

Teacher/Classroom: _____

Observer: _____

Date: _____

Story Book Reading (1st reading)

(adapted from TELL Project, Nashville, TN and STORIES Project, Champaign, IL)

Story Sequence	Teacher Behavior	Rating	Examples
INTRODUCE STORY	1. Introduces title, author, illustrator (uses these words, talks about what they are/do)		
	2. Tracks print on title and cover page with hand as reads; talks about print		
	3. Relates story to theme or other experiences		
	4. Briefly, accurately introduces new vocabulary that children need to understand story, has children say words		
	5. Uses brief "picture walk" to introduce children to story		
READ STORY	6. Throughout, holds book so children can see pictures and words		
	7. Holds children's attention through facial expression, variation of voice pitch, pace		
	8. Asks children to "fill in the blank" on repetitive words or sentences		
	9. Responds to relevant questions or confusion with brief, clear explanations or information		
	10. Helps individual children express ideas (listens carefully, builds on contributions)		
	11. Responds to children's language by expanding/extending form or content of language		
	12. Occasionally checks children's understanding by fact checking, prediction		
	13. Asks a few open-ended questions that build children's thinking beyond the book (what else? what would happen if? What would you do if you were in the story?)		
	14. Reinforces key vocabulary using brief mention, pictures, gestures		
	15. Points to and talks about 2-3 print features in text, if present (unusual print, embedded print)		
	16. Expands children's knowledge by adding relevant additional information		

Rating: __ = you own it!; __ = room to grow; __ = keep working on it

OVER (more items on back)

(1st Story Book Reading - continued)

Rating: __ = *you own it!*; __ = *room to grow*; __ = *keep working on it*

CLOSE STORY	17. Concludes reading by asking 1-2 questions to help children build understanding of story (main idea, favorite character's feelings, actions)		
	18. Links story to theme or other past or future experience (centers, field trips, other books)		

General instruction/management			
1. Teacher is positive and engages children in positive way during most of activity			
2. Complexity of information is appropriate for children in group			
3. Teacher notices and praises children who are on-task and participating			
4. Teacher maintains pace of activity - no long wait-times for individual children			
5. Behavioral challenges are addressed in ways that minimize disruption to lesson flow			
6. Teacher redirects children who are off-task			
7. Most children are attending and participating to the lesson			
8. Activity is of appropriate length (approx. 15-20 minutes, incl. all books)			

Classroom: _____

Coach: _____

Date: _____

2nd Story Book Reading - Repeated Reading

(based on materials from TELL Project, Nashville, TN and STORIES Project, Champaign, IL)

Story Sequence	Teacher Behavior	Rating	Examples
INTRODUCE STORY	1. Before starting, asks children to remember what the book was about; then reviews title		
	2. Before starting, asks children to remember names of characters and what they did		
	3. Before starting, asks children to recall specific parts of the story; may use quick picture walk to review check understanding		
	4. Before starting and during reading, asks children to remember key vocabulary		
READ STORY	5. Throughout, holds book so children can see pictures and words		
	6. Holds children's attention through facial expression, variation of voice pitch, pace		
	7. Asks children to "fill in the blank" on familiar lines, words, or rhyme		
	8. Pauses to discuss characters' feelings, emotions and actions		
	9. Responds to relevant questions or confusion with brief, clear explanations or information		
	10. Helps individual children express ideas (listens carefully, builds on contributions)		
	11. Responds to children's language by expanding/extending form or content of language		
	12. Occasionally checks children's understanding by fact checking, prediction		
	13. Asks a few open-ended questions that build children's thinking beyond the book (what else? what would happen if? What would you do if you were in the story?)		
	14. Reinforces key vocabulary using brief mention, pictures, gestures		
	15. Points to and talks about 2-3 print features in text, if present (unusual print, embedded print)		
	16. Expands children's knowledge by adding relevant additional information		

Rating: __ = you own it!; __ = room to grow; __ = keep working on it

OVER (more items on back)

(2nd reading - continued)

CLOSE STORY	17. Concludes reading by asking 1-2 questions to help children build understanding of story (main idea, favorite character's feelings, actions)		
	18. Links story to theme or other past or future experience (centers, field trips, other books; emotions)		

Rating: __ = *you own it!*; __ = *room to grow*; __ = *keep working on it*

General instruction/management		
1. Teacher is positive and engages children in positive way during most of activity		
2. Complexity of information is appropriate for children in group		
3. Teacher notices and praises children who are on-task and participating		
4. Teacher maintains pace of activity - no long wait-times for individual children		
5. Behavioral challenges are addressed in ways that minimize disruption to lesson flow		
6. Teacher redirects children who are off-task		
7. Most children are attending and participating to the lesson		
8. Activity is of appropriate length (approx. 15-20 minutes, incl. all books)		

Classroom: _____ **Coach:** _____ **Date:** _____

3rd Story Book Reading - Repeated Reading

(based on materials from TELL Project, Nashville, TN and STORIES Project, Champaign, IL)

Story Sequence	Teacher Behavior	Rating	Examples
INTRODUCE STORY	1. Before starting, asks children to recall specific parts of the story		
	2. Before starting and during reading, asks children to remember key vocabulary		
	3. Before starting and during reading, prompts children to read along, chime in, and/or take character role		
READ STORY	4. Throughout, holds book so children can see pictures and words		
	5. Holds children's attention through facial expression, variation of voice pitch, pace		
	6. Gives clues and prompts to support accurate participation and response by group		
	7. Pauses to discuss characters' feelings, emotions and actions		
	8. Responds to relevant questions or confusion with brief, clear explanations or information		
	9. Helps individual children express ideas (listens carefully, builds on contributions)		
	10. Responds to children's language by expanding/extending form or content of language		
	11. Occasionally checks children's understanding by fact checking, role play		
	12. Asks a few open-ended questions that build children's thinking beyond the book (what else? what would happen if? What would you do if you were in the story?)		
	13. Gives prompts and hints to help children say key vocabulary during reading		
	14. Points to and talks about 2-3 print features in text, if present (unusual print, embedded print)		
	15. Expands children's knowledge by adding relevant additional information		
CLOSE STORY	16. Concludes reading by asking 1-2 questions to help children build understanding of story (main idea, favorite character's feelings, actions)		
	17. Links story to theme or other past or future experience (centers, field trips, other books; emotions)		

Rating: __ = *you own it!*; __ = *room to grow*; __ = *keep working on it*

OVER (more items on back)

(3rd reading - continued)

General instruction/management		
1. Teacher is positive and engages children in positive way during most of activity		
2. Complexity of information is appropriate for children in group		
3. Teacher notices and praises children who are on-task and participating		
4. Teacher maintains pace of activity - no long wait-times for individual children		
5. Behavioral challenges are addressed in ways that minimize disruption to lesson flow		
6. Teacher redirects children who are off-task		
7. Most children are attending and participating to the lesson		
8. Activity is of appropriate length (approx. 15-20 minutes, incl. all books)		

Rating: __ = *you own it!*; __ = *room to grow*; __ = *keep working on it*

Classroom: _____

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TROPHIES Circle Time (Large Group)
(based on materials from TELL Project, Nashville, TN)

<i>Teacher Behavior</i>	<i>Rating</i>	<i>Examples</i>
1. Has materials ready before meeting begins		
2. Makes connections to theme, prior books, experiences		
3. Uses accurate vocabulary and objects to present lesson in clear, instructive way		
4. Has engaging manner (enthusiasm, warmth, humor, variation in face/voice)		
5. Maintains appropriate pace - businesslike, not too fast or too slow		
6. Prompts children to use language (as group, as individuals)		
7. Responds to questions or confusion with clear, accurate information		
8. Maintains focus of planned lesson		
9. Time in Circle Time lasts no more than 20 minutes		
General instruction/management		
1. Teacher is positive and engages children in positive way during most of activity		
2. Complexity of information is appropriate for children in group		
3. Teacher notices and praises children who are on-task and participating		
4. Teacher maintains pace of activity - no long wait-times for individual children		
5. Behavioral challenges are addressed in a way that minimizes disruption to lesson flow		
6. Teacher redirects children who are off-task		
7. Most children are attending/participating		
8. Activity is of appropriate length (approximately 15-20 minutes)		

Rating: __ = you own it!; __ = room to grow; __ = keep working on it

Classroom: _____

Coach: _____

Date: _____

TROPHIES Activity Time (Small Group)

(based on materials from TELL Project, Nashville, TN)

Rating: = you own it!; = room to grow; = keep working on it

Teacher Behavior	Rating	Examples
1. Has materials ready before activity begins		
2. Makes connections to children's experiences, theme, prior books		
3. Uses accurate vocabulary and objects to present lesson in clear, instructive way		
4. Has engaging manner (enthusiasm, warmth, humor, variation in face/voice)		
5. Encourages children to participate in activities		
6. Maintains appropriate pace - businesslike, not too fast or too slow		
7. Transitions smoothly from one activity to another		
8. Prompts children to use language (as group, as individuals)		
9. Responds to questions or confusion with clear, accurate information		
10. Maintains focus of planned lesson, even if changes activities		
11. In letter activities, points to/names letters, encourages children to say letter names		
12. For activities that focus on PA, uses precise vocabulary ("rhyme," "first sound")		
13. For activities that focus on vocabulary, defines words, asks children to repeat		
14. Points to words in text when reading or singing familiar poems or songs		
15. Transitions emphasize focus of lesson		
General instruction/management		
1. Teacher engages children in positive way during most activity		
2. Complexity of information is appropriate for children in group		
3. Teacher notices and praises children who are on-task and participating		
4. Teacher maintains pace of activity - no long wait-times for individual children		
5. Behavioral challenges are addressed in a way that minimizes disruption to lesson flow		
6. Teacher redirects children who are off-task		
7. Most children are attending/participating		
8. Activity is of appropriate length (approximately 20 minutes)		

<i>Teacher Behavior</i>	<i>Rating</i>	<i>Examples</i>
1. Has materials ready before activity begins		
2. Makes connections to children's experiences, theme, prior books		
3. Uses accurate vocabulary and objects to present lesson in clear, instructive way		
4. Has engaging manner (enthusiasm, warmth, humor, variation in face/voice)		
5. Encourages children to participate in activities		
6. Maintains appropriate pace - businesslike, not too fast or too slow		
7. Transitions smoothly from one activity to another		
8. Prompts children to use language (as group, as individuals)		
9. Responds to questions or confusion with clear, accurate information		
10. Maintains focus of planned lesson, even if changes activities		
11. In letter activities, points to/names letters, encourages children to say letter names		
12. For activities that focus on PA, uses precise vocabulary ("rhyme," "first sound")		
13. For activities that focus on vocabulary, defines words, asks children to repeat		
14. Points to words in text when reading or singing familiar poems or songs		
15. Transitions emphasize focus of lesson		
General instruction/management		
1. Teacher engages children in positive way during most activity		
2. Complexity of information is appropriate for children in group		
3. Teacher notices and praises children who are on-task and participating		
4. Teacher maintains pace of activity - no long wait-times for individual children		
5. Behavioral challenges are addressed in a way that minimizes disruption to lesson flow		
6. Teacher redirects children who are off-task		
7. Most children are attending/participating		
8. Activity is of appropriate length (approximately 20 minutes)		

Classroom: _____

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Learning Centers

(based on materials from TELL Project, Nashville, TN)

Rating: = you own it!; = room to grow; = keep working on it

Teacher Behavior	Rating	Examples
1. Has appropriate number of centers available for small groups, individuals		
2. Has literacy materials in at least 3-4 centers		
3. Has materials or activities related to the theme in at least two centers		
4. Has materials ready in each center		
5. Provides clear instructions to children about use of centers (# open, what's there, etc.)		
6. Makes connections between centers and theme, prior books, experiences		
7. Actively engages with children in centers - talks with children about activities in that area		
8. Prompts children to use language as they play/work; uses/teaches vocabulary		
9. Encourages interactions/conversation among children as they play/work		
10. Extends children's thinking about a single topic (questions, discussion, problem solving)		
11. Provides instructional support for children's use of reading/writing in center		
12. Uses appropriate balance of independence and support		
General instruction/management		
1. Teachers are positive and engages children in positive way most of time		
2. Complexity of information provided is appropriate for children in group		
3. Teachers notice and praise children who are on-task and participating		
4. Teachers maintain pace/flow - no long waits, all have access to all open centers		
5. Behavioral challenges are addressed in a way that minimizes disruption to other children's play/work		
6. Teacher redirects children who are off-task		
7. Most children are attending/participating constructively		
8. Teachers actively engaged with children majority of time		

Classroom: _____

Coach: _____

Date: _____

Reading NON-FICTION

(based on materials from TELL Project, Nashville, TN)

Rating: __ = *you own it!*; __ = *room to grow*; __ = *keep working on it*

Sequence	Teacher Behavior	Rating	Examples
INTRODUCE BOOK	1. Has text and other concrete materials ready		
	2. Holds book so children can see		
	3. Talks about non-fiction - what it is for, pictures relate to text, table of contents, how it is different from a story)		
	4. Relates book to theme, story books, other experiences		
	5. Briefly, accurately introduces important new vocabulary		
	6. takes brief picture walk through book (or sections of book) to establish topic		
	7. During introduction and throughout, points out details in pictures that related to topic of book and to text		
READ OR GO THROUGH SELECTED PAGES OF BOOK	8. Uses materials to engage children and to heighten interest them in text		
	9. Uses text to expand knowledge from story book or theme; paraphrases when needed to increase understanding		
	10. Provides accurate information		
	11. Ideas are organized and easy for children to follow		
	12. Gives brief definitions of concepts and vocabulary or elicits them from children		
	13. Helps individual children express ideas (listens carefully, builds on contributions)		
	14. Responds to children's language by expanding/extending form or content of language		
	15. Occasionally checks children's understanding by fact checking, prediction		
	16. Asks a few open-ended questions that build children's thinking beyond the book (what else? what would happen if? What would you do if you were in the story?)		
	17. Reinforces key vocabulary using brief mention, pictures, gestures		
	18. Points to and talks about 2-3 print features in text, if present (unusual print, embedded print)		
CLOSE READING	19. Expands children's knowledge by adding relevant additional information		
	20. Concludes reading by asking 1-2 questions to help children build understanding of subject (main idea, specific facts, vocabulary)		
	18. Links story to theme or other past or future experience (centers, field trips, other books; emotions)		

(OVER - more rating items on other side)

(non-fiction reading - continued)

General instruction/management		
1. Teacher is positive and engages children in positive way during most of activity		
2. Complexity of information is appropriate for children in group		
3. Teacher notices and praises children who are on-task and participating		
4. Teacher maintains pace of activity - no long wait-times for individual children		
5. Behavioral challenges are addressed in ways that minimize disruption to lesson flow		
6. Teacher redirects children who are off-task		
7. Most children are attending and participating to the lesson		
8. Activity is of appropriate length (approx. 15-20 minutes, incl. all books)		

Rating: __ = *you own it!*; __ = *room to grow*; __ = *keep working on it*