

# READING READY LESSON CHECKLIST

## (1:1 REMOTE AND IN-PERSON LESSONS)

### PROCEDURAL

*Procedural considerations that impact the execution of lesson*

#### LETTER PRACTICE

1 min

*(Note: For remote lessons, a 3- minute grace period is provided for the completion of this section)*

- For in-person lessons, tutor provides the correct graphemes/spelling patterns student sheet for the intended lesson.
- For remote lessons, tutor has the correct graphemes/ spelling patterns on the JamBoard.
- Tutor uncovers one grapheme/spelling pattern at a time.
- Tutor keeps track of time and adheres to the time parameters for this section.

#### SOUND PRACTICE

2-3 min

*(Note: For remote lessons, a 3- minute grace period is provided for the completion of this section)*

- For in-person lessons, tutor provides correct # of blocks for each sound practice activity.
- For remote lessons, tutor has the correct # of blocks on the JamBoard.
- Tutor selects 2-5 sound practice activities for the lesson and uses appropriate discretion to keep lessons paced.
- Tutor keeps track of time and mostly adheres to the time parameters for this section.

#### WORD PRACTICE

7 min

*(Note: For remote lessons, a 3- minute grace period is provided for the completion of this section)*

- For in-person lessons, tutor prepares: magnetic letters/whiteboard, dry erase marker, and eraser; the double decker sound-letter boxes activity sheet; counters and blocks.
- For remote lessons, tutor provides the prepared JamBoard for word chains and word mapping.
- Tutor keeps track of time and mostly adheres to the time parameters for this section.

### INSTRUCTIONAL

*Instructional considerations that impact the execution of lesson*

- For set 1, tutor points to each grapheme/spelling pattern, provides the letter name(s), sound(s), and target word, and asks student to repeat.
- For sets 2 and 3, tutor points to each grapheme/spelling pattern and prompts the student to produce the sound(s) for each grapheme/spelling pattern.
- If the student hesitates, does not know, or produces the incorrect sound, tutor provides the correct sound and asks them to repeat it.

- For each activity, tutor says "watch and listen, and repeat after me"
- For each activity, tutor manipulates the blocks (or JamBoard) to align with the activity focus (phoneme isolation, blending, segmenting, etc.) as outlined in the script.
- Student repeats and copies movement/sounds modeled by tutor.
- Tutor uses the correct word lists for each set.

- For word chains, tutor asks student to build the first word, and follows the script to have student build the next words in each set by switching only the letters needed.
- For word mapping, tutor says "watch and listen, and repeat after me" and says the first word, and then follows the script to demonstrate segmenting the sounds and writing the word.
- For word mapping, tutor remembers to cover the written word prior to having student move the chips/JamBoard boxes, spell the word, and check their spelling at the end.
- Tutor uses the correct word lists for each set.

**READING PRACTICE**  
5 min

*(Note: For remote lessons, a 3- minute grace period is provided for the completion of this section)*

- For in-person lessons, tutor provides the correct sentence reading student sheet for the intended lesson.
- For remote lessons, tutor has the correct sentences on the JamBoard.
- Tutor uncovers one irregular high-frequency word/sentence at a time.
- Tutor keeps track of time and mostly adheres to the time parameters for this section.

- Tutor reads the irregular high-frequency words
- Tutor prompts the student to point to and reach each word two times
- Tutor follows the script to prompt the student to read the first sentence, pointing to each word.
- Student reads the sentence 2-3 times, as needed.
- Tutor and student repeat with each of the sentences for the lesson, as needed.
- Tutor asks basic questions to ensure comprehension of each sentence.

**OVERALL RAPPORT & MANAGEMENT OF LESSON**

Social/Emotional Learning Competency Look-Fors

- Prompts student to self-correct before providing the right answer
- Cultivates a growth mindset by celebrating progress
- Evidence of strong rapport/relationship between tutor and student

Culturally Relevant and Inclusive Tutoring Look-Fors

- Encourages student to share about themselves
- Uses affirming and asset-based language
- Includes aspects of student's interests and identities

Other Facilitation Look-Fors

- Is engaged in the lesson
- Keeps student on task
- Provides fluid transitions between most lesson parts
- Has all necessary materials for the lesson and can efficiently access most of them

*\*\* For remote lessons, the first bullet's focus is only on instructor preparedness since the family is responsible for student preparedness.*

NOTES: