Reading Advantage Walkthrough Form

Teacher: _____ **Date:** _____ **Time In:** _____ **Time Out:** _____

Phase Observed: ☐ Phase 1 (Orient) | ☐ Phase 2 (Re-engage) | ☐ Phase 3 (Comprehend) | ☐ Phase 4 (Practice) | ☐ Phase 5 (Produce)

What to Look For (Based on Phase Observed)

If Phase 1 (Steps 1-3): Orientation & First Reading

☐ Students marked interest/made predictions
☐ Vocabulary: choral + individual repetition
☐ First reading: no interruptions, highlighting ON

Student engagement level: ☐ Low | ☐ Medium | ☐ High

If Phase 2 (Steps 4-6): Controlled Re-engagement

☐ Students selecting their own words/sentences
☐ Teacher modeling metacognition ("I choose this because…")
☐ Workbook recording happening

Student agency visible: ☐ No | ☐ Somewhat | ☐ Yes

If Phase 3 (Steps 7-8): Comprehension

☐ Think-pair-share routine in use
☐ Class answers entered (not teacher's)
☐ Evidence discussion happening

Depth of discussion: ☐ Superficial | ☐ Developing | ☐ Strong

If Phase 4 (Steps 9-12): Practice

☐ Practice-focused (not lecture/explanation)
☐ Choral repetition used
☐ Brisk pacing maintained

Practice quality: ☐ Rote | ☐ Engaged | ☐ Purposeful

If Phase 5 (Steps 13-14): Production & Reflection

☐ Planning before writing
☐ Quiet writing time protected
☐ AI mediated (workbook first)

Independence level: ☐ Low | ☐ Medium | ☐ High

Quick Notes

What worked well:

_____

One suggestion:

_____

Critical violation observed? ☐ No | ☐ Yes (describe):
_____