

## Observation and Feedback Form for the *Read Side by Side Reading Program*

Teacher: _____	Time In: _____
Date: _____	Time Out: _____

<b>CLASSROOM ENVIRONMENT</b>	
<b>Teaching Area</b>	___ There is a meeting area where all students can get up close in a community learning space.
	___ There is an easel, chart paper, and markers readily available for co-created charting (or other).
	___ Posters are displayed (CIA & Genre).
	___ Vocabulary words are displayed.
	___ Co-created charts are on display for easy reference during the read-aloud and book club.
	___ Partner assignments are posted with color coding for higher and lower-level partners.
	___ Sentence stems are posted.
	___ There is a designated space for meeting with book club groups.
<b>Materials</b>	___ Students have access to the texts used for read-aloud and book clubs.
	___ Students have a vocabulary handbook that is being used regularly.
	___ Students have a reader's notebook that are being used regularly.
	___ Students have a book club notebook/e-notebook that is being used regularly.
	___ An expectation of quality work is evident.
	___ The use of formative assessment tools is evident.

**Comments:**

<b>INSTRUCTION &amp; ENGAGEMENT</b>		
	<b>The teacher...</b>	<b>The students...</b>
<b>Vocab.</b> 10 min.	___ models throughout the lesson ___ engages students in the lesson ___ posts vocabulary words on a word wall.	___ participate in the lesson. ___ fill out the vocabulary page. ___ attend to quality work.
<b>Read Aloud</b> 45 min.	<i>Explicit Instruction</i> ___ connects learning to past learning. ___ uses the script to introduce the learning objective and turn and talk stem. <i>Reading Day</i> ___ models fluent reading (does not call on students to read). ___ models by sharing thinking and uses the turn and talk stem. ___ listens to partners during the turn and talk. ___ adds student thinking to the chart. <i>Writing Day</i> ___ prompts students to use their notes and the writing frame. ___ provides support and scaffolding as needed.	___ follow along in the text as the teacher reads. ___ use the turn and talk stems. ___ use response stems. ___ contribute thinking to chart. ___ copy notes into a notebook. ___ attend to quality work.
<b>Book Club</b> 45 min.	<i>Mini Lesson &amp; Work Time</i> ___ connects learning to past learning. ___ uses the script to introduce the learning objective. ___ explicitly uses the anchor chart from the read-aloud. ___ provides scaffolding as needed during the work time. ___ uses additional support staff effectively (if available). ___ concludes the work time with collaboration and discussion. <i>Formal Book Club Meetings</i> ___ has students placed in book club groups of 4-6 students. ___ facilitates all formal book club meetings (rather than student-led). ___ engages all students effectively during book club meetings. ___ uses formative assessments to adjust groupings and scaffolding.	___ work mostly independently. ___ attend to quality work. ___ use the must-do, may-do list. ___ ask for help or help a partner.

**Comments:**