

Teacher Name: _____

Date/Time: _____



**After The First 25 Days of Reading Workshop
Observation Checklist**

What's Happening	
Whole group mini-lesson	
Checking in at the gathering place	
Guided reading/small group instruction	
Teacher conferring with one student	
Teacher assessing one student	
Students using principled habits of <i>Read to Self, Read to Someone, Work on Writing, Word Work, and Listen to Reading</i>	
The Learning Environment	Yes/No
Is there an established gathering place for students to meet?	
Is the small group teaching table ready for guided reading/small groups?	
Are anchor charts displaying principled habits for independent practice used as teaching tools?	
Do you see a classroom library with categories and/or levels clearly labeled?	
Are there books displayed in a way to "sell" new books to students?	
Whole Group Instruction	Yes/No/NA
Phonics – Working with Words	
K-2 Is the teacher providing instruction about sound/symbol relationships?	
Are the students practicing targeted sounds to read and spell words?	
Are students using letter tiles or magnetic letters to work with words?	
3-5 Is teacher providing instruction about correspondences, syllabication patterns, and morphology of multi-syllabic words?	
Read Alouds – Reading to Students	
Is there evidence the teacher planned the read aloud?	
Does the teacher launch the book by creating interest?	
Does the teacher set the thinking job for the students?	
Does the teacher stop to model thinking and ask questions?	
Does the teacher ask students to "turn and talk" before answering questions?	
Mini-Lesson – Comprehension Skills and Strategies	
Is the lesson focus standard clearly displayed?	
Is the learning target clearly displayed and explained to students?	
Are students reminded of how today's lesson is part of an ongoing unit of study?	
Is the mini-lesson linked to ongoing work for the day?	
Does the lesson last less than 15 minutes?	
Mini-Lesson – Debriefing (2-3 minutes)	
Are students given an opportunity to share what they learned during previous rotations?	
Are students given an opportunity to talk about what went well during previous rotations?	
Are students encouraged to share what they need to work on to support their work?	

Guided Reading/Small Group Instruction	Yes/No/NA
Small Group Instruction	
Is the teacher meeting with a small group of students?	
Are the other students working independently and not interrupting the teacher?	
Is there evidence of planning and record keeping?	
Small Group Instruction – Before Reading (3-4 minutes)	
Are students making connections to story/text topic using partner talk?	
Does the teacher give a short summary/gist statement or cover information?	
Does the teacher frontload new words or text characteristics?	
Does the teacher set a clear purpose for the reading?	
Small Group Instruction – During Reading (7-8 minutes)	
Are students whisper-reading <i>independently</i> – not chorally, not round robin?	
Are all students reading the same book at an instructional level – 93-96% accuracy?	
Is the teacher listening to individual students read and taking anecdotal notes?	
Does the teacher provide “just in time” intervention?	
Small Group Instruction – After Reading (3-4 minutes)	
Does the teacher facilitate a discussion around a text dependent question?	
Does the teacher address an instructional need identified as students read and discuss the story?	
Work Stations	
Do students get started right away?	
Do students stay in one place?	
Are students engaged in <i>Read to Self, Read to Someone, Work on Writing, Word Work, and Listen to Reading</i> ?	
Are students reading, writing, and speaking during the entire block?	
Do you hear purposeful noise or conversation – quiet, but not silent?	
Are students reading text on their independent level – 97-100% accuracy?	

Comments: