Comprehension Canopy Criteria for Success

Comprehension Canopy Criteria for Success Checklist	
Planning	
☐	Considers complicated concepts and ideas that will help students make sense of new ideas in the text
☐	Considers students' interests when planning the Comprehension Canopy
☐	Chooses materials (e.g., videos, visuals, quote, statistic) and/or activities that are highly motivating
☐	Ensures the materials provide factual information
☐	Adheres to brief duration guidelines—less than 5 minutes for the entire Comprehension Canopy
Implementation	
☐	Implements Comprehension Canopy before text reading
☐	Introduces the topic; provides background information necessary to comprehend the text
☐	Presents Springboard (e.g., image, video, audio, poem, etc.)
☐	Prompts students for "Turn and Talk" activity

Essential Words Criteria for Success

	Essential Words Criteria for Success Checklist
Planning	
☐	Completes the Essential Words Planning Guide
☐	Brainstorms or lists all words she wants to teach for the text or set of texts
☐	Looks for connections to meet the goal of understanding overarching concepts and most important content in the text
☐	Chooses 1 essential word based on connections to overarching concept in the text
☐	Creates an essential word organizer
☐	Each essential word organizer includes: • Student friendly definition • Image • Related words • Example of word in a sentence • Examples/non-examples Turn and talk activity
Implementation	
☐	Teaches a minimum of 1 essential word per week (uses essential word guide for each word)
☐	Pronounces word and has students repeat word
☐	Presents and discusses student friendly definition
☐	Facilitates discussion of the visual representation/image (when appropriate)
☐	Presents and discusses related words
☐	Provides an example and of essential word in a sentence
☐	Presents and discusses examples and non-examples (when appropriate)
☐	Conducts a turn and talk activity
☐	Is no more than 5 minutes total
☐	Completed before Critical Reading

Critical Reading Criteria for Success

Critical Reading Criteria for Success Checklist
Planning

☐   Selects a text that adheres to the following text selection guidelines:
    • Text is within the appropriate Lexile band for students
    • Text has appropriate level of purpose
    • Text has appropriate structure and language conventionality and clarity
  Text is appropriate given students' reading skills and background knowledge

☐   Divides the text into appropriate sections and includes at least 2 sections of text
Implementation
☐   Introduces the text and topic to students
☐   Presents the culminating question
☐   Establishes pairs (when using partner reading)
☐   Reads at least one section of the text to students
☐   Models Get the Gist with at least one section (when appropriate)
☐   Facilitate students' use of Get the Gist
☐   Engages students in text-based discussion to answer the culminating question
☐   5-10 minutes per section of text
Quality Indicators
☐   Clarifies vocabulary and/or makes connections to essential words when applicable
☐   Monitors students in pairs (when using partner reading)
☐   Provides immediate corrective feedback and reteaches as necessary
☐   Promotes student engagement with multiple opportunities for students to practice and respond (e.g., uses turn and talks)