

Observing Reading Instruction: Grades 3–6

Teacher's Name \_\_\_\_\_ Grade \_\_\_\_ Date of Observation \_\_\_\_\_

**Developing Print Skills: Phonics and Structural Analysis**

What Are You Looking For?	Observed			What Did You Observe?
Does the teacher introduce letter-sound patterns?	<u>Y</u>	<u>N</u>	<u>NA</u>	
Does the teacher introduce prefixes, suffixes, and word roots?				
Does the teacher model the decoding process?				
Does the teacher direct students to decode words in and out of context?				
Do the students make and sort words to practice decoding principles?				

**Oral Language Development**

What Are You Looking For?	Observed			What Did You Observe?
Does the teacher read novels or trade books to the students that include advanced vocabulary?	<u>Y</u>	<u>N</u>	<u>NA</u>	
Does the teacher stop to define new words?				
Does the teacher stop to discuss the text and include students in the interpretive process?				
Does the teacher place the new words on a word wall?				
Do the students and the teacher try to use the new vocabulary daily in oral and written language?				

## Developing Fluency

What Are You Looking For?	Observed			What Did You Observe?
<p>Do the students read independently for sustained periods of time?</p> <p>Are the students on task?</p> <p>Does the teacher develop an interest in reading by doing any of the following:</p> <ul style="list-style-type: none"> <li>• Reading to the students</li> <li>• Sharing books</li> <li>• Studying authors</li> <li>• Encouraging students to share books</li> </ul> <p>Does the teacher model and discuss fluent reading?</p> <p>Does the teacher use the AR program or other incentive systems?</p> <p>Does the teacher assist fluency development by using any of the following:</p> <ul style="list-style-type: none"> <li>• Repeated readings</li> <li>• Paired repeated readings</li> <li>• Buddy reading</li> <li>• Taped readings</li> </ul> <p>Does the teacher assess students' fluency?</p>	Y	N	NA	

## Vocabulary Instruction

What Are You Looking For?	Observed			What Did You Observe?
Does the teacher introduce new words in context?	<u>Y</u>	<u>N</u>	<u>NA</u>	
Does the teacher discuss the meaning, examples, and characteristics of the new words?				
Does the teacher provide extended discussion of the words, including synonyms, antonyms, and multiple meanings?				
Does the teacher provide practice activities that help students explore the meanings of the words?				
Do the students use the words in context?				

## Comprehension Strategy Instruction

What Are You Looking For?	Observed			What Did You See?
<b>Strategy Instruction</b>	<u>Y</u>	<u>N</u>	<u>NA</u>	
Does the teacher model comprehension strategies?				
Does the teacher explain when, why, and how to use strategies?				
Which of the following strategies did the teacher introduce or review?				
<ul style="list-style-type: none"> <li>• Predicting</li> <li>• Self-questioning</li> <li>• Determining importance</li> <li>• Summarizing</li> <li>• Making inferences and connections</li> <li>• Visualizing</li> <li>• Monitoring comprehension</li> </ul>				
Did the teacher provide support while the students were learning the strategies (partner work, small-group work)?				

## Comprehension Instruction—Guided Reading

What Are You Looking For?	Observed			What Did You See?
<p><b>Before Reading</b></p> <p>Does the teacher activate or develop students' prior knowledge?</p> <p>Does the teacher identify and discuss the genre of the reading or ask students to do so?</p> <p>Does the teacher teach theme- or topic-specific vocabulary?</p>	<u>Y</u>	<u>N</u>	<u>NA</u>	
<p>Does the teacher introduce or review strategies necessary to comprehend the text, such as the following?</p> <ul style="list-style-type: none"> <li>• Predicting</li> <li>• Self-questioning</li> <li>• Determining importance (themes and main ideas)</li> <li>• Summarizing</li> <li>• Making inferences and connections</li> <li>• Visualizing</li> <li>• Monitoring comprehension</li> </ul>	<u>Y</u>	<u>N</u>	<u>NA</u>	

What Are You Looking For?	Observed			What Did You Observe?
<p><b>During Reading</b></p> <p>Does the teacher stop to ask questions or encourage students to do so?</p> <p>Does the teacher encourage or prompt strategy use? (Predictions, summarizing, visualizing, monitoring?)</p> <p>Does the teacher encourage students to make connections within and beyond the text?</p> <p>Does the teacher encourage students to clarify what they do not understand?</p> <p>Does the teacher stop at appropriate points in the story? (the fewer pauses the better)</p> <p>Does the teacher use small groups (teacher led or student led, literature circles,) to promote discussion?</p>	Y	N	NA	Teachers regularly assess the progress of struggling readers.
<p><b>After Reading</b></p> <p>Does the teacher ask students to retell, dramatize or summarize what they have read?</p> <p>Does the teacher encourage to students to make to connection to self, world, other texts?</p> <p>Does the teacher compare and contrast two or more texts?</p> <p>Does the teacher discuss the genre of the text?</p> <p>Does the teacher solicit students' responses, judgments and evaluations?</p> <p>Does the teacher use small groups (teacher led or student led literature circles,) to promote discussion?</p>				

## Independent and Learning Station Work

What Are You Looking For?	Observed			What Did You Observe?
Do the students understand what they are to do?	Y	N	NA	
Do the students quickly transition to their independent work?				
Are the students actively engaged in their independent work?				
Are the tasks meaningful requiring thoughtful work over time?				
Does the independent work relate to the guided reading activities?				
Do the students know what they should work on and why it is important?				

### Other Comments

---



---



---



---



---



---



---



---



---



---

Observer \_\_\_\_\_