

## Small Group UFLI Observation and Feedback

Teacher: \_\_\_\_\_ Observer: \_\_\_\_\_ Date: \_\_\_\_\_

Grade: \_\_\_\_\_ Book Level: \_\_\_\_\_ School: \_\_\_\_\_

### Step 1: Gaining Fluency & Measuring Progress (3-5 Minutes)

Start, end, and total time: \_\_\_\_\_

- Completed running record with one student
- Provided specific feedback to student
- Calculated accuracy percentage for running record
- Listened to and coached other students in the group

Great Practice: \_\_\_\_\_

Opportunity for growth: \_\_\_\_\_

Wonderings: \_\_\_\_\_

### Step 2: Word Work (4-8 Minutes)

Start, end, and total time: \_\_\_\_\_

- Planned word work was appropriately challenging  
focus: \_\_\_\_\_
- Conducted word work using manipulative letters  
\_\_\_\_\_ # decoding opportunities \_\_\_\_\_ # encoding opportunities

Sample of word work chain:

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Great Practice: \_\_\_\_\_

Opportunity for growth: \_\_\_\_\_

Wonderings: \_\_\_\_\_

### Step 3: Reading a New Book (4-8 Minutes)

Start, end, and total time: \_\_\_\_\_

Selected appropriate text using previous running record data

Briefly introduced the text

Introduced challenging words: \_\_\_\_\_

Coached students as they read

\_\_\_\_\_  
 Conducted "on the spot" word work with challenging words

Great Practice: \_\_\_\_\_

Opportunity for growth: \_\_\_\_\_

Wonderings: \_\_\_\_\_

### Step 4: Writing for Reading (6-12 Minutes)

Start, end, and total time: \_\_\_\_\_

Type of sentence:

teacher-generated       sentence stem       student-generated

Coded Sentence:

Elkonin boxes used to practice decodable words

Repeated spelling used to practice irregular and high frequency words

Students repeatedly reread the sentence

Great Practice: \_\_\_\_\_

Opportunity for growth: \_\_\_\_\_

Wonderings: \_\_\_\_\_