

Teacher Name: \_\_\_\_\_

Date/Time: \_\_\_\_\_



**After The First 25 Days of Literature Circles (Grades 4-5)  
Observation Checklist**

<b>What's Happening</b>	
Whole group mini-lesson	
Checking in at the gathering place	
Literature circles/guided reading/small group instruction	
Teacher conferring with one student	
Teacher assessing one student	
Students using principled habits of <i>Read to Self</i> , Literature Circles/Guided Reading ( <i>Read to Someone</i> ), <i>Work on Writing</i> , and <i>Word Work</i>	
<b>The Learning Environment</b>	<b>Yes/No</b>
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?	
Are expectations for the various members of literature circles displayed around the room ( <i>Connector</i> , <i>Discussion Director</i> , <i>Illustrator</i> , <i>Summarizer</i> , <i>Word Wizard</i> )?	
<b>Whole Group Instruction</b>	<b>Yes/No/NA</b>
<b>Word Study</b>	
Is teacher providing instruction about correspondences, syllabication patterns, and morphology of multi-syllabic words?	
Are students practicing skills relating to vocabulary development?	
Are students using word sorts to determine and practice patterns?	
Is the instruction challenging enough to maintain student interest yet attainable for most students?	
<b>Read Alouds – Reading to Students</b>	
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?	
<b>Mini-Lesson – Comprehension Skills and Strategies</b>	
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?	
<b>Mini-Lesson – Debriefing (2-3 minutes)</b>	
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?	

Literature Circles/Guided Reading/Small Group Instruction	Yes/No/NA
<b>Small Group Instruction</b>	
Is the teacher meeting with a small group of students?	
Are the other students working in literature circles and not interrupting the teacher?	
Does the teacher facilitate a discussion around a text-dependent question?	
Does the teacher address an instructional need s/he identified as students read and discuss the story?	
Is there evidence of planning and record keeping?	
<b>Work Stations</b>	
Do students get started right away?	
Do students stay in one place?	
Are students engaged in <i>Read to Self</i> , <i>Work on Writing</i> , or <i>Word Work</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: