SCHOOL DISTRICT OF FORT•ATKINSON

TEACHER NAME: _____

OBSERVER & DATE of OBSERVATION: _____

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

FOCUS	LOOK-FORS	OBSERVATIONS
Materials **Assessments**	o Teacher and students' materials are organized and easily accessible. o Students use their materials efficiently. o Teachers select text that matches the students' instructional level, containing a few challenging features to promote efficient problem-solving. o Teacher uses organized, ongoing summative (formal) and formative (informal) assessments to make decisions to inform instruction/monitor progress.	
PHASE TWO/DAY TWO o **Independent Reading** o **Ongoing Assessment (Running Records, Miscue Analysis or Other Assessment)** o **Writing in Response to Reading** o **Conferencing** 10 to 20 minutes	o Using guided reading text from previous day, teacher assesses one student using running record, miscue analysis or other assessment while the other students read independently (easy or familiar texts) to promote fluency, apply efficient problem-solving strategies, and to foster deeper comprehension. (2 to 3 minutes) o Teacher provides a prompt to deepen comprehension through writing. (2 to 3 minutes) o Each student composes orally a personal response to the teacher's prompt. (2 to 3 minutes) o Each student writes a response in a writing journal, and the teacher conducts one-to-one writing conferences with each student. Teacher dismisses after conferences are complete. (4 to 11 minutes) *While conferencing*, the teacher records students' processing behaviors (reading prompt and understanding academic vocabulary, fluency of thinking while rehearsing, organizing for response, using writing strategies, and fluency of encoding response) while writing. Teacher applies contingent scaffolding to lift the students' processing.	
Post-Group: o **Reading and Writing Analysis**	o Teacher uses data collected to plan the next lesson.	