

TEACHER NAME:

OBSERVER & DATE of OBSERVATION:

Guided Reading Observation Protocol - PHASE 1 / DAY 1 – Grades 2 through 5

FOCUS	LOOK-FORS	OBSERVATIONS
<p><u>Materials</u></p> <p><u>Assessments</u></p>	<ul style="list-style-type: none"> ○ Teacher and students' materials are organized and easily accessible. ○ Students use their materials efficiently. ○ Teachers select text that matches the students' instructional level, containing a few challenging features to promote efficient problem-solving. ○ Teacher uses organized, ongoing summative (formal) and formative (informal) assessments to make decisions to inform instruction and monitor progress. 	
<p>PHASE ONE/DAY ONE</p> <ul style="list-style-type: none"> ○ Guided Reading ○ Conferences ○ Discussion <p>10 to 20 minutes</p>	<ul style="list-style-type: none"> ○ Teacher provides a group orientation to the guided reading text, and students engage in co-constructing meaning for the text. (2 to 5 minutes) <ul style="list-style-type: none"> ○ 2 to 3 sentence intro about the book ○ State the teaching point ○ Highlight 1 or 2 words (new vocabulary or potentially challenging word – repetitive or essential to text meaning) ○ Students read the text independently while the teacher conducts one-to-one reading conferences with each student. Teacher records students' processing behaviors and applies contingent scaffolding to lift students' processing. (5 to 10 minutes) ○ Teacher convenes the group for a follow-up discussion of the meaning of the text. Teacher prompts students to locate a problem area of the text. Teacher uses these opportunities to teach for strategy use. (3 to 5 minutes) 	
<p><u>Post-Group:</u></p> <ul style="list-style-type: none"> ○ Reading and Writing Analysis 	<ul style="list-style-type: none"> ○ Teacher uses data collected to plan the next lesson. 	

