

## Arkansas Reading First Observation Protocol – Kindergarten

<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> <input type="radio"/> One to One <input type="radio"/> Whole Group <input type="radio"/> Independent Practice <input type="radio"/> Small Group	<b>Type of Instruction</b> <input type="radio"/> Explicit <input type="radio"/> Open-ended <input type="radio"/> Spontaneous/Authentic  <b>Begin time</b> _____ <b>End time</b> _____  <b>Approximately 15 minutes allowed:</b> <input type="radio"/> Yes <input type="radio"/> No
<b>Elements Addressed</b> <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
Students follow a clearly established routine.	
Students read at their independent level.	
Students choose from a variety of texts.	
Teacher assesses two or three students for accuracy on familiar text.	
Teacher assesses two or three students for LNF, PSF, or NWF.	
<b>Comments</b>	

<b>Instructional Approach: Circle Time/Modeled Writing</b>	
<b>Instructional Setting</b> <input type="radio"/> One to One <input type="radio"/> Whole Group <input type="radio"/> Independent Practice <input type="radio"/> Small Group	<b>Type of Instruction</b> <input type="radio"/> Explicit <input type="radio"/> Open-ended <input type="radio"/> Spontaneous/Authentic  <b>Begin time</b> _____ <b>End time</b> _____  <b>Approximately 15 minutes allowed:</b> <input type="radio"/> Yes <input type="radio"/> No
<b>Elements Addressed</b> <input type="radio"/> Phonemic Awareness <input type="radio"/> Phonics <input type="radio"/> Fluency <input type="radio"/> Vocabulary/Word recognition <input type="radio"/> Comprehension	
<b>Concept Taught</b>	
<b>Instructional Strategies</b>	<b>Evidence</b>
Teacher provides opportunities to develop phonological awareness. - Rhymes, Songs, Poems, Finger Plays - Appropriate PA activities following PA continuum.	
Teacher encourages oral language development.	
Message is collaboratively produced.	
Teacher models the composing process.	
Lesson is fast paced and focused.	
Teacher models the use of phonics for encoding.	
Teacher clearly and correctly articulates sounds.	
Students are actively involved.	
Appropriate materials are organized and accessible.	
<b>Comments</b>	

Instructional Approach: Shared Reading	
<b>Instructional Setting</b> <input type="radio"/> One to One <input type="radio"/> Whole Group <input type="radio"/> Independent Practice <input type="radio"/> Small Group	<b>Type of Instruction</b> <input type="radio"/> Explicit <input type="radio"/> Open-ended <input type="radio"/> Spontaneous/Authentic  <b>Begin time</b> _____ <b>End time</b> _____  <b>Approximately 20 minutes allowed:</b> <input type="radio"/> Yes <input type="radio"/> No
<b>Elements Addressed</b> <input type="radio"/> Phonemic Awareness <input type="radio"/> Phonics <input type="radio"/> Fluency <input type="radio"/> Vocabulary/Word recognition <input type="radio"/> Comprehension	
<b>Concept Taught:</b>	
Instructional Strategies	Evidence
Teacher and students warm up with familiar poem or big book.	
Teacher and students read texts. (ABC chart, poem, 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.	
<b>Comments</b>	



The lesson is at the developmental stage of the students.	
Materials are organized and quickly distributed.	

<b>Instructional Approach: Small Group Assisted Learning</b>	
<b>Instructional Setting</b> <input type="radio"/> One to One <input type="radio"/> Whole Group <input type="radio"/> Independent Practice <input type="radio"/> Small Group	<b>Type of Instruction</b> <input type="radio"/> Explicit <input type="radio"/> Open-ended <input type="radio"/> Spontaneous/Authentic  <b>Begin time</b> _____ <b>End time</b> _____  <b>Approximately 15 minutes allowed:</b> <input type="radio"/> Yes <input type="radio"/> No
<b>Elements Addressed</b> <input type="radio"/> Phonemic Awareness <input type="radio"/> Phonics <input type="radio"/> Fluency <input type="radio"/> Vocabulary/Word recognition <input type="radio"/> Comprehension	
<b>Concept Taught</b>	
<b>Instructional Strategies</b>	<b>Evidence</b>
Lesson is at the developmental level of the students.	
Appropriate print materials are used (ABC Charts, letter books, task cards, sorts, poetry charts).	
Instruction promotes early concepts of print.	
Explicit instruction promotes automaticity with letters, sounds, and high frequency words.	
Lesson indicates instruction on phonological awareness based on students' needs.	
Students are actively engaged.	
Materials are organized and easily accessible for the lesson.	
Lesson is clear and explicit with a specific focus.	
Instruction follows the explicit teaching model. - Direct Explanation - Model - Guided Practice - Independent Practice	
<b>Comments</b>	

<b>Instructional Approach: Small Group Reading Instruction</b>	
<b>Instructional Setting</b> <input type="radio"/> One to One <input type="radio"/> Whole Group <input type="radio"/> Independent Practice <input type="radio"/> Small Group	<b>Type of Instruction</b> <input type="radio"/> Explicit <input type="radio"/> Open-ended <input type="radio"/> Spontaneous/Authentic  <b>Begin time</b> _____ <b>End time</b> _____  <b>Approximately 20-30 minutes allowed:</b> <input type="radio"/> Yes <input type="radio"/> No
<b>Elements Addressed</b> <input type="radio"/> Phonemic Awareness <input type="radio"/> Phonics <input type="radio"/> Fluency <input type="radio"/> Vocabulary/Word recognition <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 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.	
<b>During Reading/First Reading</b>	
Students read text independently.	
Teacher closely observes and notes each student's reading behaviors.	
Teacher prompts students to use problem-solving strategies.	

<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 reads text with students (echo or choral reading).	
Students use repeated reading procedures to reread the guided reading text.	
<b>Book Selection:</b>	
Book selection matches students' instructional level.	
Book selection contains a few challenging features.	

<b>Instructional Approach: Literacy Corners</b>	
<b>Instructional Setting</b> <input type="checkbox"/> One to one <input type="checkbox"/> Whole Group <input type="checkbox"/> Independent Practice <input type="checkbox"/> Small Group	<b>Type of Instruction</b> <input type="checkbox"/> Explicit <input type="checkbox"/> Open-ended <input type="checkbox"/> Spontaneous/Authentic  <b>Begin time</b> _____ <b>End time</b> _____  <b>Instructional setting of 60-90 minutes:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Elements Addressed</b> <input type="checkbox"/> Phonemic Awareness <input type="checkbox"/> Phonics <input type="checkbox"/> Fluency <input type="checkbox"/> Vocabulary/Word recognition <input type="checkbox"/> Comprehension	
<b>Instructional Strategies</b>	
Tasks are focused on providing practice with the five essential elements of reading.	<b>Evidence</b>
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.	
<b>Comments</b>	

<b>Instructional Approach: Read Aloud</b>	
<b>Instructional Setting</b> <input type="radio"/> One to One <input type="radio"/> Whole Group <input type="radio"/> Independent Practice <input type="radio"/> Small Group	<b>Type of Instruction</b> <input type="radio"/> Explicit <input type="radio"/> Open-ended <input type="radio"/> Spontaneous/Authentic  <b>Begin time</b> _____ <b>End time</b> _____  <b>Approximately 10 minutes allowed:</b> <input type="radio"/> Yes <input type="radio"/> No
<b>Elements Addressed</b> <input type="radio"/> Phonemic Awareness <input type="radio"/> Phonics <input type="radio"/> Fluency <input type="radio"/> Vocabulary/Word recognition <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. -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.	

<b>Instructional Approach: Assisted Writing (Interactive)/Independent Writing</b>	
<b>Instructional Setting</b> <input type="radio"/> One to One <input type="radio"/> Whole Group <input type="radio"/> Independent Practice <input type="radio"/> Small Group	<b>Type of Instruction</b> <input type="radio"/> Explicit <input type="radio"/> Open-ended <input type="radio"/> Spontaneous/Authentic  <b>Begin time</b> _____ <b>End time</b> _____  <b>Approximately 15-20 minutes allowed:</b> <input type="radio"/> Yes <input type="radio"/> No
<b>Elements Addressed</b> <input type="radio"/> Phonemic Awareness <input type="radio"/> Phonics <input type="radio"/> Fluency <input type="radio"/> Vocabulary/Word recognition <input type="radio"/> Comprehension	
<b>Concept Taught</b>	
<b>Instructional Strategies (Small Group)</b>	<b>Evidence</b>
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.	
<b>Comments</b>	

Instructional Approach: Assisted Writing (Write Aloud)/Independent Writing	
<b>Instructional Setting</b> <input type="radio"/> One to One <input type="radio"/> Whole Group <input type="radio"/> Independent Practice <input type="radio"/> Small Group	<b>Type of Instruction</b> <input type="radio"/> Explicit <input type="radio"/> Open-ended <input type="radio"/> Spontaneous/Authentic  <b>Begin time</b> _____ <b>End time</b> _____  <b>Approximately 15-20 minutes allowed:</b> <input type="radio"/> Yes <input type="radio"/> No
<b>Elements Addressed</b> <input type="radio"/> Phonemic Awareness <input type="radio"/> Phonics <input type="radio"/> Fluency <input type="radio"/> Vocabulary/Word recognition <input type="radio"/> Comprehension	
<b>Concept Taught</b>	
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.	
<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: \_\_\_\_\_

**Instructional Approach: Small Group Interventions**

<b>Instructional Setting</b> o One to One o Independent Practice	<b>Type of Instruction</b> o Explicit o Open-ended o Spontaneous/Authentic  <b>Begin time</b> _____ <b>End time</b> _____  <b>Approximately</b> _____ <b>minutes allowed.</b>
<b>Elements Addressed</b> o Phonemic Awareness o Phonics o Fluency o Vocabulary/Word recognition o Comprehension	
<b>Concept Taught:</b>	

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**