** Look Fors Elementary Reading**

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| **Focus Lesson** | | |
|  | **Teacher…** | **Students…** |
| **CR1/2b, 3a**  **CR1/3a**  **CR1/3c**  **CR1/3a, 3c, CR2/3b**  **CR 1/3a, 3c**  **CR1/3a**  **CR2/3b** | * states the teaching point and purpose * employs explicit skill instruction * reads aloud for various purposes often using short texts and excerpts * models, demonstrates, thinks aloud * provides students with opportunities to practice strategies * reminds students how the teaching point applies to their own reading * uses turn and talk and other active processing strategies | * actively listen and participate * practice skills demonstrated by the teacher |
| **Independent Reading, Conferring, and Small Groups** | | |
|  | **Teacher…** | **Students may…** |
| **CR1/2b, CR2/3b, CR3/3e**  **CR2/3b**  **CR1/2b, CR5/2c, 2d, CR3/3e**  **CR3/3e**  **CR6/3d**  **CR6/3d** | * individually confers with students   --questions, shares observations, offers tips   * conducts guided reading and small group instruction      * observes students working independently and in groups --intervening to coach, demonstrate, encourage, and celebrate * may conduct a mid-workshop teaching point * takes anecdotal records * may conduct running records | * read “just right” books      * record thinking in response journals      * engage in word work * read to someone |
| **Share** | | |
|  | **Teacher…** | **Students…** |
| **CR1/3a, CR2/3b**  **CR1/2b, CR3/3e** | * restates teaching point * may celebrate what a few readers have done in a way that applies to other readers | * share learning or progress with group or partner |
| **Classroom Environment** | | |
| **CR5/2e**    **CR5/2e**  **CR5/2e** | * anchor charts are visible and accessible * classroom library organized and accessible – a variety of genres and levels included * meeting area designated on floor for students to convene during focus lesson and share | |

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| **Phonics Look Fors** | | |
|  | **Teacher…** | **Students…** |
| **CR1/2b, 3a**  **CR1/3a**  **CR1/3c**  **CR1/3a, 3c, CR2/3b**  **CR 1/3a, 3c**  **CR1/3a** | * states the teaching point and purpose * employs explicit skill instruction * maintains pace to match learner * models, demonstrates, uses repetition effectively * provides students with opportunities to practice strategies * uses positive error correction and immediate feedback * uses multisensory instruction and manipulatives | * actively listen and participate by orally producing sounds * practice skills demonstrated by the teacher |
| **Classroom Environment** | | |
| **CR5/2e**    **CR5/2e** | * anchor charts are visible and accessible * manipulative routine in place * meeting area designated for students to convene during focus lesson and share | |