

Look Fors in K–5 Reading Instruction

Look for	Description
Program and Lesson Components	<p>Whole Group</p> <ul style="list-style-type: none"> Teacher explicitly models and explains strategy or skill focus for lesson through shared reading or read-aloud. Anchor charts with visuals are created with students to use as resources during independent work. Students engage in accountable talk during lesson through Think/Pair/Share, Turn and Talk, and other cooperative learning activities. Preview/Review and other sheltering strategies are used to ensure comprehensible input for ELLs. Read-alouds happen daily for all students; in primary grades, shared reading happens daily as well. Materials used include DPS Instructional Planning Guides, <i>First 30 Days</i> and author studies, <i>Making Meaning</i>, trade books, big books, and overhead transparencies. <p>Independent and Buddy Work</p> <ul style="list-style-type: none"> Students engage in independent or buddy reading and meaningful practice of strategies or skills taught during whole and small group lessons. Activities include reading “just right” books, writing responses to reading, word/letter work, listening to books on tape, and rereading big books and poetry or song charts from shared reading. Some days, teacher confers with individual students and sets goals with them in reading assessment notebooks. <p>Small Group</p> <ul style="list-style-type: none"> While the rest of the students are working independently, teacher meets with small groups of 3–6 students who have similar needs. Lessons are brief (15–20 minutes), have a clear focus, are scaffolded for students, and use short, appropriately leveled texts that support the focus. Materials used include sets of leveled texts (e.g., Benchmark Library books), white boards, magnetic letters, sentence strips, and sticky notes.
Classroom Environment	<p>Arrangement</p> <ul style="list-style-type: none"> The room is organized for whole and small group instruction and independent work. Materials are clearly labeled, readily accessible to students, and arranged in an inviting way. <p>Displays</p> <ul style="list-style-type: none"> Anchor charts reflect current instructional areas of focus, procedures, and expectations. Examples of current student work are displayed on walls. Word wall is being developed with students throughout the year. Rubrics or attribute charts, created with students, provide clear expectations for student work and include visuals to support ELLs and emergent readers. <p>Materials/Tools</p> <ul style="list-style-type: none"> Classroom libraries are organized by level (about half) and interest/genre. Books are available in students’ first language, if possible. Students have individual book bags with “just right” books for independent reading. Students have reading folders with response journals, reading logs, and reading assessment notebooks. Students know what the goals are that they are working toward.
Assessment	<p>Both formal and ongoing informal assessments are used to inform instruction and monitor student progress and are gathered into a Body of Evidence for each student. Information is collected on the student’s performance in both L1 and L2, if possible.</p> <ul style="list-style-type: none"> Informal assessments might include conference notes in reading assessment notebooks; Benchmark Bookroom running records, checklists, and comprehension tests; DRA2/EDL2 continuums with leveled texts; and Curriculum-Based Measures (CBMs), such as DIBELS or teacher-developed rubrics and assessments. Formal assessments include DRA/EDL2 and DPS benchmark reading assessments.