

Classroom Observation Tool

The *Reach for Reading* Classroom Observation Tool is designed to inform coaches and principals about the strengths and challenges teachers face as they teach their students with *National Geographic Reach for Reading*. This tool will help coaches and principals provide structured feedback to teachers and allow them to target the most effective techniques to help every learner succeed in meeting the demands of content-based instruction as well as the CCSS.

Teacher: _____ Observer: _____ Date: _____

Directions: Check the appropriate box next to each statement that best reflects what you observed in the *Reach for Reading* lesson. It is normal to have N/A responses since each lesson observed does not include all of the lesson components. After observing, discuss your observations with the teacher & plan next steps for instruction.

Lesson Planning	Evident	Partially Evident	Not Evident	N/A	Comments
1. Unit/weekly instruction is content focused around a Big Question.					
2. Reading and Writing objectives are clearly defined for all students and correlate with the CCSS strands.					
3. Lesson includes a variety of scaffolding/support (visuals, modeling, practice/apply, graphic organizers).					
4. Lesson includes frequent opportunities for students to interact and engage in academic talk.					
Whole Group Time	Evident	Partially Evident	Not Evident	N/A	Comments
5. Teacher provides explicit instruction to build background and tap prior knowledge around the Big Question.					
6. Teacher provides explicit instruction of academic and content vocabulary.					
7. Vocabulary supports & daily vocabulary routines provide practice with the new vocabulary.					
8. Teaches/models a targeted reading strategy/skill.					
9. A variety of opportunities are provided to practice the targeted reading strategy/skill.					
10. Frequent opportunities for interaction and active participation are included while reading, promoting academic talk.					
11. A variety of scaffolds are used to support comprehension & student understanding while reading (e.g., visuals, graphic organizers, etc.).					

Whole Group Time	Evident	Partially Evident	Not Evident	N/A	Comments
12. A variety of 21 st century reading tools are used to make concepts clear and focused (e.g., eVisuals, IWB, videos, etc.).					
13. Opportunities are included for students to connect across texts through discussions and writing.					
14. Strategies are used to differentiate instruction for students with identified issues/needs.					
15. Reteaching routines are used to support flexible groups as needed.					
16. Fluency is explicitly taught using routines, the Comprehension Coach, and fluency strategies.					
17. Opportunities are provided to connect language, literacy, and content throughout the lesson.					
18. Students use learning stations that focus on integrating the language arts with content.					
19. Explicit language and grammar instruction is taught and integrated within the context of reading.					
20. Students participate in speaking and listening activities that reinforce/extend reading.					
21. Assessment of lesson objectives is ongoing.					
Small Group Reading	Evident	Partially Evident	Not Evident	N/A	Comments
22. Teacher activates background knowledge for the leveled books.					
23. Teacher introduces vocabulary and routines to practice new vocabulary.					
24. Students read independently with emphasis on fluency.					
25. Students apply target skills and strategies in independent and small group work.					
26. Students write in response to reading in order to extend learning.					
27. Students connect across texts that support the Big Question.					

Writing	Evident	Partially Evident	Not Evident	N/A	Comments
28. Students are engaged in daily writing skills instruction, practice, and application.					
29. Students write narrative, informational, argumentative texts.					
30. Writing Project Lessons include strategies to study the writing modes, traits, and professional models prior to writing.					
31. Lesson includes specific prewriting strategies to develop a thorough plan (e.g., gather information; create a graphic organizer, etc.).					
32. Lesson includes specific strategies to draft and revise (e.g., using their graphic organizer; Read, Retell, Respond etc.).					
33. Lesson includes a variety of strategies to edit and proofread writing, using rubrics and checklists, before the final piece is complete.					
Assessment	Evident	Partially Evident	Not Evident	N/A	Comments
34. Assessment of all lesson objectives occurs throughout the lesson (e.g. spot checking, group response).					
35. <i>Reach for Reading</i> reteaching resources are used to reteach the skills that students have not mastered.					
36. Data from assessments are used to inform instruction for all students.					