

Reading Horizon Elevate

Implementation Checklist

SRA:	School:	Date/Time:	Advisor:
Lesson Observed:			# of students
Review			
<input type="checkbox"/> Implemented review component precisely as stated in the manual and/or reviewed previous skills needed for mastery of current skill(s) being taught. <input type="checkbox"/> Review component is not indicated in the manual			
<i>*Note- Review is a daily expectation/best practice</i>			
Direct Instruction (Teacher Modeling)			
<input type="checkbox"/> Direct Instruction was <i>Explicit</i> (clear), <i>Systematic</i> (step by step), and <i>Sequential</i> (in order). <input type="checkbox"/> Modeled the expectations clearly & accurately . <input type="checkbox"/> Demonstrated the rules & marking system as indicated by the program .			
Comments:			
Dictation (Guided Practice)			
<input type="checkbox"/> Provided a definition and/or used the targeted word(s) in a sentence. <input type="checkbox"/> Maintained the tense of dictated word when used in a sentence. <input type="checkbox"/> Allowed students to stand up, at white boards, for dictation. If they cannot handle getting up (if not permitted, due to foreseen behavioral or other problems, dictation while seated is permitted) allow them to sit down and dictate from their desks. <input type="checkbox"/> If student dictation is completed at desks, the teacher circulates around the room to monitor the learning process. <input type="checkbox"/> Engaged students in the catch/grab motion or other gestures. (recommended, but optional) <input type="checkbox"/> Ensured the students repeat the dictation. (twice) <input type="checkbox"/> Used a process of questioning to guide student learning and/or to expose gaps. <input type="checkbox"/> Provided immediate, corrective feedback to students, during the dictation process. <input type="checkbox"/> Provided an opportunity for students to explain “the why” behind their markings and decoding processes. <input type="checkbox"/> Used nonsense words to ensure understanding and mastery of skills, when feasible. <input type="checkbox"/> Engaged students in the eraser game and required students to read aloud the word twice before erasing it. (may not occur every time, but is recommended) <input type="checkbox"/> Used the kinesthetic cues (for vowel sounds) consistently during Dictation. (may be omitted after lesson 33) <ul style="list-style-type: none"> ○ Kinesthetic Cues: <ul style="list-style-type: none"> ▪ short a – hold and bite an apple ▪ short e – touch your ear, wave your hand to show elephant ear ▪ short o – draw a circle around your mouth ▪ short u – raise both hands in the air ▪ short i – scratch your hand as if it itches <input type="checkbox"/> Taught the method using the words given in RH first before bringing in other words.			

- Followed the appropriate marking steps –**Under** (blends, vowels, digraphs, etc.), **Through** (divide into syllables), **Over** (prove the word).

Comments:

Transfer/Apply (Independent Practice)

****Not all of these methods will be used every time. However, students should be given ample opportunity to transfer skills and practice.**

- Provided opportunities for students to engage with the RHE software.
- Provided student workbook pages during teacher-led small groups or in a workstation.
- Provided students an opportunity to work with Transfer Cards: Pair up (High student with low student), Do with a buddy, Workstations, Small Group, Exit Card, Whole group (read together).
- Assigned students tasks that they can do 100% independently (e.g., previous lesson).
- Provided support to struggling students.
- Engaged students in individual or small group activities that involve reading, writing, and/or spelling.
- Engaged students in tasks that embed grade-aligned text, content, and strategies (e.g., passages, multi-syllabic words etc.).

Comments:

Other Key Practices

- Instructional components adhered: Review, Instruction, Dictation, Transfer
- Instructional design adhered: Gradual Release of Responsibility/ I Do, We Do, You Do.
- Lesson was taught in sequence.
- Nonsense words were used to ensure understanding and mastery.
- Rules were taught as stated on the posters.

Comments:

Praise/Glow

Polish/Grow

Note**Reading Horizons instruction is provided using multisensory, direct instruction, satisfying each student's unique learning preference. Engagement strategies are tantamount to reaching every student and their learning style.