

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.		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine

10c. Teacher introduces and reviews common irregular words (e.g., <i>laugh</i>) frequently.		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
10d. Students are applying letter/sound knowledge and advanced phonic elements in reading and writing activities.		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
11. Fluency		
11a. Teacher models fluent reading (i.e., speed, accuracy, and prosody) during read-aloud and shared readings.		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
11b. Teacher and students are academically engaged in shared reading activities (e.g., choral reading, charts, poems, songs).		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
11c. Oral reading takes place in whole and small groups; the teacher provides immediate scaffolded feedback .		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
11d. Students are reading orally (e.g., choral reading, partner reading, repeated reading).		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
12. Vocabulary		
12a. Teacher contextualizes unfamiliar words in stories read by using student-friendly explanations .		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 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.		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
12c. Teacher categorizes key vocabulary and identifies important features.		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
12d. Teacher relates new vocabulary to prior knowledge through questioning or other instructional activities.		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
12e. Students are actively involved with thinking about and using words in multiple contexts .		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 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).		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 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.		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 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.		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> 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 .		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine

13e. Teacher models and encourages students to use **graphic and semantic organizers** to help students focus on text structures 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