

Read Aloud Lesson Observation Protocol (P3)

Student's Name _____ Observation Date _____

Time or class period _____ Grade Level _____ Book Title _____

Instructions: Please fill this form out either during or immediately after observing a read aloud. Please be sure to attach a copy of the lesson plan associated with this read aloud to this form.

Standard 1: Plans Curriculum and Instruction	Highly Evident	Evident	Not Evident
Does the student have a written lesson plan?			
Does the lesson plan include preparation for the following three phases: <i>before reading,</i>			
<i>during reading,</i>			
<i>and after reading?</i>			
Are content objectives pertaining to reading comprehension strategies evident?			
Are content objectives pertaining to concepts presented in the book evident?			
Are language objectives evident in the plan (i.e. developing pupil's vocabulary and possibly other language skills such as pronunciation, word order and intonation)?			
Does the choice of book reflect use of items on the "Read Aloud Book Selection Checklist"?			
Is there evidence the student has practiced reading the book aloud prior to the intervention?			
Additional comments about Standard 1:			
Standard II: Delivers Effective Instruction	Highly Evident	Evident	Not Evident
Before Reading <i>Does the pre-practicum student:</i>			
Introduce the book (for example reading the title, author and/or showing the pictures on the cover)?			
Provide a brief description of the book?			
Implicitly model a variety of "pre-reading" comprehension strategies including: (check observed behaviors) Doing a picture walk Making predictions or comments Connecting to pupil's background knowledge and experiences (supplying additional information where necessary)			
Explicitly engage students in a variety of "pre-reading" comprehension strategies including: (check observed behaviors) Doing a picture walk Making predictions or comments Connecting book to background knowledge and experiences			
Identify and introduce key vocabulary words?			
Additional comments about "Before Reading" Instruction:			
During Reading	Highly Evident	Evident	Not Evident
<i>Does the pre-practicum student:</i>			
Read with expression making the text comprehensible by adjusting pace, enunciation, and pronunciation?			
Discuss key vocabulary and make unfamiliar words comprehensible through verbal strategies (rephrasing or defining) and non-verbal strategies (pointing to pictures or gesturing)?			
Connect concepts to pupil's life/background experiences?			
Implicitly model a variety of "during reading" comprehension strategies including: (check observed behaviors) Adjusting predictions and or understandings Clarifying predictions and or understandings Questioning predictions and or understandings			

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	Highly Evi.	Evident	Not Evi.
Explicitly engage pupils in a variety of “during reading” comprehension strategies including: (check observed behaviors) Adjusting predictions and or understandings Clarifying predictions and or understandings Questioning predictions and or understandings			
Informally assess pupil’s comprehension verbally and non-verbally?			
Provide scaffolding for pupil’s answers to comprehension questions by providing sentence stems and follow-up questions, breaking questions down into parts, and rephrasing or restating what the pupil has said?			
Provide adequate wait time for pupil to process questions and responses?			
If applicable, allow pupil to use first language to clarify vocabulary, concepts, and comprehension questions?			
Additional comments about “During Reading” Instruction:			
After Reading <i>Does the pre-practicum student:</i>	Highly Evident	Evident	Not Evident
Implicitly model a variety of “after reading” comprehension strategies including: (check observed behaviors) Summarizing the book Expressing opinion Connecting or comparing the book with pupil’s background knowledge and/or experiences?			
Explicitly engage pupil in a variety of “after reading” comprehension strategies including: (check observed behaviors) Summarizing the book Expressing opinion Connecting or comparing the book with pupil’s background knowledge and/or experiences?			
Informally assess pupil comprehension verbally and non-verbally?			
Provide scaffolding for pupil’s answers to comprehension questions by providing sentence stems and follow-up questions, breaking questions down into parts, and rephrasing or restating what the pupil has said?			
Review, discuss, and informally assess the vocabulary that was previewed and highlighted during the story?			
Provide adequate wait time for pupil to process questions and responses?			
Allow pupil to use first language to clarify vocabulary, concepts, and comprehension questions (if applicable)?			
Additional comments about “After Reading” Instruction:			
Standard III: Manages Classroom Climate and Operations	Highly Evident	Evident	Not Evident
Is there evidence that the expectations for the pupil during the read aloud have been made clear?			
<i>Does the pre-practicum student:</i> Create a positive learning environment by doing things like building on pupil’s home culture/background knowledge and bridging gaps between background knowledge and new concepts?			
Respond positively or constructively to pupil’s comments, questions, and responses?			
Additional comments about standard III:			

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Standard IV: Promotes Equity	Highly Evident	Evident	Not Evident
<i>Does the pre-practicum student:</i> Demonstrate in the lesson planning, delivery, or post-post lesson conference awareness of ways in which the Read-Aloud intervention promotes equity for the ELL pupil?			
Comments about standard IV:			
Standard V: Meets Professional Responsibilities	Highly Evident	Evident	Not Evident
<i>Does the pre-practicum student:</i> Demonstrate thorough planning and preparation for the lesson?			
Demonstrate collaboration with the CT in planning the lesson to meet the pupil's needs?			
Comments about standard V:			