## Learning Walk: Guided Reading

<table>
<thead>
<tr>
<th>Level: K-12</th>
<th>Date:</th>
<th>Time:</th>
<th>beginning</th>
<th>middle</th>
<th>end</th>
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</thead>
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### Key:
- □ - observed
- X - area for improvement

### Guided Reading Set Up:
- Transitions are effective so instruction time is maximized.
- Clear expectations are evident for processes and routines.
- Lesson plan for guided reading visible and complete.
- Small group area/table ready for instruction.
- Students not in guided reading group are actively reading, writing, or discussing reading and writing without teacher direction.

### Look Fors:
- **Before Reading:**
  - Introduce the book/text
  - Engage students in Vocabulary/Word Work**
- **During Reading:**
  - Listen to students read orally (individual reading, not choral or round robin)
  - Observe and interact with individual students and take anecdotal notes
- **After Reading**
  - Discuss book/text
  - Instruct on skill/strategy/reading behavior
  - Engage students in Vocabulary/Word Work**
- **Writing**
  - Instruct on skill/strategy
- **Set purpose for independent work**

** Vocabulary/Word Work could appear in either place during the lesson

### Questions to Ask the Teacher:
1. How do you know where your students are in regards to their reading ability?
2. What processes do you have to make guided reading successful for all students?

### Teacher Responses:
1. 
2. 

### Questions to Ask the Students:
1. What did you learn today?
2. What questions do you have about your learning?
3. Talk to us about your reading goals. Reading Log/ # of Books Read

### Student Responses:
1. 
2. 

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