

Arkansas Reading First Observation Protocol – Grade 1

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|-----------------------------|--------------------|----------------|
| Teacher: | Lit. Coach: | School: |
| Observer Name/Title: | | Date: |

| Context for Instruction | Evidence |
|---|----------|
| Room Environment | |
| Room arrangement allows for whole group instruction. | |
| Room arrangement allows for small group instruction. | |
| Literacy corners are set up for independent practice. | |
| Resources | |
| Classroom has an ample library. | |
| Classroom is a print rich environment. | |
| Students have access to materials and books. | |
| Class constructed charts are displayed and are current. | |
| Student work is displayed. | |

| Instructional Approach: Familiar (Independent Reading) | |
|--|--|
| Instructional Setting <input type="checkbox"/> One to One (for assessment) <input type="checkbox"/> Whole Group <input type="checkbox"/> Independent Practice <input type="checkbox"/> Small Group | Type of Instruction <input type="checkbox"/> Explicit <input type="checkbox"/> Open-ended <input type="checkbox"/> Spontaneous/Authentic Begin time _____ End time _____ Approximately 20 minutes allowed: <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Elements Addressed <input type="checkbox"/> Phonemic Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary/Word recognition <input type="checkbox"/> Comprehension | |
| Instructional Strategies | Evidence |
| Students follow a clearly established routine. | |
| Students read at their independent level. | |
| Students choose from a variety of texts and genres. | |
| Teacher assesses two or three students for accuracy. | |
| Teacher assesses two or three students' fluency rate and comprehension on familiar text. | |
| Teacher assesses two or three students for LNF, PSF, NWF, or ORF. | |
| Teacher models and provides feedback for fluent reading of high frequency phrases. | |
| Students practice reading high frequency phrases for fluency (when majority of students are reading level 8). | |
| Student monitors buddy re-reading. | |

| Instructional Approach: Shared Reading | |
|---|---|
| Instructional Setting <input type="radio"/> One to One <input type="radio"/> Whole Group <input type="radio"/> Independent Practice <input type="radio"/> Small Group | Type of Instruction <input type="radio"/> Explicit <input type="radio"/> Open-ended <input type="radio"/> Spontaneous/Authentic Begin time _____ End time _____ Approximately 20 minutes allowed: <input type="radio"/> Yes <input type="radio"/> No |
| Elements Addressed <input type="radio"/> Phonemic Awareness <input type="radio"/> Phonics <input type="radio"/> Fluency <input type="radio"/> Vocabulary/Word recognition <input type="radio"/> Comprehension | |
| Concept Taught | |
| Instructional Strategies | Evidence |
| Teacher and students warm up with familiar poem or big book. | |
| Teacher and students read texts. (ABC chart, poem, and/or big book) | |
| All students are actively engaged. | |
| Teacher uses flexible language prompts to develop oral language and vocabulary. | |
| Lesson is at the developmental level of the students. | |
| Materials are organized and easily accessible for the lesson. | |
| Instruction is explicit and is focused on a grade appropriate comprehension strategy. | |
| Appropriate texts are used. | |
| Comments | |
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| Instructional Approach: Small Group Reading Instruction | |
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| Instructional Setting <input type="radio"/> One to One <input type="radio"/> Whole Group <input type="radio"/> Independent Practice <input type="radio"/> Small Group | Type of Instruction <input type="radio"/> Explicit <input type="radio"/> Open-ended <input type="radio"/> Spontaneous/Authentic Begin time _____ End time _____ Approximately 20-30 minutes allowed: <input type="radio"/> Yes <input type="radio"/> No |
| Elements Addressed <input type="radio"/> Phonemic Awareness <input type="radio"/> Phonics <input type="radio"/> Fluency <input type="radio"/> Vocabulary/Word recognition <input type="radio"/> Comprehension | |
| Instructional Strategies | Evidence |
| Intervention | |
| Teacher provides (5-10 minute) targeted intervention (for some or at risk students.) | |
| Before Reading/Book Introduction | |
| Book introduction provides appropriate support for the students according to their level, strengths, and needs. | |
| Teacher builds meaning by relating the story to the students' prior experiences, knowledge of the world or literary experience. | |
| Teacher invites predictions about the book. | |
| Teacher gives a brief overview of the book. | |
| Teacher prompts students to discuss the pictures. | |
| Teacher uses the recurring language phrases and the precise vocabulary of the story. | |
| Teacher prompts students to use visual information to locate an unknown word. | |
| Teacher sets the purpose for reading. | |
| Teacher discusses with the group how to overcome possible challenges. | |
| Book introduction actively involves students. | |
| During Reading/First Reading | |
| Students read text independently. | |
| Teacher closely observes and notes each student's reading behaviors. | |
| Teacher provides feedback. | |

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| After Reading | |
| Students and teacher discuss meaning of story and revisit purpose set for reading. | |
| Teacher selects one or two teaching points based on students' reading behavior. | |
| Teacher reads text with students (echo or choral reading). | |
| Students use repeated reading procedures to reread the guided reading text. | |
| Book Selection | |
| Book selection matches student's instructional level. | |
| Book selection contains a few challenging features. | |

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| Instructional Approach: Literacy Corners | |
| Instructional Setting <input type="checkbox"/> One to one <input type="checkbox"/> Whole Group <input type="checkbox"/> Independent Practice <input type="checkbox"/> Small Group | Type of Instruction <input type="checkbox"/> Explicit <input type="checkbox"/> Open-ended <input type="checkbox"/> Spontaneous/Authentic Begin time _____ End time _____ Instructional setting of 60-90 minutes: <input type="checkbox"/> Yes <input type="checkbox"/> No |
| Elements Addressed <input type="checkbox"/> Phonemic Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary/Word recognition <input type="checkbox"/> Comprehension | |
| Instructional Strategies | Evidence |
| Tasks are focused on providing practice with the five essential elements of reading. | |
| Materials are organized and accessible. | |
| Routines are established. | |
| Activities reinforce previous learning. | |
| Activities provide practice at the student's independent level. | |
| Activities target individual student's needs. | |
| Students are engaged in reading and writing activities that reflect the instruction. | |
| Students are on task and working responsibly. | |
| Teacher holds students accountable. | |
| Technology is used appropriately for practice and/or intervention. | |

| Instructional Approach: Read Aloud | |
|--|---|
| Instructional Setting <input type="radio"/> One to One <input type="radio"/> Whole Group <input type="radio"/> Independent Practice <input type="radio"/> Small Group | Type of Instruction <input type="radio"/> Explicit <input type="radio"/> Open-ended <input type="radio"/> Spontaneous/Authentic Begin time _____ End time _____ Approximately 15 minutes allowed: <input type="radio"/> Yes <input type="radio"/> No |
| Elements Addressed <input type="radio"/> Phonemic Awareness <input type="radio"/> Phonics <input type="radio"/> Fluency <input type="radio"/> Vocabulary/Word recognition <input type="radio"/> Comprehension | |
| Concept Taught | |
| Instructional Strategies | Evidence |
| Before | |
| Teacher gives a brief overview of the book. | |
| Teacher invites predictions about the book. | |
| Teacher sets purpose for listening. | |
| During | |
| Teacher provides opportunities for students to develop concepts and vocabulary. | |
| Teacher models constructing meaning. | |
| Teacher uses appropriate questions to guide comprehension. | |
| Teacher provides a model of fluent and expressive reading. | |
| After | |
| Teacher and students discuss meaning of the story. | |
| Teacher and students confirm or disconfirm predictions. | |
| Teacher provides explicit vocabulary lesson for 2 or 3 words from the text. -Teacher contextualizes the word within the story. -Teacher has students say the word. -Teacher provides a student-friendly explanation of the word. -Teacher presents examples of the word used in different contexts from the story context. -Teacher encourages students to interact with words by questions, reasons, examples, or making choices. -Teacher models using all the words in a sentence. -Teacher has students say the word. | |

| Instructional Approach: Assisted Writing (Interactive)/Independent Writing | |
|---|--|
| Instructional Setting <input type="radio"/> One to One <input type="radio"/> Whole Group <input type="radio"/> Independent Practice <input type="radio"/> Small Group | Type of Instruction <input type="radio"/> Explicit <input type="radio"/> Open-ended <input type="radio"/> Spontaneous/Authentic Begin time _____ End time _____ Approximately 15-20 minutes allowed: <input type="radio"/> Yes <input type="radio"/> No |
| Elements Addressed <input type="radio"/> Phonemic Awareness <input type="radio"/> Phonics <input type="radio"/> Fluency <input type="radio"/> Vocabulary/Word recognition <input type="radio"/> Comprehension | |
| Concept Taught | |
| Instructional Strategies (Small Group) | Evidence |
| Appropriate materials are organized and accessible. | |
| Student engagement is high. | |
| Lesson is fast paced and focused. | |
| Teacher clearly and correctly articulates the sounds. | |
| Message is collaboratively produced. | |
| Lesson provides opportunities to develop phonemic awareness. | |
| Lesson provides explicit instruction in the use of phonics for encoding. | |
| Teacher's interactions with the students focus on developing early writing behaviors. | |
| Lesson promotes automaticity of letters and high frequency words. | |
| Teacher models the composing process. | |
| Students are encouraged to apply their knowledge in strategic and flexible ways. | |
| The collaborated product is correct. | |
| Students write independently. | |
| Teacher provides explicit feedback to each student in the group. | |

| Instructional Approach: Assisted Writing (Write Aloud)/Independent Writing | |
|---|--|
| Instructional Setting <input type="radio"/> One to One <input type="radio"/> Whole Group <input type="radio"/> Independent Practice <input type="radio"/> Small Group | Type of Instruction <input type="radio"/> Explicit <input type="radio"/> Open-ended <input type="radio"/> Spontaneous/Authentic Begin time _____ End time _____ Approximately 15-20 minutes allowed: <input type="radio"/> Yes <input type="radio"/> No |
| Elements Addressed <input type="radio"/> Phonemic Awareness <input type="radio"/> Phonics <input type="radio"/> Fluency <input type="radio"/> Vocabulary/Word recognition <input type="radio"/> Comprehension | |
| Concept Taught | |
| Instructional Strategies | Evidence |
| Appropriate materials are organized and accessible. | |
| Teacher discusses his/her story with the students. | |
| Teacher models the writing process. | |
| Teacher models the thought process (think aloud) as story is written on chart paper. | |
| Lesson provides explicit instruction in the use of phonics for encoding. | |
| Student engagement is high. | |
| Lesson is fast paced and focused. | |
| The product is correct. | |
| Students write independently. | |
| Teacher conferences with four to five students. | |
| Comments | |
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Lesson Reflections

| How did the lessons within the literacy block address the five essential elements of reading? | |
|---|--|
| Phonemic Awareness | |
| Explicit Systematic Phonics | |
| Fluency | |
| Vocabulary | |
| Comprehension | |
| Describe the coherence of instruction across the literacy components. | |
| | |

| Synthesis of Observation | | |
|--------------------------|----------------|-----------------|
| | Teacher's View | Observer's View |
| Areas of Strength | | |
| Areas for Growth | | |

Teacher's Signature: _____

Observer's Signature: _____

| Instructional Approach: Small Group Interventions | |
|---|--|
| Instructional Setting <input type="radio"/> One to one <input type="radio"/> Whole Group <input type="radio"/> Independent Practice <input type="radio"/> Small Group | Type of Instruction <input type="radio"/> Explicit <input type="radio"/> Open-ended <input type="radio"/> Spontaneous/Authentic Begin time _____ End time _____ Approximately _____ minutes allowed. |
| Elements Addressed <input type="radio"/> Phonemic Awareness <input type="radio"/> Phonics <input type="radio"/> Fluency <input type="radio"/> Vocabulary/Word recognition <input type="radio"/> Comprehension | |
| Concept Taught | |
| Instructional Strategies | Evidence |
| Intervention is directly linked to classroom instruction. | |
| Teacher provides a clear explanation of the learning. | |
| Instruction is targeted to learner's identified needs. | |
| Teacher models the task. | |
| Teacher scaffolds the learner. | |
| Teacher demonstrates using clear examples to connect to prior knowledge. | |
| Guided practice provides multiple opportunities to respond with explicit teacher feedback. | |
| Students independently practice skill or strategy. | |
| Comments | |
| | |