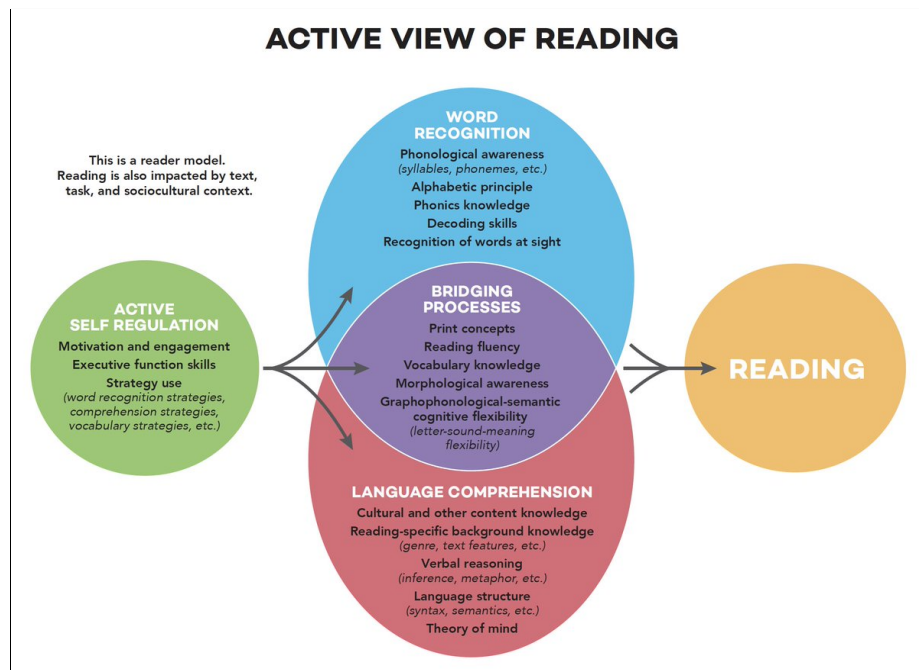


The Active View of Reading

Classroom Look-Fors

Form developed by Linda Rhyne Consulting, LLC ©

Use this form to aid your classroom observations as you look for evidence of literacy instruction aligned to the Science of Reading, starting with general observation information.



Evidence of Word Recognition	
Phonological & Phonemic Awareness	Phonics
<input type="checkbox"/> Words, syllables, rhyming, etc. <input type="checkbox"/> Onset-rime <input type="checkbox"/> Phoneme segmentation & blending <input type="checkbox"/> Phoneme isolation & manipulation (deletion, substitution, reversal) <input type="checkbox"/> No evidence	<input type="checkbox"/> Letter names and sound correspondence <input type="checkbox"/> Letter formation <input type="checkbox"/> Orthographic mapping - phoneme/grapheme correspondence (alphabetic principle) <input type="checkbox"/> Decoding using blending strategies <input type="checkbox"/> Decoding strategies applied to high frequency words (recognition of regular and irregular words) <input type="checkbox"/> Syllable patterns <input type="checkbox"/> Practice with decodable texts <input type="checkbox"/> Encoding/spelling <input type="checkbox"/> No evidence

Evidence of Language Comprehension		
Building Knowledge	Verbal Reasoning & Language Structures	Theory of Mind
<ul style="list-style-type: none"> <input type="checkbox"/> Multiple texts on the same topic <input type="checkbox"/> Focused on comprehending text not "strategies" <input type="checkbox"/> Group discussions of text <input type="checkbox"/> Synthesizing ideas - categorizing, contrasts or comparisons <input type="checkbox"/> Use analogies <input type="checkbox"/> Multimedia experiences to expand depth of knowledge <input type="checkbox"/> No evidence 	<ul style="list-style-type: none"> <input type="checkbox"/> Inferences in text <input type="checkbox"/> Figurative Language (such as metaphors) <input type="checkbox"/> Grammar patterns: punctuation, capitalization, word order (syntax), word usage, and verb tense <input type="checkbox"/> Synthesizing ideas - categorizing, contrasts or comparisons <input type="checkbox"/> Thinking, problem-solving, and reasoning around text <input type="checkbox"/> Syntax, semantics, etc. <input type="checkbox"/> No evidence 	<ul style="list-style-type: none"> <input type="checkbox"/> Understanding "others'" mental states and perspectives <input type="checkbox"/> Discussions of thoughts, feelings, beliefs, intentions, desires as related to text <input type="checkbox"/> Creating mental representations of text <input type="checkbox"/> Causal reasoning <input type="checkbox"/> Thinking, problem-solving, and reasoning around text <input type="checkbox"/> Discussions of non-literal interpretations of text <input type="checkbox"/> No evidence

Evidence of Bridging Processes		
Print Concepts	Fluency	Vocabulary Knowledge & Morphology
Add notes below:	<ul style="list-style-type: none"> <input type="checkbox"/> Automatic word recognition practice <input type="checkbox"/> T reads aloud while Ss follow along <input type="checkbox"/> Choral reading <input type="checkbox"/> Echo reading <input type="checkbox"/> Partner reading <input type="checkbox"/> Independent repeated readings <input type="checkbox"/> Close reading (with/out T support) <input type="checkbox"/> Rate, accuracy, prosody practice <input type="checkbox"/> No evidence 	<ul style="list-style-type: none"> <input type="checkbox"/> Root Words <input type="checkbox"/> Prefix/Suffix (affix instruction) <input type="checkbox"/> Compound words <input type="checkbox"/> Vocabulary knowledge tied to Core Instruction <input type="checkbox"/> Connections between phonology, orthography, and meaning <input type="checkbox"/> Semantics <input type="checkbox"/> Denotative (literal meaning) and Connotative (feelings associated with meanings) <input type="checkbox"/> No evidence

References

Dore, R. A., Amendum, S. J., Golinkoff, R. M., & Hirsh-Pasek, K. (2018). Theory of mind: A hidden factor in reading comprehension? *Educational Psychology Review*, 30(3), 1067-1089. <https://doi.org/10.1007/s10648-018-9443-9>

Duke, N. K., & Cartwright, K. B. (2021). The science of reading progresses: Communicating advances beyond the simple view of reading. *Reading Research Quarterly*. <https://doi.org/10.1002/rrq.411>