

RESET Comprehension - Reading for Meaning

Video Number: _____

Scored by: _____

SCORING

- 3 Implemented
- 2 +
- 2 Partially Implemented
- 2 -
- 1 Not Implemented

| Components | Item | 3 Implemented | 2+ | 2 Partially Implemented | 2- | 1 Not Implemented | Score | Notes |
|--|------|---|----|---|----|---|-------|-------|
| Preparing to Read Purpose for Reading | 1 | The teacher communicates a content specific purpose for reading the text. | | The teacher communicates a purpose for reading the text, but the purpose is broad, vague, or not specific to the content of the text. | | The teacher does not communicate a purpose for reading the text. | | |
| | 2 | The purpose for reading is sustained throughout the lesson. | | The purpose for reading is inconsistently sustained throughout the lesson. | | The purpose for reading is not sustained throughout the lesson. | | |
| Preparing to Read Background and Schema | 3 | The teacher effectively engages background knowledge and/or activates schema relevant to the text prior to reading. | | The teacher attempts to engage background knowledge and/or activate schema but does not maintain the focus on relevant information. | | The teacher does not engage background knowledge and/or activate schema relevant to the text prior to reading. | | |
| | 4 | The teacher effectively pre-teaches or reviews key concepts. | | The teacher pre-teaches or reviews key concepts but not effectively. | | The teacher does not pre-teach or review key concepts. | | |
| | 5 | The teacher purposefully uses text preview strategies that are focused on text structure and aligned with the purpose for reading. | | The teacher uses text preview strategies that are somewhat focused on text structure and aligned with the purpose for reading. | | The teacher does not use text preview strategies; OR text preview is not at all focused on text structure and purpose for reading. | | |

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| | 6 | The teacher reviews or teaches key vocabulary prior to reading using words that are clear, precise, and accurate. | The teacher reviews or teaches some key vocabulary as they are encountered AND/OR uses words that are not always clear, precise, and accurate. | The teacher does not review or teach key vocabulary. | | |
| Reading for Meaning and Monitoring Understanding | 7 | The teacher actively engages students in the use of content enhancement tools that are aligned to facilitate comprehension (e.g., advanced and graphic organizers, visual displays, mnemonic instruction). | The teacher provides content enhancement tools that are aligned to facilitate comprehension but does not actively engage students in their use. | The teacher does not provide content enhancement tools at all; OR the teacher provides content enhancement tools that are not aligned to facilitate comprehension AND/OR refers to content enhancement tools but does not implement them. | | |
| | 8 | The teacher focuses attention on relevant text features and/or structures to organize thinking and support comprehension. | The teacher points out some text features and/or structures but does not deliberately use them to organize thinking and support comprehension. | The teacher does not use text features and/or structures. | | |
| | 9 | The teacher guides students to make predictions about the text AND to confirm, disconfirm, and/or extend them. | The teacher asks students to make predictions AND gives the opportunity to confirm, disconfirm, and/or extend them but without adequate guidance (e.g., lacks connection to relevant information or background knowledge). | The teacher does not ask students to make predictions; OR the teacher does not provide the opportunity to confirm, disconfirm, or extend predictions that are made. | | |
| | 10 | The teacher supports the students in identifying the main idea and supporting details. | The teacher provides some support for identifying main idea and supporting details but more is needed (e.g., lacks clear process). | The teacher does not support the identification of main idea and supporting details. | | |

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| 11 | The teacher guides students to summarize key ideas and/or critical passages to support understanding. | The teacher provides some guidance for summarizing, but more is needed (e.g. focus, structure, more opportunity). | The teacher does not guide students to summarize key ideas and/or critical passages to support understanding. | | |
| 12 | The teacher supports making inferences by helping students identify and connect relevant information, fill gaps, and/or connect to prior knowledge. | The teacher supports making inferences but more support is needed (e.g. identify and connect relevant information, fill gaps, and/or connect to prior knowledge). | The teacher does not support making inferences. | | |
| 13 | The teacher guides students to support their responses with information from the text. | The teacher guides students to support their responses with information from the text, but more guidance is needed. | The teacher does not guide students to support their responses with information from the text. | | |
| 14 | The teacher consistently guides students to reread as needed to support comprehension. | The teacher misses some opportunities for students to reread as needed to support comprehension AND/OR does not always provide sufficient guidance. | The teacher does not guide students to reread as needed to support comprehension. | | |

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| | 15 | The teacher consistently cues or provides correction of decoding or word level errors as needed AND has the student reread the word correctly. | The teacher inconsistently cues or provides correction of decoding or word level errors AND/OR inconsistently has the student reread the word correctly. | The teacher does not cue or provide correction of decoding or word level errors OR does not have the student reread the word correctly; OR the teacher has selected a text that is not at the instructional level of most students and decoding errors inhibit comprehension. | | |
| Questioning and Discussion Practices | 16 | The teacher's questioning practices effectively promote understanding, guide, and focus the reading. | The teacher's questioning practices somewhat promote understanding, guide, and focus the reading. | The teacher's questioning practices do not promote understanding, guide, and focus the reading; OR the teacher does not ask questions. | | |
| | 17 | The teacher asks questions using wording that is consistently understandable for the students (e.g. clear, not too long, avoid multiple questions within a question). | The teacher asks questions using wording that is not always understandable for the students. | The teacher asks questions using wording that is confusing for the students (e.g., unclear, too long, multiple questions within a question); OR the teacher does not ask questions. | | |
| | 18 | The teacher consistently and accurately uses academic language (e.g., predict, compare, contrast, infer). | The teacher uses academic language but not consistently AND/OR not always accurately . | The teacher does not use academic language OR uses it inaccurately . | | |