

# Reading Observation Tool

## **Describe the lesson or learning activity.**

What are students asked to do with the text or after reading the text? What is the purpose of the lesson?

## **Students are working:**

- Independently
- With a partner
- With a small group
- With a teacher or teacher-led group
- All together, whole group

## **How are students engaging in discussions about texts?**

- Expressing and clarifying ideas with peers and teachers (e.g., asking questions, sharing ideas, making connections, etc.)
- Co-constructing ideas with peers and teachers—analyzing, critiquing, questioning, and building on ideas to construct new understandings
- Using multimodal resources such as drawings, diagrams, and manipulatives to express ideas and understanding
- Translanguaging or using multiple languages
- Listening to and including all voices in discussions; tracking and/or responding to others' ideas

## **What are students doing to comprehend or interpret ideas in texts?**

- Making predictions
- Connecting or questioning ideas
- Distinguishing points of view or perspectives
- Identifying key ideas or information and related details
- Synthesizing information from multiple sources (e.g., diagrams, videos, charts, models, or mathematical expressions)
- Summarizing or paraphrasing the whole text or individual sections of text

**How does the activity scaffold multilingual learners' reading comprehension and language development?**

- Use of multiple modalities such as visuals, multimedia resources, or realia to support comprehension
- Opportunities to work with same-language peers
- Anchor charts, graphic organizers, sentence and question starters, or other resources to scaffold language use during discussions about texts
- Texts or related resources available in multiple languages
- Other \_\_\_\_\_

**Observation notes:**