

One Minute Reader Live Fidelity Checklists

Use the Observation Checklist to monitor the set-up and implementation of One Minute Reader Live. Use the Follow-Up Questions Checklist to refine the implementation of the program to ensure maximum progress for each student. You can use these checklists as a self-review of your own implementation or use them as an observer to provide a starting point for conversation and coaching with another teacher. For detailed information about setting up and effectively implementing a program, see the [Read Live User Guide](#).

Observation Checklist: What Should I See?

Observe students using One Minute Reader Live and check that each item below is implemented correctly.

Planning and Setting Up

Observe a group of students.

- ☐ Setting promotes students' engagement for entire session (location, room arrangement).
- ☐ Story options are customized for students to provide differentiation.
- ☐ The teacher communicates clear expectations to the students.

Implementing the Steps

Observe individual students.

Note: Students work in One Minute Reader Live independently.

- ☐ **Select a Story step:** The student selects a book and selects a story within the book.
- ☐ **Cold Read step:** The student starts the timer and reads the story for one minute, clicking on any unknown words. When the bell sounds, the student clicks the last word read. The student views their cold-timing score on the graph.
- ☐ **Read Along step:** The student reads the story, vocalizing quietly along with the audio. The student clicks on vocabulary words (blue font) to read/listen to the definitions and example sentences.
- ☐ **Read Alone step:** The student independently practices reading the story aloud quietly until they complete at least the required number of practices. The student clicks on difficult words to hear the words pronounced. After the last practice, the student views their hot-timing score on the graph.
- ☐ **Quick Quiz step:** The student answers the comprehension questions about the story and notes how the correct answers to the questions help solve the book's Joke Jumble.
- ☐ **Story Summary:** The student views their progress on the Read Alone Graph.
- ☐ **Book Summary:** The student reviews the results for the stories in the current book and views the number of points they have earned.

After all stories in a book are completed:

- ☐ **Did You Know?:** The student learns additional facts about story topics.
- ☐ **Crossword:** The student completes the crossword puzzle (according to teacher expectations).

Student Behavior

Observe a group of students.

- ☐ Students confidently follow the steps independently.
- ☐ Students know how to use the program.
- ☐ Students' time on task is high and they are focused on completing the steps.
- ☐ Students spend most of the designated time reading.
- ☐ Students know how many stories or books should be completed in a given time frame.

Follow-up Questions Checklist: What Should I Ask?

Ask these questions as a follow-up and check that each item below is implemented correctly.

Placement

- ☐ Were students given guidance on selecting the appropriate level?
 - Each student could begin by taking the placement test—selecting a level, reading for one minute, clicking on the last word read when the bell sounds, and following the recommendation based on the words per minute score.
 - The teacher could use a student’s reading data to direct a student to a beginning level in One Minute Reader Live. The teacher can turn off levels that are too hard or too easy for each student.

Implementing the Steps

- ☐ Have you taught the students how to complete the steps in One Minute Reader Live?
 - Train students how to successfully complete the steps independently. Use the “[Student’s Guide to One Minute Reader Live](#)” video series to teach the steps to students.
- ☐ Are you prompting students to do the steps correctly?
 - Remind students to:**
 - Read along quietly aloud during the Read Along step.
 - Listen attentively or read along quietly aloud with vocabulary definitions and example sentences.
 - Read aloud quietly during the Read Alone step.
- ☐ Have you made adjustments based on student performance?
 - Change the required number of read alongs if the student needs more or less support from the narrator.
 - Change the required number of practices (Read Alone step) if the student needs more or less practice.
- ☐ Are you reminding students how they can earn additional points?
 - Encourage a high level of engagement by reminding students they are awarded points for listening to the definition of each vocabulary word, for each Read Along, for each Read Alone, for each correct Quick Quiz answer, and for improvement from their cold-timing score to their hot-timing score.

Monitoring and Communicating Student Performance

- ☐ Are you monitoring student performance to make sure each student is benefiting from working in One Minute Reader Live?
 - Generate a Students At-a-Glance Report, Story Summary Report, Book Summary Report, or Level Summary Report to monitor student progress. Use data from reports to determine if a student needs additional training in how to do the steps correctly or redirection in how to work independently in One Minute Reader Live.
 - Check to make sure each student completes the number of stories and books that you expect within a certain time period.
- ☐ Are you communicating student progress to parents/guardians and colleagues?
 - Use Book Summary Reports or Level Summary Reports to celebrate completion of a book or level and to communicate progress to parents/guardians and colleagues.