

Reading Classroom Observation Form

School _____ Date _____

Grade-level _____

Standards of Learning Objective(s)

Lesson Objective (Behavior, Conditions, and Criteria for Success)

Shared Reading

- ___ Focused mini-lesson aligned with the SOL content is presented at the appropriate cognitive level
- ___ The teacher demonstrates meta-cognitive strategies by “thinking aloud”, modeling, and explaining as he/she reads text
- ___ The teacher and students engage in a discussion of the text before, during, and after reading
- ___ The teacher models fluent, expressive reading
- ___ Students respond to text in writing (i.e., reading response journal)
- ___ The teacher uses formative assessment to monitor student mastery during the lesson

Comments:

Guided Reading

- ___ Students participate in guided reading groups led by the classroom teacher
- ___ Purpose for reading is set by the teacher
- ___ Differentiated text is used for each group of students (i.e., Tier 1, Tier 2, and Tier 3)
- ___ The teacher instructs students on comprehension, decoding, word study, and vocabulary strategies
- ___ The teacher introduces the story with text or a picture walk
- ___ Each student reads all of the text silently/quietly to himself/herself
- ___ The teacher monitors students as they read using running records or other forms of formative assessment
- ___ Students respond to text in writing (i.e., reading response journal)

Comments