



**READING COMPREHENSION
SELF-REFLECTION & OBSERVATION**

Reader:		Other Adults:	
Students:			
Book Title:			
Date:	Time:	Observer:	

Evidence	Yes	No	Comments
Content and complexity of the book is appropriate for the age, grade, <u>and</u> ability level of the students.			
Individual communication systems are available for interaction during reading instruction for <u>each</u> student with limited speech.			
Before reading, the adult activates students' background knowledge with an emphasis on the thinking skill(s) to use when reading (e.g., sequencing, comparing, relating, recounting).			
Before reading, the adult clearly states a purpose for reading to focus students' attention.			
During reading, the adult supports the student(s) in successfully reading and/or listening to the text.			
After reading, the adult asks the student(s) to complete a task that relates directly to the purpose stated before reading.			
The adult encourages the student(s) to actively construct meaning while reading or listening and provides adequate wait time for students to initiate or respond.			
The adult encourages and supports the student in looking back at the text to confirm responses to the stated purpose/task.			

¹ To learn more about setting purposes, activating background knowledge and creating tasks for after-reading, check out the professional development modules, *DR-TA and Other Text Comprehension* and *Generating Purposes for Reading*.

Summary and Additional Comments: