.fcrr.org, READ 180 Enterprise Edition