

## Arkansas Reading First Observation Protocol – Second and Third

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

| Context for Instruction                                 | Evidence |
|---|----------|
| <b>Room Environment</b>                                 |          |
| Room arrangement allows for whole group instruction.    |          |
| Room arrangement allows for small group instruction.    |          |
| Literacy corners are set up for independent practice.   |          |
| <b>Resources</b>  |          |
| 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)  |   |
|---|---|
| <b>Instructional Setting</b><br><input type="radio"/> One to One (for assessment) <input type="radio"/> Whole Group<br><input type="radio"/> Independent Practice <input type="radio"/> Small Group                                 | <b>Type of Instruction</b><br><input type="radio"/> Explicit<br><input type="radio"/> Open-ended<br><input type="radio"/> Spontaneous/Authentic<br><br><b>Begin time</b> _____ <b>End time</b> _____<br><br><b>Approximately 20 minutes allowed:</b> <input type="radio"/> Yes <input type="radio"/> No |
| <b>Elements Addressed</b><br><input type="radio"/> Phonemic Awareness<br><input type="radio"/> Phonics<br><input type="radio"/> Fluency<br><input type="radio"/> Vocabulary/Word recognition<br><input type="radio"/> 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 monitors students' DIBELS progress as needed.   |   |
| Teacher guides students in practice of research-based repeated reading strategy using appropriate text.   |   |
| Student monitors buddy re-reading and graphs fluency rate.  |   |

| Instructional Approach: Explicit Phonics/Spelling   |  |
|---|--|
| <b>Instructional Setting</b><br><input type="radio"/> One to One <input type="radio"/> Whole Group<br><input type="radio"/> Independent Practice <input type="radio"/> Small Group  | <b>Type of Instruction</b><br><input type="radio"/> Explicit<br><input type="radio"/> Open-ended<br><input type="radio"/> Spontaneous/Authentic<br><br><b>Begin time</b> _____ <b>End time</b> _____<br><br><b>Approximately 20-30 minutes allowed:</b> <input type="radio"/> Yes <input type="radio"/> No |
| <b>Elements Addressed</b><br><input type="radio"/> Phonemic Awareness<br><input type="radio"/> Phonics<br><input type="radio"/> Fluency<br><input type="radio"/> Vocabulary/Word recognition<br><input type="radio"/> Comprehension |  |
| <b>Concept Taught</b> a. Phonological Awareness:<br>b: Phonics: _____ C: Developmental Stage: LN WW SJ DC Feature: _____  |  |
| Instructional Strategies  | Evidence   |
| <b>Phonemic Awareness</b>   |  |
| Connected text is used to introduce a new sound.  |  |
| <b>Phonics/Spelling</b>   |  |
| Teacher uses connected text to provide explicit instruction in fluency.   |  |
| Instruction promotes automaticity.  |  |
| Skills are taught explicitly and systematically.  |  |
| Teacher clearly and correctly articulates the sounds.   |  |
| Lesson teaches specific strategy for solving words in reading and writing.  |  |
| Teacher writes collaboratively produced generalization about the new learning.  |  |
| Instruction is explicit about the connection between the concept taught and reading and writing.  |  |
| Lesson provides initial practice in controlled, connected text in which students can practice their newly learned skills successfully.  |  |
| Instruction progresses from teacher modeling, to guided practice, to independent practice.  |  |
| The lesson is clear and explicit with a specific focus.   |  |
| The lesson is at the developmental stage of the students.   |  |
| Materials are organized and quickly distributed.  |  |

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

| Instructional Approach: Strategy Based Mini-lesson  |   |
|---|---|
| <b>Instructional Setting</b><br><input type="radio"/> One to One <input type="radio"/> Whole Group<br><input type="radio"/> Independent Practice <input type="radio"/> Small Group  | <b>Type of Instruction</b><br><input type="radio"/> Explicit<br><input type="radio"/> Open-ended<br><input type="radio"/> Spontaneous/Authentic<br><br><b>Begin time</b> _____ <b>End time</b> _____<br><br><b>Approximately 10 minutes allowed:</b> <input type="radio"/> Yes <input type="radio"/> No |
| <b>Elements Addressed</b><br><input type="radio"/> Phonemic Awareness<br><input type="radio"/> Phonics<br><input type="radio"/> Fluency<br><input type="radio"/> Vocabulary/Word recognition<br><input type="radio"/> Comprehension |   |
| <b>Concept Taught</b>   |   |
| Instructional Strategies  | Evidence  |
| Teacher and/or students conduct a book talk.  |   |
| Lesson is focused on one clear strategy or procedure.   |   |
| Teacher introduces the strategy or procedure with clear, concrete examples.   |   |
| Teacher models, or demonstrates <i>how</i> and <i>when</i> to apply the strategy or procedure.  |   |
| Students have an opportunity to engage in the strategy or procedure during the lesson. Students are actively involved in guided practice.   |   |
| Students will practice the strategy or procedure during guided reading and /or independent reading.   |   |
| Appropriate use of anchor chart is used to solidify and support students' learning of the procedure.  |   |
| <b>Comments</b>   |   |

| <b>Instructional Approach: Small Group Reading Instruction</b>  |  |
|---|--|
| <b>Instructional Setting</b><br><input type="radio"/> One to One <input type="radio"/> Whole Group<br><input type="radio"/> Independent Practice <input type="radio"/> Small Group  | <b>Type of Instruction</b><br><input type="radio"/> Explicit<br><input type="radio"/> Open-ended<br><input type="radio"/> Spontaneous/Authentic<br><br><b>Begin time</b> _____ <b>End time</b> _____<br><br><b>Approximately 20-30 minutes allowed: <input type="radio"/> Yes <input type="radio"/> No</b> |
| <b>Elements Addressed</b><br><input type="radio"/> Phonemic Awareness<br><input type="radio"/> Phonics<br><input type="radio"/> Fluency<br><input type="radio"/> Vocabulary/Word recognition<br><input type="radio"/> Comprehension |  |
| <b>Instructional Strategies</b>   | <b>Evidence</b>  |
| <b>Intervention</b>   |  |
| Teacher provides (5-10 minute) targeted intervention (for some or at risk students.)  |  |
| <b>Before Reading/Book Introduction</b>   |  |
| 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 gives a brief overview of the book (main idea) or examines text structure.  |  |
| Teacher invites productive predictions about the book.  |  |
| Teacher discusses the meaning of unfamiliar vocabulary or literary language patterns.   |  |
| Teacher discusses a specific strategy for comprehending this text.  |  |
| Teacher sets the purpose for reading.   |  |
| Book introduction actively involves students.   |  |
| <b>During Reading/First Reading</b>   |  |
| Students read text independently.   |  |
| Teacher closely observes and notes students' reading behavior.  |  |
| Teacher prompts students to use problem-solving strategies.   |  |
| Teacher provides feedback.  |  |
| <b>After Reading</b>  |  |
| 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 and students discuss their use of the target comprehension strategy.  |  |
| Students use repeated reading procedures to reread the guided reading text.   |  |
| Teacher makes assignment for rereading the guided reading text to apply specific comprehension strategies.  |  |
| <b>Book Selection:</b>  |  |
| Book selection matches children's instructional level.  |  |
| Book selection contains a few challenging features.   |  |

| <b>Instructional Approach: Guided Literature Discussion Group</b>   |   |
|---|---|
| <b>Instructional Setting</b><br><input type="radio"/> One to One <input type="radio"/> Whole Group<br><input type="radio"/> Independent Practice <input type="radio"/> Small Group  | <b>Type of Instruction</b><br><input type="radio"/> Explicit<br><input type="radio"/> Open-ended<br><input type="radio"/> Spontaneous/Authentic<br><br><b>Begin time</b> _____ <b>End time</b> _____<br><br><b>Approximately 15 minutes allowed:</b> <input type="radio"/> Yes <input type="radio"/> No |
| <b>Elements Addressed</b><br><input type="radio"/> Phonemic Awareness<br><input type="radio"/> Phonics<br><input type="radio"/> Fluency<br><input type="radio"/> Vocabulary/Word recognition<br><input type="radio"/> Comprehension |   |
| <b>Instructional Strategies</b>   | <b>Evidence</b>   |
| Teacher has provided guided reading instruction on the text <i>before</i> beginning the guided literature discussion.   |   |
| Teacher facilitates a focused conversation about the text.  |   |
| Most of the conversation is generated and produced by the students.   |   |
| Teacher prompts students to use group norms.  |   |
| Teacher reinforces students to use group norms.   |   |
| Teacher prompts students to use conversational moves.   |   |
| Teacher reinforces students' use of conversational moves.   |   |
| When necessary, teacher prompts for student use of comprehension strategies.  |   |
| The teacher records strategies used independently by students on observation notes.   |   |
| Students use notes from their re-reading and extension assignment to guide them in the group discussion.  |   |
| Comprehension strategies used by students (without teacher prompt) may include:   |   |
| Story Retelling   |   |
| Monitoring  |   |
| Using Graphic Organizers  |   |
| Answering Questions   |   |
| Generating Questions  |   |
| Summarizing   |   |
| Making Connections  |   |
| Visualizing   |   |
| Vocabulary Comprehension  |   |
| Teacher provides specific feedback to students on the use of comprehension strategies based on observation notes.   |   |
| <b>Comments</b>   |   |

| <b>Instructional Approach: Independent Reading</b>  |   |
|---|---|
| <b>Instructional Setting</b><br><input type="radio"/> One to One <input type="radio"/> Whole Group<br><input type="radio"/> Independent Practice <input type="radio"/> Small Group  | <b>Type of Instruction</b><br><input type="radio"/> Explicit<br><input type="radio"/> Open-ended<br><input type="radio"/> Spontaneous/Authentic<br><br><b>Begin time</b> _____ <b>End time</b> _____<br><br><b>Instructional setting of 60-90 minutes:</b> <input type="radio"/> Yes <input type="radio"/> No |
| <b>Elements Addressed</b><br><input type="radio"/> Phonemic Awareness<br><input type="radio"/> Phonics<br><input type="radio"/> Fluency<br><input type="radio"/> Vocabulary/Word recognition<br><input type="radio"/> Comprehension |   |
| <b>Instructional Strategies</b>   | <b>Evidence</b>   |
| Tasks are focused on providing practice with the five essential elements of reading.  |   |
| Materials are organized and accessible.   |   |
| Routines are established.   |   |
| Assignments reinforce previous learning.  |   |
| Assignments provide practice at the student's independent level.  |   |
| Students are engaged in authentic 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.  |   |

| <b>Instructional Approach: Reading Workshop Share Time</b>  |   |
|---|---|
| <b>Instructional Setting</b><br><input type="radio"/> One to One <input type="radio"/> Whole Group<br><input type="radio"/> Independent Practice <input type="radio"/> Small Group  | <b>Type of Instruction</b><br><input type="radio"/> Explicit<br><input type="radio"/> Open-ended<br><input type="radio"/> Spontaneous/Authentic<br><br><b>Begin time</b> _____ <b>End time</b> _____<br><br><b>Approximately 10 minutes allowed:</b> <input type="radio"/> Yes <input type="radio"/> No |
| <b>Elements Addressed</b><br><input type="radio"/> Phonemic Awareness<br><input type="radio"/> Phonics<br><input type="radio"/> Fluency<br><input type="radio"/> Vocabulary/Word recognition<br><input type="radio"/> Comprehension |   |
| <b>Instructional Strategies</b>   | <b>Evidence</b>   |
| Sharing:  |   |
| Teacher selects students who applied the mini-lesson to share their work with the class.  |   |
| Teacher leads a conversation to provide feedback on the new learning and to reinforce desired behaviors.  |   |
| <b>Comments</b>   |   |
|   |   |

| <b>Instructional Approach: Writing Workshop</b>   |  |
|---|--|
| <b>Instructional Setting</b><br><input type="radio"/> One to One <input type="radio"/> Whole Group<br><input type="radio"/> Independent Practice <input type="radio"/> Small Group  | <b>Type of Instruction</b><br><input type="radio"/> Explicit<br><input type="radio"/> Open-ended<br><input type="radio"/> Spontaneous/Authentic<br><br><b>Begin time</b> _____ <b>End time</b> _____<br><br><b>Instructional Setting of 60 minutes: <input type="radio"/> Yes <input type="radio"/> No</b> |
| <b>Elements Addressed</b><br><input type="radio"/> Phonemic Awareness<br><input type="radio"/> Phonics<br><input type="radio"/> Fluency<br><input type="radio"/> Vocabulary/Word recognition<br><input type="radio"/> Comprehension |  |
| <b>Concept Taught</b>   |  |
| <b>Instructional Strategies</b>   | <b>Evidence</b>  |
| <b>Mini-Lesson</b>  |  |
| Teacher introduces the skill, strategy, procedure or craft explaining why this new learning is used.  |  |
| Teacher explains the new learning and when students can use it in their writing.  |  |
| Teacher demonstrates the application of the learning, models by writing aloud, or uses examples how to use this learning in their own writing.  |  |
| Students are activity involved as the teacher scaffolds their learning.   |  |
| Lesson is at the developmental level of students.   |  |
| Lesson is explicit and focused.   |  |
| Lesson is approximately 10 minutes.   |  |
| <b>Independent Writing</b>  |  |
| Students apply the new learning (approx. 10 minutes).   |  |
| Teacher monitors the application of new learning by using drop-in conferences.  |  |
| Students write independently on a self-selected topic for an extended period of time. (30-45 minutes)   |  |
| Students use appropriate resources.   |  |
| Students are engaged in various stages of the writing process.  |  |
| <b>Guided Writing</b>   |  |
| Teacher provides small group instruction that is targeted to students' specific needs.  |  |

| <b>Conferences</b>  |  |
|---|--|
| Teacher uses conference notes to inform instruction.  |  |
| Teacher conducts 3-5 student conferences lasting approximately 5 minutes each.  |  |
| Students are actively involved in the discussion.   |  |
| Teacher coaches students as they write.   |  |
| <b>Sharing</b>  |  |
| Teacher chooses student(s) to share their application of the mini-lesson, a piece ready for revision, or a published piece. |  |
| Teacher leads a conversation to provide feedback to authors and to reinforce desired behaviors.                             |  |
| <b>Comments</b>   |  |
|   |  |

## 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:** \_\_\_\_\_

| <b>Instructional Approach: Small Group Interventions</b>  |  |
|---|--|
| <b>Instructional Setting</b><br>o One to One (for assessment)<br>o Independent Practice   | <b>Type of Instruction</b><br>o Explicit<br>o Open-ended<br>o Spontaneous/Authentic<br><br><b>Begin time</b> _____ <b>End time</b> _____<br><br><b>Approximately</b> _____ <b>minutes allowed.</b> |
| <b>Elements Addressed</b><br>o Phonemic Awareness<br>o Phonics<br>o Fluency<br>o Vocabulary/Word recognition<br>o Comprehension |  |
| <b>Concept Taught</b>   |  |
| <b>Instructional Strategies</b>   | <b>Evidence</b>  |
| 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.  |  |
| <b>Comments</b>   |  |
|   |  |