

Date:	Time:		
Teacher:	School:		
Grade:	Subject:		
1. Learning objective(s) for the lesson			
Objective(s):			
2. Learning objective(s) is evident to the students			
<input type="checkbox"/> Evident	<input type="checkbox"/> Not evident	<input type="checkbox"/> Unable to determine	
3. Learning objective(s) on target for grade-level standards			
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine	
4. Identify grouping format			
<input type="checkbox"/> Whole group	<input type="checkbox"/> Small group	<input type="checkbox"/> Paired	<input type="checkbox"/> Individual
5. Determine levels of class engagement			
<input type="checkbox"/> Highly engaged—Most students are authentically engaged.			
<input type="checkbox"/> Well managed—Students are willingly compliant and ritually engaged.			
<input type="checkbox"/> Not engaged—Many students are not participating in the assigned task or substituting another activity.			
6. Classroom Environment			
6a. Classroom behavior management system effectively creates a positive learning environment.			
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine	
6b. Classroom arrangement is conducive to whole-group instruction and reading centers (teacher-led center and independent student centers).			
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine	
6c. Daily class schedule is posted and indicates a minimum of 90 minutes for reading instruction that includes whole-group instruction, reading centers, and additional time for intensive intervention.			
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine	
6d. Classroom displays of current student work and curriculum material reflect the skills and concepts taught.			
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine	
6e. Teacher's interactions with students reflect warmth, encouragement, and enthusiasm.			
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine	
7. Instructional Materials			
7a. Teacher and student program materials are accessible and organized (e.g., teachers' guides, decodable books, letter-sound cards, vocabulary word lists, charts, student readers, sufficient selection of leveled texts).			
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine	
7b. Teacher uses a variety of resources during reading instruction (e.g., wipe-off boards, overhead projectors, computers, listening centers, letter tiles).			
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine	

8. Teacher Instruction		
8a. Teacher provides appropriate and clear instruction for all students including students at risk , English language learners, and students with special needs.		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
8b. Teacher implements program components with fidelity .		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
8c. Teacher differentiates instruction according to student needs based on assessment.		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
8d. Teacher uses explicit instruction during whole-group instruction and at the teacher-led center.		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
8e. Teacher scaffolds instruction during whole-group instruction and at the teacher-led center.		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
8f. Teacher provides ample opportunities for students to practice and receive corrective and positive feedback .		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
8g. Pacing is appropriate during whole-group and at the teacher-led center.		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
8h. Transitions are smooth and quick between whole-group instruction and reading centers.		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
8i. Evidence exists that reading routines and procedures are familiar to the students .		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
8j. Teacher fosters active student engagement and motivation to learn.		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
9. Reading Centers		
9a. A center management system indicating flexible student placement and group size is evident.		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
9b. Reading centers are clearly designed, labeled, and defined .		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
9c. At the teacher-led center , reading instruction is based on student assessment.		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
9d. At student centers , students are working on activities that directly build reading skills .		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
9e. Students remain academically engaged during student centers and independent work.		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
10. Phonics		
10a. Teacher uses visual aids (e.g., letter-sound cards, prefix-suffix charts) as designed by the program.		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine

10b. Teacher begins to provide explicit instruction of **advanced phonics/word analysis** (e.g., root words, prefixes, suffixes, r-controlled vowels, vowel pairs) to decode single and multi-syllable words.

- Yes No Unable to determine

10c. Teacher introduces and reviews **common irregular words** (e.g., *because*) frequently.

- Yes No Unable to determine

10d. Students are applying **letter/sound knowledge and advanced phonic elements** in reading and writing activities.

- Yes No Unable to determine

11. Fluency

11a. Teacher models **fluent reading (i.e., speed, accuracy, and prosody)** during read-aloud and shared readings.

- Yes No Unable to determine

11b. Teacher and students are academically engaged in **shared reading** activities (e.g., choral reading, charts, poems).

- Yes No Unable to determine

11c. **Oral reading** takes place in whole and small groups; the teacher provides immediate **scaffolded feedback**.

- Yes No Unable to determine

11d. Students are **reading orally** (e.g., choral reading, partner reading, repeated reading).

- Yes No Unable to determine

12. Vocabulary

12a. Teacher **contextualizes unfamiliar words** in stories read by using **student-friendly explanations**.

- Yes No Unable to determine

12b. Explicit **vocabulary instruction** is purposeful and ongoing as evidenced by lists of vocabulary words, graphic organizers, word walls, word sorts, etc.

- Yes No Unable to determine

12c. Teacher **categorizes key vocabulary** and identifies important features.

- Yes No Unable to determine

12d. Teacher provides instruction on word part meanings (e.g., root words, prefixes, suffixes) to determine the meanings of words.

- Yes No Unable to determine

12e. Teacher **relates** new vocabulary to **prior knowledge** through questioning or other instructional activities.

- Yes No Unable to determine

13. Comprehension

13a. Teacher models and encourages students to **make predictions about text** content using pictures, background knowledge, and text features (e.g., title, subheading, captions, illustrations).

- Yes No Unable to determine

13b. Teacher models and encourages students to use prior knowledge and supporting details from text to **make connections** with the reading selection.

- Yes No Unable to determine

13c. Teacher models and encourages students to identify **main idea and supporting details** (e.g., who, what, when, where, why, how) and arrange events in sequence.

- Yes No Unable to determine

13d. Teacher models and encourages students to use prior knowledge and supporting details from text to **determine** whether a reading selection is **fact or fiction** and to identify the **author's purpose**.

- Yes No Unable to determine

13e. Teacher models and encourages students to use **graphic and semantic organizers** to help students focus on text structures (e.g., compare/contrast, cause/effect) and to examine relationships in text.

- Yes No Unable to determine

13f. Teacher models and encourages students to **self-monitor comprehension** and use appropriate fix-up strategies (e.g., rereading, summarizing, questioning and clarifying, context clues).

- Yes No Unable to determine

13g. Students identify, ask, and answer questions about **story grammar** (e.g., characters, setting, problems, solutions).

- Yes No Unable to determine

13h. Students and teacher are **discussing answers to higher-level questions** (e.g., inferential, analytical) about shared readings and selections read.

- Yes No Unable to determine

13i. Students make **inferences from text** by determining important ideas and **drawing conclusions**.

- Yes No Unable to determine

Notes and Reflection Prompts