

## Guided Reading Observation Tool

**Check all that apply.**

	<b>Best Practices</b>	<b>Practices to Avoid</b>	<b>Comments/Notes</b>
<b>Seating Arrangement</b>	<input type="checkbox"/> Students in the guided reading group are seated at a designated spot for guided reading with the teacher. The other students are seated individually or cooperatively in centers. <input type="checkbox"/> No more than 6 students are seated in the guided reading group.	<input type="checkbox"/> Students are seated at their desks for the entire lesson. <input type="checkbox"/> Students at centers are unaware of what to do at their center and rely on the teacher for further direction.	
<b>Materials and Instruction</b>	<input type="checkbox"/> Evidence of leveled bookroom teacher and student materials being <input type="checkbox"/> Instruction is focused on a reading strategy or key skill. <input type="checkbox"/> Pacing is appropriate (20 minutes total for the guided reading group). <input type="checkbox"/> Supplemental materials support the instruction for the guided reading level of the learners. <input type="checkbox"/> The teacher listens in to students as they read independently and supports their instruction and/or asks questions related to what the student read. <input type="checkbox"/> All students are engaged in actively reading the text independently. <input type="checkbox"/> Transition time to and from the guided reading area is quick. <input type="checkbox"/> Students at centers are aware of what to do at their center and do not require teacher clarification or prompting for further direction.	<input type="checkbox"/> Little or no evidence of using the teacher and/or student leveled bookroom materials supplied by the district. <input type="checkbox"/> Instruction does not focus on a reading strategy or key skill. <input type="checkbox"/> Pacing is inappropriate and does not support the learning for the group. <input type="checkbox"/> Students are not engaged in being active independent readers and/or round robin reading is being used. <input type="checkbox"/> Transition time to and from the guided reading area is lengthy, leading to loss of instruction. <input type="checkbox"/> Time spent in the group is focused on teaching the group rather than having the students practice reading. <input type="checkbox"/> Students at centers are unaware of what to do at their center and rely on the teacher for further direction.	

<p style="text-align: center;"><b>PLANNING</b></p>	<p><input type="checkbox"/>Teacher plans, reads, and decides on lessons in advance.</p> <p><input type="checkbox"/>Teacher has a focused objective on the strategy or skill being taught on the lesson card for the day and sets the purpose for reading.</p> <p><input type="checkbox"/>Teacher discusses how the lessons are going with other teachers and talks about what students know how to do and do not yet know how to do.</p> <p><input type="checkbox"/>Teacher prepares centers activities that are meaningful and support the development of the skills being taught within the class. Directions for centers are provided so students can successfully complete the task without interrupting the guided reading group.</p>	<p><input type="checkbox"/>Teacher reads the text for the first time as s/he is conducting the lesson on it.</p> <p><input type="checkbox"/>Teacher does not have a focused objective on the skill or strategy for the day and/or does not set the purpose for reading.</p> <p><input type="checkbox"/>Teacher can only discuss what is not going well or does not have a sense of what the students know.</p> <p><input type="checkbox"/>Teacher does not prepare centers activities that are meaningful and support the development of the skills being taught within the class. Directions for centers are unknown and students interrupt the guided reading group for clarity on what to do.</p>	
<p style="text-align: center;"><b>ASSESSMENT</b></p>	<p><input type="checkbox"/>Teacher creates anecdotal notes that serve as progress monitoring for the student.</p> <p><input type="checkbox"/>Teacher uses the reading behaviors for each level to support development on the next level.</p> <p><input type="checkbox"/>Teacher conducts running records every 4-8 weeks based on student progress and keeps a record of those results.</p>	<p><input type="checkbox"/>Teacher does not capture student progress through the use of anecdotal notes.</p> <p><input type="checkbox"/>Teacher is unaware of the reading behaviors exhibited by each student and thus cannot support the development on the next level.</p> <p><input type="checkbox"/>Teacher does not conduct running records every 4-8 weeks based on student progress and keep a record of those results.</p>	