

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, big books, puppets, letter-sound cards, pre-decodable and decodable books, vocabulary word lists, charts, student readers, and 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. Concepts of Print		
10a. Teacher identifies parts of a book (e.g., front, back, title page), print on a page and how it is organized (e.g., top to bottom, left to right).		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
10b. Teacher demonstrates how print matches speech and written words are separated by spaces.		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine

10c. Teacher explains simple punctuation rules (e.g., first-letter capitalization, ending punctuation).	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
11. Phonological/Phonemic Awareness			
11a. Teacher uses oral activities that include rhyming, word play, and manipulation of words, syllables, and sounds.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
11b. Teacher uses engaging activities and materials to support instruction (e.g., hand motions, clapping, puppets, Elkonin boxes, other manipulatives to represent sounds).	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
11c. Teacher clearly and accurately pronounces individual sounds that are the focus of the lesson with enough volume for students to hear.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
12. Phonics			
12a. Teacher uses manipulatives , such as letter tiles and Elkonin boxes, to help make the connection between phonemes (sounds) and graphemes (letters). (Second semester)	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
12b. Teacher uses visual aids (e.g., alphabet cards, letter-sound cards, word cards) as designed by the program.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
12c. Teacher introduces an explicit decoding strategy to sound and blend simple words.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
12d. Teacher introduces and reviews common irregular words (e.g., was, to, the) frequently.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
13. Fluency			
13a. Teacher models fluent reading (i.e., speed, accuracy, and prosody) during read-aloud and shared reading activities.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
13b. Teacher and students are academically engaged in shared reading activities (e.g., big books, choral reading, charts, poems, songs).	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
13c. Pre-reading activities (e.g., letter naming, letter sound, shared reading, pre-decodable and decodable books) are taking place in small groups with the teacher providing immediate scaffolded feedback .	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
14. Vocabulary			
14a. Teacher contextualizes unfamiliar words in stories read orally to students by using student-friendly explanations .	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
14b. Explicit vocabulary instruction is purposeful and ongoing as evidenced by teacher providing lists of vocabulary words, word walls, concrete examples, and other resources to determine the meanings of words.	<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine

14c. Teacher **categorizes key vocabulary** and identifies important features.

Yes No Unable to determine

14d. Teacher relates new vocabulary to **prior knowledge** through **questioning and other instructional activities**.

Yes No Unable to determine

14e. Students are **actively involved** with thinking about **and using words in multiple contexts**.

Yes No Unable to determine

15. Comprehension

15a. Teacher models and encourages students to **make predictions about text** content using pictures, background knowledge, and text features (e.g., title, subheading, captions, illustrations).

Yes No Unable to determine

15b. Teacher models and encourages students to **use prior knowledge** and **supporting details** from text to **make connections** with the reading selection.

Yes No Unable to determine

15c. Teacher models and encourages students to retell the **main idea**, identify **supporting details** (e.g., who, what, when, where, why, how), and arrange events in **sequence**.

Yes No Unable to determine

15d. Teacher models and encourages students to determine whether a reading selection is **fact or fiction** and to identify the **author's purpose**.

Yes No Unable to determine

Notes and Reflection Prompts

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Objective(s):			
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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, big books, puppets, letter-sound cards, pre-decodable and decodable books, vocabulary word lists, charts, student readers, and 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. Phonological/Phonemic Awareness		
10a. Teacher uses oral activities that include segmenting, blending, and manipulation of sounds in words.		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine

10b. Teacher uses **engaging activities and materials** to support instruction (e.g., hand motions, clapping, puppets, Elkonin boxes, other manipulatives to represent sounds).

- Yes No Unable to determine

10c. Teacher **clearly and accurately pronounces** individual sounds that are the focus of the lesson with enough volume for students to hear.

- Yes No Unable to determine

11. Phonics

11a. Teacher uses **manipulatives**, such as letter tiles and Elkonin boxes, to help make the connection between phonemes (sounds) and graphemes (letters).

- Yes No Unable to determine

11b. Teacher uses **visual aids** (e.g., alphabet cards, letter-sound cards, word cards) as designed by the program.

- Yes No Unable to determine

11c. Teacher introduces an **explicit decoding strategy** to sound and blend simple words

- Yes No Unable to determine

11d. Teacher introduces and reviews **common irregular words** (e.g., *there, because*) frequently.

- Yes No Unable to determine

11e. Students are applying **letter/sound knowledge in reading and writing** activities.

- Yes No Unable to determine

12. Fluency

12a. Teacher models **fluent reading (i.e., speed, accuracy, and prosody)** during read-aloud and shared readings.

- Yes No Unable to determine

12b. Teacher and students are academically engaged in **shared reading** activities (e.g., big books, choral reading, charts, poems, songs).

- Yes No Unable to determine

12c. **Oral reading** takes place in whole and small groups; the teacher provides immediate **scaffolded feedback**.

- Yes No Unable to determine

12d. Students are **reading orally** (e.g., choral reading, partner reading, repeated reading).

- Yes No Unable to determine

13. Vocabulary

13a. Teacher **contextualizes unfamiliar words** in stories read orally to students by using **student-friendly explanations**.

- Yes No Unable to determine

13b. Explicit **vocabulary instruction** is purposeful and ongoing as evidenced by lists of vocabulary words, graphic organizers, word walls, word sorts, etc.

- Yes No Unable to determine

13c. Teacher **categorizes key vocabulary** and identifies important features.

- Yes No Unable to determine

13d. Teacher relates new vocabulary to **prior knowledge** through **questioning and other instructional activities**.

- Yes No Unable to determine

13e. Students are **actively involved** with thinking about **and using words in multiple contexts**.

- Yes No Unable to determine

14. Comprehension

14a. Teacher models and encourages students to **make predictions about text** content using pictures, background knowledge, and text features (e.g., title, subheading, captions, illustrations).

- Yes No Unable to determine

14b. Teacher models and encourages students to **use prior knowledge and supporting details** from text to **make connections** with the reading selection.

- Yes No Unable to determine

14c. Teacher models and encourages students to retell the **main idea**, identify **supporting details** (e.g., who, what, when, where, why, how), and arrange events in **sequence**.

- Yes No Unable to determine

14d. 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**.

- Yes No Unable to determine

14e. 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

14f. 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

14g. Students identify, ask, and answer questions about **story grammar** (e.g., characters, setting, problems, solutions).

- Yes No Unable to determine

14h. 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

Notes and Reflection Prompts

Large empty box for notes and reflection prompts.

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).		
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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

Large empty area for notes and reflection prompts.

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Teacher:	School:		
Grade:	Subject:		
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Objective(s):			
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<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.

- Yes No Unable to determine

10c. Teacher introduces and reviews **common irregular words** (e.g., *because*) frequently.

- Yes No Unable to determine

10d. Students are applying **letter/sound knowledge and advanced phonic elements** in reading and writing activities.

- Yes No Unable to determine

11. Fluency

11a. Teacher models **fluent reading** (i.e., speed, accuracy, and prosody) during read-aloud and shared readings.

- Yes No Unable to determine

11b. Teacher and students are academically engaged in **shared reading** activities (e.g., choral reading, charts, poems).

- Yes No Unable to determine

11c. **Oral reading** takes place in whole and small groups; the teacher provides immediate **scaffolded feedback**.

- Yes No Unable to determine

11d. Students are **reading orally** (e.g., choral reading, partner reading, repeated reading).

- Yes No Unable to determine

12. Vocabulary

12a. Teacher **contextualizes unfamiliar words** in stories read by using **student-friendly explanations**.

- Yes No 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.

- Yes No Unable to determine

12c. Teacher **categorizes key vocabulary** and identifies important features.

- Yes No Unable to determine

12d. Teacher provides instruction on word part meanings (e.g., root words, prefixes, suffixes) to determine the meanings of words.

- Yes No Unable to determine

12e. Teacher **relates** new vocabulary to **prior knowledge** through questioning or other instructional activities.

- Yes No 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).

- Yes No 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.

- Yes No 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.

- Yes No 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**.

- Yes No Unable to determine

13e. Teacher models and encourages students to use **graphic and semantic organizers** to help students focus on text structures (e.g., compare/contrast, cause/effect) 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