** 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
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| **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
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| **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
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| **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
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| **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
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