## Teacher's Name:  

### Domain I: Active, Successful Student Participation in the Learning Process  
**Observed**

- Teacher expands students' involvement by asking questions throughout the story and inviting students to chime in during predictable parts of the story.
- Teacher models thinking aloud (i.e., "I think the surprise is going to be a puppy because I see a tail in the illustration.").
- Teacher provides a range of auditory, visual, and movement opportunities to interest students and maintain their attention (i.e., invites students to pantomime baking a cake).
- Books are read more than once so that students can engage in a variety of activities related to the books they read (i.e., graphic organizers, retelling, etc.).

### Domain II: Learner-Centered Instruction  
**Observed**

- Teacher focuses students' attention to the purpose of the lesson prior to reading.
- The learning objective(s) addresses PreK Guidelines.
- At least one content area other than Emergent Literacy is taught during the read aloud to maximize learning (i.e., math, science, social studies, language & communication, etc.).
- Read alouds are 10-20 minutes long and paced to maintain student engagement.
- Teacher consistently asks questions that reflect Bloom's Taxonomy's Application level or higher.
- Teacher consistently asks open-ended questions to encourage students to respond with more than 1-2 words.
- Rich vocabulary words are explicitly taught (i.e., Teacher shares definition of word in child friendly language, shows visual representation of word, asks students to share what they know/understand about the word, acts out the word, etc.).
- Teacher demonstrates flexibility by responding to students' ideas during the lesson.
- Teacher consistently links the content of the book to previous learning and/or students' lives.

### Domain III: Evaluation and Feedback on Student Progress  
**Observed**

- Teacher consistently asks questions, including open ended questions, to monitor students' understanding of concepts being taught.
- When a student provides an incorrect response, the teacher uses the mistake as a learning opportunity, explaining and scaffolding the child's understanding.
- The teacher provides specific encouragement for student learning (i.e., "You remembered that Eric Carle used tissue paper to make the illustrations in some of his books.").

### Domain IV: Management of Student Discipline, Instructional Strategies, Time and Materials  
**Observed**

- Rules and/or expectations for behavior during a read aloud (which may be posted on a chart) are reviewed prior to the lesson.
- Rules and/or expectations are clear and consistently enforced.
- Students demonstrate an understanding of rules and expectations.
- Teacher is proactive and monitors the class to prevent misbehavior from developing (i.e., may move a student closer to her, may ask two students to move apart, may have assigned spots for students to sit, etc.).
- Teacher effectively reduces misbehavior by attending to the positive (i.e., "I like the way Brett is listening" or "Thank you for raising your hand").
- Teacher effectively reduces misbehavior by using subtle cues (i.e., eye contact, touch, gesture, close physical proximity, asking a question about the story, etc.).
- Teacher is prepared for the lesson; materials are ready and accessible.
- Transitions to and from the read aloud lesson are quick and efficient with embedded learning opportunities.