



Observing EVIDENCE-BASED READING INSTRUCTION

July 2019 * SABES PD Center for ELA Curriculum & Instruction * www.sabes.org/pd-center/ela

Date		Amount of Time spent observing	
Class			
Teacher's Name		# of students	
Observer's Name			
Diagnostic Assessment (<i>Check with the teacher outside of the observation</i>)			
Is there a <i>diagnostic assessment of reading</i> for each student? If Yes, have you seen the results? Are students assigned to appropriate instructional levels based on their results?			
<i>During the time you are in class, what do you observe? What is the focus? (Do not expect to see everything during one class.)</i>			
Components of Reading			
<input type="checkbox"/> Alphabetics <input type="checkbox"/> Vocabulary <input type="checkbox"/> Fluency <input type="checkbox"/> Comprehension			
Stages of Explicit Instruction			
<input type="checkbox"/> Explanation <input type="checkbox"/> Guided Practice <input type="checkbox"/> Modeling <input type="checkbox"/> Application (independent work)			
Student Engagement & Participation			
Students are working: <input type="checkbox"/> Individually <input type="checkbox"/> Small groups <input type="checkbox"/> Whole class Are students actively participating, whether listening, discussing, or otherwise contributing? For students working independently, <input type="checkbox"/> Are they actively engaged in their work? <input type="checkbox"/> When done, do they know what to do next?			
Materials Used			
<input type="checkbox"/> Handouts <input type="checkbox"/> Worksheets <input type="checkbox"/> Books <input type="checkbox"/> Digital <input type="checkbox"/> Other?		<i>Do the materials appear to be at appropriate reading levels?</i>	



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Strategies and/or tools observed (this is not an all inclusive list)	
Alphabetic <input type="checkbox"/> prefixes & suffixes	<input type="checkbox"/> rules of syllabification <input type="checkbox"/> decoding words
Fluency <input type="checkbox"/> echo reading <input type="checkbox"/> repeated reading	<input type="checkbox"/> collaborative oral reading <input type="checkbox"/> marked phrase boundaries
Vocabulary <input type="checkbox"/> fill in the blank <input type="checkbox"/> sentence completions	<input type="checkbox"/> yes/no/why <input type="checkbox"/> quadrant chart
Comprehension <input type="checkbox"/> 5W+H (reporter questions) <input type="checkbox"/> Getting the gist (finding the topic & main idea) <input type="checkbox"/> Summarizing	<input type="checkbox"/> Use graphic organizers for Compare & Contrast, Cause & Effect, Event Sequence
CCRS&E Instructional Shifts	
<input type="checkbox"/> Complexity: Practice with appropriately complex text and academic language	
<input type="checkbox"/> Evidence: Reading, writing, speaking and listening grounded in evidence from text	
<input type="checkbox"/> Building Knowledge of a topic with informational texts	
Differentiation	
<i>varied options for students according to need—materials, support, assignments, etc.</i>	
Use of Space: Room set up, materials organization, visuals...	
Additional Observations, Thoughts, & Questions	