READING WALK THROUGH GUIDELINES   FOR FOURTH & FIFTH GRADE CLASSROOMS

Date:	Time:
Teacher:	School:
Grade:	Subject:

1. Learning objective(s) for the lesson

Objective(s):

2. Learning objective(s) is evident to the students

☐ Evident ☐ Not evident ☐ Unable to determine

3. Learning objective(s) on target for grade-level standards

☐ Yes ☐ No ☐ Unable to determine

4. Identify grouping format

☐ Whole group ☐ Small group ☐ Paired ☐ Individual

5. Determine levels of class engagement

☐ Highly engaged—Most students are authentically engaged.
☐ Well managed—Students are willingly compliant and ritually engaged.
☐ Not engaged—Many students are not participating in the assigned task or substituting another activity.

6. Classroom Environment

6a. Classroom **behavior management system** effectively creates a **positive learning environment.**

☐ Yes ☐ No ☐ Unable to determine

6b. Classroom arrangement is conducive to **whole-group** instruction and **reading centers** (teacher-led center and indepedent student centers).

☐ Yes ☐ No ☐ Unable to determine

6c. Daily class schedule is posted and indicates a minimum of **90 minutes** for reading instruction that includes whole-group instruction, reading centers, and **additional time for intensive intervention.**

☐ Yes ☐ No ☐ Unable to determine

6d. Classroom displays of current student work and curriculum material reflect the skills and concepts taught.

☐ Yes ☐ No ☐ Unable to determine

6e. Teacher's interactions with students reflect warmth, encouragement, and enthusiasm.

☐ Yes ☐ No ☐ Unable to determine

7. Instructional Materials

7a. Teacher and student **program materials** are **accessible and organized** (e.g., teachers' guides, vocabulary word lists, charts, student readers, sufficient selection of leveled texts).

☐ Yes ☐ No ☐ Unable to determine

7b. Teacher uses a **variety of resources** during reading instruction (e.g., wipe-off boards, overhead projectors, computers, listening centers).

☐ Yes ☐ No ☐ Unable to determine

8. Teacher Instruction

8a. Teacher provides appropriate and **clear instruction for all students including students at risk,** English language learners, and students with special needs.

☐ Yes ☐ No ☐ Unable to determine

8b. Teacher implements **program components with fidelity.**

☐ Yes ☐ No ☐ Unable to determine

8c. Teacher **differentiates instruction** according to student needs based on assessment.

☐ Yes ☐ No ☐ Unable to determine

8d. Teacher uses **explicit instruction** during whole-group instruction and at the teacher-led center.

☐ Yes ☐ No ☐ Unable to determine

8e. Teacher **scaffolds instruction** during whole-group instruction and at the teacher-led center.

☐ Yes ☐ No ☐ Unable to determine

8f. Teacher provides **ample opportunities for students to practice and receive** corrective and positive **feedback**.

☐ Yes ☐ No ☐ Unable to determine

8g. **Pacing** is appropriate during whole-group and at the teacher-led center.

☐ Yes ☐ No ☐ Unable to determine

8h. **Transitions** are smooth and quick between whole-group instruction and reading centers.

☐ Yes ☐ No ☐ Unable to determine

8i. Evidence exists that reading **routines and procedures** are **familiar to the students.**

☐ Yes ☐ No ☐ Unable to determine

8j. Teacher fosters **active student engagement** and **motivation** to learn.

☐ Yes ☐ No ☐ Unable to determine

9. Reading Centers

9a. A **center management system** indicating flexible student placement and group size is evident.

☐ Yes ☐ No ☐ Unable to determine

9b. Reading centers are **clearly designed, labeled, and defined.**

☐ Yes ☐ No ☐ Unable to determine

9c. At the **teacher-led center,** reading instruction is based on student assessment.

☐ Yes ☐ No ☐ Unable to determine

9d. At **student centers,** students are working on **activities** that directly **build reading skills.**

☐ Yes ☐ No ☐ Unable to determine

9e. Students remain **academically engaged during student centers** and independent work.

☐ Yes ☐ No ☐ Unable to determine

10. Phonics

10a. Teacher uses **visual aids** (e.g., letter-sound cards, prefix-suffix charts) as designed by the program.

☐ Yes ☐ No ☐ Unable to determine

10b. Teacher provides explicit instruction of **advanced phonics/word analysis** (e.g., root words, prefixes, suffixes, r-controlled vowels, vowel pairs) to decode single and multi-syllable words.

☐ Yes   ☐ No   ☐ Unable to determine

10c. Students are applying **advanced phonic elements** in reading and writing activities.

☐ Yes   ☐ No   ☐ Unable to determine

11. Fluency

11a. Teacher models **fluent reading (i.e., speed, accuracy, and prosody)** during read-aloud and shared readings.

☐ Yes   ☐ No   ☐ Unable to determine

11b. Teacher and students are academically engaged in **shared reading** activities (e.g., choral reading, charts, poems).

☐ Yes   ☐ No   ☐ Unable to determine

11c. Oral reading takes place in whole and small groups; the teacher provides immediate **scaffolded feedback.**

☐ Yes   ☐ No   ☐ Unable to determine

11d. Students are **reading orally** (e.g., choral reading, partner reading, repeated reading).

☐ Yes   ☐ No   ☐ Unable to determine

12. Vocabulary

12a. Teacher **contextualizes unfamiliar words** in stories read by using **student-friendly explanations.**

☐ Yes   ☐ No   ☐ Unable to determine

12b. Explicit **vocabulary instruction** is purposeful and ongoing as evidenced by lists of vocabulary words, graphic organizers, word walls, word sorts, etc.

☐ Yes   ☐ No   ☐ Unable to determine

12c. Teacher **categorizes key vocabulary** and identifies important features.

☐ Yes   ☐ No   ☐ Unable to determine

12d. Teacher provides instruction on word part meanings (e.g., root words, prefixes, suffixes) to determine the meanings of words.

☐ Yes   ☐ No   ☐ Unable to determine

12e. Teacher models and encourages students to use a **dictionary, thesaurus, and digital tools** to determine meanings of words and to identify alternative word choices.

☐ Yes   ☐ No   ☐ Unable to determine

12f. Teacher **relates** new vocabulary to **prior knowledge** through questioning or other instructional activities.

☐ Yes   ☐ No   ☐ Unable to determine

13. Comprehension

13a. Teacher models and encourages students **to make predictions about text** content using pictures, background knowledge, and text features (e.g., title, subheading, captions, illustrations).

☐ Yes   ☐ No   ☐ Unable to determine

13b. Teacher models and encourages students to use prior knowledge and supporting details from text to **make connections** with the reading selection.

| ☐ Yes | ☐ No | ☐ Unable to determine |

13c. Teacher models and encourages students to identify **main idea and supporting details** (e.g., who, what, when, where, why, how) and arrange events in sequence.

| ☐ Yes | ☐ No | ☐ Unable to determine |

13d. Teacher models and encourages students to use prior knowledge and supporting details from text to identify the **author's purpose** (e.g., to inform, entertain, explain, persuade).

| ☐ Yes | ☐ No | ☐ Unable to determine |

13e. Teacher models and encourages students to use **graphic and semantic organizers** to help students focus on text structures (e.g., compare/contrast, cause/effect) and to examine relationships in text.

| ☐ Yes | ☐ No | ☐ Unable to determine |

13f. Teacher models and encourages students to **self-monitor comprehension** and use appropriate fix-up strategies (e.g., rereading, summarizing, questioning and clarifying, context clues).

| ☐ Yes | ☐ No | ☐ Unable to determine |

13g. Students identify, ask, and answer questions about **story grammar** (e.g., characters, setting, problems, solutions).

| ☐ Yes | ☐ No | ☐ Unable to determine |

13h. Students and teacher are **discussing answers to higher-level questions** (e.g., inferential, analytical) about shared readings and selections read.

| ☐ Yes | ☐ No | ☐ Unable to determine |

13i. Students make **inferences from text** by determining important ideas and **drawing conclusions.**

| ☐ Yes | ☐ No | ☐ Unable to determine |

Notes and Reflection Prompts