

Instructional Approach: Read Aloud

Instructional Strategies/Classroom Expectations	Criteria
Teacher provides a model of fluent and expressive reading.	<ul style="list-style-type: none"> ● Maximum read aloud time for each read aloud should be no more than 15 minutes. ● Variety of genres should be read aloud. ● Text should be read aloud as an interactive engagement, for pure enjoyment, and/or to demonstrate strategic actions. ● Reading aloud should occur throughout the day. ● Questioning should be strategic. It should not interrupt the fluency or meaning of the read aloud.
Students have opportunities to develop concepts and vocabulary.	
Teacher demonstrates the construction of meaning.	
Teacher uses thought provoking questions to guide comprehension.	
Students are actively engaged with the text.	

Instructional Approach: Shared Reading

Instructional Strategies/Classroom Expectations	Criteria
Teacher uses a whole-part-whole instructional approach.	<ul style="list-style-type: none"> ● Strategies, skills, and/or vocabulary are chosen from continuous text. ● During the shared reading lesson the students join in the reading of a big book or enlarged text guided by a teacher. ● The text used in a shared reading lesson is large enough for all children to see from where they are seated. ● The instruction during shared reading is a scaffold for small group instruction and independent reading. ● A shared reading lesson should be no more than 20 minutes.
Teacher uses appropriate texts that are visible to all students.	
Teacher demonstrates strategic actions readers use.	
Materials are organized and easily accessible.	
Students are engaged with the text.	
Teacher supports students' use of conversational courtesy.	
Teacher demonstrates fluency by modeling accurate reading with appropriate expression and rate.	

Instructional Approach: Independent Reading

Instructional Strategies/Classroom Expectations	Criteria
Students follow clearly established routines.	<ul style="list-style-type: none"> ● All children deserve the daily opportunity to be successful readers. ● In order to effectively establish routines for independent reading, clear expectations are set so that the time is organized and the routines are systematic. Throughout the year, routines are examined to ensure continued effectiveness for all students. ● Independent level is 95% or higher for accuracy and comprehension. ● Progress monitoring assessment reveals the instructional level for the student. During independent reading children have ample choices of texts they can read without the support of the teacher. ● Independent reading can include a brief mini-lesson highlighting a strategy based upon students' needs. ● During independent reading students practice strategies demonstrated and taught in shared reading, read aloud and small group instruction.
Teachers have organized texts so that students can quickly choose reading materials on their independent level.	
Students choose from a variety of texts.	
Students are engaged with the text.	
Teacher observes students engaged in reading and documents demonstrated strategies to inform instruction.	
Teacher assesses individual students for comprehension, fluency, and/or accuracy.	

Instructional Approach: Conferring w/ Readers

Instructional Strategies/Classroom Expectations	Criteria
Purpose of the conference is explicit and clearly communicated to the student.	<ul style="list-style-type: none"> ● Students are encouraged to take risks in reading. ● All children, regardless of their reading proficiency, require on-going reading conferences.
Teacher has method for documenting observations to inform future instruction OR the conference is focused on an already observed student need.	
Appropriate materials are organized and accessible.	
Students offer insight into specific reading goals.	
Teacher feedback encourages student to practice using new information in other reading settings.	

Instructional Approach: Small Group Instruction

Instructional Strategies/Classroom Expectations		Criteria
Before	Flexible groups are formed based on relevant assessment data.	<ul style="list-style-type: none"> ● A specific place should be set aside for small group instruction. This setting should allow the teacher to easily scan the room to ensure that all students are on task. ● Small group instruction has a planned focus that does not include or support children taking turns reading aloud small amounts of text in isolation. ● Continuous text is used in all small group instruction.
	Text selection matches children's instructional/strategic needs.	
	Purposeful planning/focus is set for the lesson.	
	Instructional (lesson) plan includes all of the above.	
	Materials are organized and easily accessible.	
During	Teacher sets and conveys to the student a purpose for the lesson.	<ul style="list-style-type: none"> ● Instructional level is 90% - 94% for accuracy with adequate comprehension of the text. ● A book introduction is based on the needs of the students. It can vary in length and the content is directly related to the focus of the instruction. ● Students have opportunities to construct meaning by engaging in conversations about the text with other students and/or the teacher.
	Teacher orients students to the text prior to reading.	
	Students construct meaning by relating the story to prior experiences.	
	Teacher assists students in expanding and constructing new knowledge.	
	Instruction progresses from teacher demonstration to guided practice to independent practice.	
	Students are actively engaged in reading and learning.	
	Teacher provides specific feedback.	
After	Teacher's expectations are clear and explicit for successful application during independent reading.	

Instructional Approach: Literature Group Discussion

Instructional Strategies/Classroom Expectations	Criteria
Teacher <u>facilitates</u> a focused conversation around the text.	<ul style="list-style-type: none"> ● Children at all proficiency levels can participate in literature discussion groups. ● Teacher talk is limited. Children should be facilitators of the conversation.
Conversation is generated and produced by the students.	
Teacher supports students' use of conversational courtesy.	
Teacher supports student use of comprehension strategies.	
Teacher records observable strategies used by students.	