

**Guided Reading Observation Protocol - PHASE 1 / DAY 1 -
 Grades K-1: Levels C and Beyond**

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. ○ Teacher selects a word study activity that will help develop students' phonological and orthographic knowledge at the late early and transitional levels. ○ Teachers select text that matches the students' instructional level, containing a few challenging features to promote efficient problem-solving. ○ Teacher uses organized formative (informal) assessments to make decisions to inform instruction/monitor progress. 	
<p>PHASE ONE/DAY ONE</p> <ul style="list-style-type: none"> ○ Word Study ○ Guided Reading ○ Conferences ○ Discussion <p>15 minutes</p>	<ul style="list-style-type: none"> ○ Provide explicit word study instruction based on the examination of students reading and writing. Using this evidence along with the word study continuum to plan a constructive word study activity. (2 to 3 minutes) ○ Teacher provides a group orientation to the guided reading text, and students engage in co-constructing meaning for the text. (1 to 2 minutes) <ul style="list-style-type: none"> ○ 1 to 2 sentence intro about the book ○ States 2 purposes for reading <ul style="list-style-type: none"> ▪ Meaning level...read to find out... ▪ Strategic level...when you get to a tricky word... ○ Provide a book orientation through the book and discuss the meaning of the text. Highlight 1 or 2 words (new vocabulary or potentially challenging word - repetitive or essential to text meaning). Highlight unfamiliar language structures. ○ 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 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. (1 to 2 minutes) <ul style="list-style-type: none"> ○ Teacher prompts students to locate a problem or teacher highlights a strategy used by a student. 	
<p><u>Post-Group:</u></p> <ul style="list-style-type: none"> ○ Reading and Word Study Analysis 	<ul style="list-style-type: none"> ○ Teacher uses data collected to plan the next lesson. 	