

Snapshot Literacy Instruction Observation

~Jeannette Mulholland, Reading Specialist

Teacher Observed: _____ Date: _____

Length of Observation: _____ Block(s) Observed: _____

Person Making the Observation: _____

Working with Words	YES	NO
A Word Wall is visible and contains commonly used words. <i>Approximate number of words currently on the Word Wall. _____</i>		
Children chant the Word Wall Words.		
Children write the Word Wall Words.		
Review Activities are done using High Frequency Words. <i>(Activities could include Saxon activities, Word Families, Making Words, Guess the Covered Word, Word Do, Prefixes and Suffixes, Homophones, Etc.)</i>		
Good classroom management and pacing are evident.		

What is the teacher doing? What are pupils doing related to the instruction?

Guided Reading	YES	NO
The teacher introduces vocabulary, comprehension strategy, or taps background knowledge with a Before Reading Activity.		
The teacher sets a clear and stated purpose for reading.		
Children read (partner reading, to themselves, in small group). <i>(In a format other than whole class Round-Robin reading.)</i>		
Children are engaged in reading.		
New vocabulary is posted in the room.		
While children read, teacher monitors and coaches.		
An After Reading Activity focuses on comprehension.		
Good classroom management and organization are evident.		
Title teachers/Instructional Asst. are actively working with students.		

What is the teacher doing? What are the pupils doing related to instruction?

Snapshot Literacy Instruction Observation Continued

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SSR Self-Selected Reading Block	YES	NO
The teacher models during the Read Aloud (5-10 min. max). <i>Teacher chooses appropriate text and varies genre, nonfiction and fiction.</i>		
All children are engaged in Silent Reading. (No wanderers)		
Teacher includes a variety of books for students at several levels.		
The teacher circulates, conferences, and listens to children read.		
The teacher maintains an SSR Reading Log.		
A “Sharing Time” is brief and fast paced.		
Good classroom management and organization are evident.		

What is the teacher doing? What are pupils doing related to the instruction?

Writing Block	YES	NO
The teacher begins the Writing Block with a mini-lesson.		
The teacher models writing. (computer, overhead, board, large chart)		
The mini-lesson focuses on one topic to improve writing.		
All children are engaged in some aspect of the writing process.		
Children actively use the Word Wall, Inventive Spelling, or dictionaries for spelling help. (Not the teacher)		
There is evidence of focused writing. (i.e. Four Square)		
Some opportunity is provided for children to select a topic.		
Editing using a checklist is evident. (Peer editing, CUPS, rubric, etc.)		
The teacher circulates and conferences during this block.		
Author’s Chair is used to share works finished or in progress.		
Published student work is displayed.		

What is the teacher doing? What are the pupils doing related to instruction?