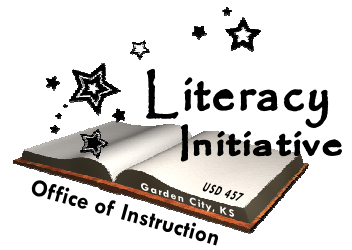


Guided Reading Lesson Observation



Teacher: _____ School Year: _____

Observer: _____ Date of Observation: _____

DIRECTIONS: Check Y (yes) if observed. Check N (no) if not observed

Preparation for Guided Reading

- Y N An area is available for small group reading instruction.
- Y N Makeup of students in the group is appropriate (based on data) and with similar instructional levels.
- Y N The classroom environment indicates that reading and writing are valued and actively promoted (e.g. purposeful writing is displayed, journals are maintained, Word Walls are used, read alouds and shared readings occur regularly).
- Y N Number of students in the group is appropriate.
- Y N Materials are organized and accessible.
- Y N Instruction is differentiated for each group.

Before Reading

- Y N Teacher had students preview the **leveled** text (title read, viewed illustrations, discussed possible contents of text).
- Y N Background knowledge was activated (K-W-L charts, webs, anticipation guides, etc.).
- Y N Teacher introduced and discussed new vocabulary in a meaningful context.
- Y N Students were encouraged to state or write predictions prior to reading the text.
- Y N Teacher/Children determined the type of material that was to be read to determine their purpose for reading it.
- Y N Stated learning goal/strategy focus is evident verbally and visually (purpose is defined).

During Reading

- Y N The children were asked to identify portions of the **leveled** text that confirmed or disproved their original predictions.
- Y N The children were encouraged to use appropriate comprehension monitoring and fix-up strategies during reading.
- Y N An appropriate mix of actual and higher level thinking questions were incorporated into the comprehension discussion.
- Y N The teacher modeled and encouraged the use of new text vocabulary during discussion.
- Y N The teacher monitored and gave proper assistance and feedback as students read the text.
- Y N The teacher reminded the children to make use of their knowledge of text structure.
- Y N During the reading selection, the teacher modeled fluent reading with the **leveled** text and then encouraged the children to read fluently and with expression.
- Y N The teacher periodically assessed the children's ability to monitor meaning.
- Y N All students were engaged and participated in the lesson.
- Y N Instruction was differentiated for each small group.

After Reading

- Y N During the post-reading discussion, the children were asked to read aloud sections of the **leveled** text that substantiated answers to questions and confirmed or disproved predictions they had made about the selection.
- Y N Teacher asked the children to retell or summarize the material they had read, concentrating on major events or concepts.
- Y N The teacher continually monitored children's comprehension and provided feedback.
- Y N Children were encouraged to use new vocabulary in written and/or oral responses after the teacher modeled.
- Y N Transitions were effective and efficient.

Comments/Notes: _____