Reading Instruction: A Walk-Through Observation Guide

School _______________________ Teacher ___________ Grade ________ Date __________

Room Organization

☐ Yes  ☐ No Does the room organization allow for whole-group and small-group instruction? (Is there a table that facilitates small-group instruction?)

☐ Yes  ☐ No Are learning workstations organized and accessible?

☐ Yes  ☐ No Is there a management board that tells students what to do?

☐ Yes  ☐ No Is there a classroom library or book nook?

☐ Yes  ☐ No Are a variety of texts in a range of levels and genres available in the classroom library? How many books are available in the library? ______

☐ Yes  ☐ No Does the library area appear warm and inviting, comfortable for students to sit?

☐ Yes  ☐ No Is there a classroom word wall? Does it appear the word wall is in use? How many words are on the word wall? ______

☐ Yes  ☐ No Is the word wall visible for small-group instruction?

☐ Yes  ☐ No Are classroom bulletin boards or posters visible that describe the strategies that are being employed during word study or comprehension time?

☐ Yes  ☐ No Is student work visible in the classroom? ______________

The Classroom Schedule and Managing Time, Students, and Other Adults

☐ Yes  ☐ No Is the teacher on schedule for whole- and small-group instruction?

☐ Yes  ☐ No Are transitions between activities quick and effective?

☐ Yes  ☐ No Are students engaged and on task?

☐ Yes  ☐ No Are special education teachers and paraprofessionals or classroom volunteers actively engaged in teaching students, and not just “floor walking”?

Establishing Goals and Standards

☐ Yes  ☐ No Are content standards or objectives displayed for the current lessons in child friendly language?

☐ Yes  ☐ No Is the purpose of the lesson clear?
Word Study/Vocabulary Instruction

☐ Yes  ☐ No  Is the core reading program in use?

☐ Yes  ☐ No  Are students actively engaged with words (word sorting, writing, or vocabulary work)? List the word play or instruction you observe: ____________________

☐ Yes  ☐ No  Are there lists of new vocabulary words displayed from the reading selections, novels, and teacher read-alouds or student self-selections?

☐ Yes  ☐ No  Are lists of content area vocabulary words displayed?

Comprehension Instruction

☐ Yes  ☐ No  Is the core reading program in use?

☐ Yes  ☐ No  Are students reading at their instructional levels during comprehension instruction (90% accuracy or above)?

☐ Yes  ☐ No  Are there teacher-made charts that guide students in the use of comprehension strategies? How many charts? ______

☐ Yes  ☐ No  Are sample graphic organizers displayed in the classroom (e.g., story maps, compare/contrast charts) to assist students?

☐ Yes  ☐ No  Is there a visual that describes the genres of reading and writing?

☐ Yes  ☐ No  Are there teacher- or student-made bulletin boards or charts that indicate the topics and subjects currently being studied in science, math, and social studies?

Building Fluency

☐ Yes  ☐ No  Are students engaged in individual or paired fluency activities?

☐ Yes  ☐ No  Does fluency work address accuracy, rate, phrasing, and prosody? What area of fluency instruction did you observe? ____________

Assessment

☐ Yes  ☐ No  Is the core reading program assessment being used?

☐ Yes  ☐ No  Is there evidence that weekly monitoring of progress is taking place during small-group time? If yes, in what areas (words, comprehension, fluency)? ______________

☐ Yes  ☐ No  What data are available for students’ progress? ____________________
Other Observations

______________________________________________________________

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______________________________________________________________

______________________________________________________________

______________________________________________________________

Observer ______________________________