



Principal's Implementation Checklist

Building Fluency: Do it well and do it right! (K-5)

Course Objectives:

Participants will:

1. Understand the role of fluency in word recognition, oral reading, silent reading, and comprehension
2. Define and identify examples of text at a student's frustration, instructional and independent reading levels
3. Understand the stages of reading development and the consequences of practice and instruction

During a brief classroom "walkthrough" observation, the school principal can use the following checklist to note activities and strategies taught in the course and implemented in the classroom.

Teacher:	Date:	School:			
	Degree of Implementation				
<i>Strategies</i>	<i>1 (low)</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5 (high)</i>
Teacher monitors student progress on fluency.					
Teacher models fluent reading.					
Teacher implements paired reading.					
Teacher implements choral reading.					
Teacher implements time repeated readings.					
Teacher implements tape-assisted reading.					
Teacher implements computer-assisted reading.					
Comments: _____					

