Teacher's Name:		Grade Level:	
Text Selection: I			
4 usually select a text that is the appropriate level for my group and is very well matched to the instructional focus, interests, reading level and the needs of my student groups. It provides many opportunities to learn.	3 usually select a text that is the appropriate reading level for my groups. I'd like to learn more about choosing texts to match an instructional focus.	2 understand how texts are leveled and try to select a text that is the appropriate reading level for my groups. I'd like to learn more about analyzing texts for supports and challenges.	1 do not have any clue how the guided reading books work and what kind of texts I need to look for.
Text Introduction: I			
4 usually provide an introduction that includes some or all elements (synopsis, text structure, vocabulary) in a highly integrated, engaging and cohesive way. **and** I engage students in a conversation that brings them into the text and supports thinking about the meaning of the text.	3 usually provide an introduction that includes all elements (synopsis, text structure, aspects of print and vocabulary), **but** I might need a model for engaging children in conversation that brings them into the text and supports thinking about the meaning of the text.	2 might need a model for providing an introduction that includes some or all elements (synopsis, text structure, vocabulary), **and** I usually engage children in a conversation about the text, but I'm not sure I'm timing my introduction appropriately. Sometimes it is too long.	1 provide for some introductory activities that may be present, but I would love to learn more about the central elements of an introduction (synopsis, text structure, and vocabulary), **and/or** I would love to learn how to engage children in conversation that brings them into the text or supports thinking about the meaning of the text.
Teaching Point or Explicit Strategy Use: I			
4 model specific and deliberate teaching point/s to the group during the introduction and/or after the discussion that is specific to the group's needs based on data. The what, why and how is crisp and clear to all the students. and In addition to the group teaching point, I also have a teaching point for each individual student in the group while reading. and My teaching points are explicit and effective in	3 I model specific and deliberate teaching point/s to the group during the introduction and/or after the discussion that is specific to the group's needs based on data. I would benefit from learning more teaching strategies. or In addition to the group teaching point, I usually have a teaching point for some students in the group while reading but I would like to learn need more teaching strategies.	have done some specific and deliberate teaching point/s to the group during the introduction and/or after the discussion that is specific to the group's needs based on data. I would like to see some more examples though. or I would love to learn how to choose individual teaching points based on DRA, running records and other data sources.	Struggle with explicitly modeling a strategy before reading or selecting a teaching point after reading. I would benefit from seeing a model. or I would love to learn how to choose individual teaching points from my students based on DRA data, running records and other data sources.

helping students process text.			
During Reading: I			
4 usually sample oral reading for emergent, early and transitional readers. **and** I effectively demonstrate, prompt (as needed) and scaffold for effective reading behaviors, problem solving actions, fluency, and comprehension strategies based on the individual needs of my readers.	3 usually sample oral reading for emergent, early and transitional readers. **and/or** I understand how to prompt for problem solving actions. But I'd like to learn more about prompting for vocabulary and comprehension strategies with my fluent readers. I need to learn more about scaffolding for independence.	2 have students reading independently while I sample oral reading. I'm not sure what to say to individual students. I would love to gain more insights on how to prompt for effective reading behaviors, problem solving actions, fluency, and comprehension strategies.	1 I don't know what to do during reading. or I have students read chorally or round robin during reading
Discussion After Reading: I			
4 engage children in a rich discussion of the meaning of the text that is connected to my comprehension focus. I understand how to teach students to think more deeply as they read.	3 always engage children in a discussion of the text. I would love to learn more strategies on how to deepen the conversations and connect the conversation to my comprehension focus.	2 sometimes engage children in a discussion after reading, but I would love to learn more strategies on how to deepen the conversations.	1 I would love to learn how to engage children in a rich discussion of the meaning of the text.
Word Work: I			
4 teach appropriate word work strategies in my guided reading and guided writing lessons. I select a skill focus based on the needs of my students. My students are engaged and there is evidence that they are transferring what they are learning about words into their reading and writing.	3 teach something about how words work and engage students in appropriate word work activities. I would love to learn more about strategic word work that transfers into guided reading and writing.	2 teach something about how words work. I would love to learn how to select a skill focus that matches the needs of my students.	1 would love to incorporate word work in my guided reading lesson.
Guided Writing after Guided Reading: I			
4 do guided writing and teach a variety of response formats that extend comprehension. I select appropriate teaching points for each student and can see students are transferring these skills into independent writing.	3 do guided writing and use a variety of prompts to teach different response formats. I would love to learn how to select individual teaching points that match my learner's needs.	2 do guided writing but I am not sure if what I am doing is correct. I would love to learn how to teach a variety of response formats that extend comprehension and meet my learner's needs.	1 I would love to learn the architecture of guided writing within the guided reading framework.