

Date:	Time:	
Teacher:	School:	
Grade:	Subject:	
<b>1. Learning objective(s) for the lesson</b>		
Objective(s):		
<b>2. Learning objective(s) is evident to the students</b>		
<input type="checkbox"/> Evident	<input type="checkbox"/> Not evident	<input type="checkbox"/> Unable to determine
<b>3. Learning objective(s) on target for grade-level standards</b>		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
<b>4. Identify grouping format</b>		
<input type="checkbox"/> Whole group	<input type="checkbox"/> Small group	<input type="checkbox"/> Paired <input type="checkbox"/> Individual
<b>5. Determine levels of class engagement</b>		
<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.		
<b>6. Classroom Environment</b>		
<b>6a. Classroom behavior management system effectively creates a positive learning environment.</b>		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
<b>6b. Classroom arrangement is conducive to whole-group instruction and reading centers (teacher-led center and independent student centers).</b>		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
<b>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.</b>		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
<b>6d. Classroom displays of current student work and curriculum material reflect the skills and concepts taught.</b>		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
<b>6e. Teacher's interactions with students reflect warmth, encouragement, and enthusiasm.</b>		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
<b>7. Instructional Materials</b>		
<b>7a. Teacher and student program materials are accessible and organized (e.g., teachers' guides, vocabulary word lists, charts, student readers, sufficient selection of leveled texts).</b>		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
<b>7b. Teacher uses a variety of resources during reading instruction (e.g., wipe-off boards, overhead projectors, computers, listening centers).</b>		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine

<b>8. Teacher Instruction</b>		
<b>8a.</b> Teacher provides appropriate and <b>clear instruction for all students including students at risk</b> , English language learners, and students with special needs.		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
<b>8b.</b> Teacher implements <b>program components with fidelity</b> .		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
<b>8c.</b> Teacher <b>differentiates instruction</b> according to student needs based on assessment.		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
<b>8d.</b> Teacher uses <b>explicit instruction</b> during whole-group instruction and at the teacher-led center.		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
<b>8e.</b> Teacher <b>scaffolds instruction</b> during whole-group instruction and at the teacher-led center.		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
<b>8f.</b> Teacher provides <b>ample opportunities for students to practice and receive</b> corrective and positive <b>feedback</b> .		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
<b>8g.</b> <b>Pacing</b> 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
<b>8h.</b> <b>Transitions</b> 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
<b>8i.</b> Evidence exists that reading <b>routines and procedures</b> are <b>familiar to the students</b> .		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
<b>8j.</b> Teacher fosters <b>active student engagement</b> and <b>motivation</b> to learn.		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
<b>9. Reading Centers</b>		
<b>9a.</b> A <b>center management system</b> indicating flexible student placement and group size is evident.		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
<b>9b.</b> Reading centers are <b>clearly designed, labeled, and defined</b> .		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
<b>9c.</b> At the <b>teacher-led center</b> , reading instruction is based on student assessment.		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
<b>9d.</b> At <b>student centers</b> , students are working on <b>activities</b> that directly <b>build reading skills</b> .		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
<b>9e.</b> Students remain <b>academically engaged during student centers</b> and independent work.		
<input type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> Unable to determine
<b>10. Phonics</b>		
<b>10a.</b> Teacher uses <b>visual aids</b> (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 provides 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.** Students are applying **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 models and encourages students to use a **dictionary, thesaurus, and digital tools** to determine meanings of words and to identify alternative word choices.

- Yes  No  Unable to determine

**12f.** 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

