READING WALK THROUGH GUIDELINES	FOR FIRST GRADE CLASSROOMS

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

1. Learning objective(s) for 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, big books, puppets, letter-sound cards, pre-decodable and decodable books, vocabulary word lists, charts, student readers, and 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, letter tiles).

☐ 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. Phonological/Phonemic Awareness

10a. Teacher uses **oral activities** that include **segmenting, blending,** and **manipulation** of sounds in words.

☐ Yes   ☐ No   ☐ Unable to determine

10b. Teacher uses **engaging activities and materials** to support instruction (e.g., hand motions, clapping, puppets, Elkonin boxes, other manipulatives to represent sounds).

☐ Yes ☐ No ☐ Unable to determine

10c. Teacher **clearly and accurately pronounces** individual sounds that are the focus of the lesson with enough volume for students to hear.

☐ Yes ☐ No ☐ Unable to determine

11. Phonics

11a. Teacher uses **manipulatives,** such as letter tiles and Elkonin boxes, to help make the connection between phonemes (sounds) and graphemes (letters).

☐ Yes ☐ No ☐ Unable to determine

11b. Teacher uses **visual aids** (e.g., alphabet cards, letter-sound cards, word cards) as designed by the program.

☐ Yes ☐ No ☐ Unable to determine

11c. Teacher introduces an **explicit decoding strategy** to sound and blend simple words

☐ Yes ☐ No ☐ Unable to determine

11d. Teacher introduces and reviews **common irregular words** (e.g., *there, because*) frequently.

☐ Yes ☐ No ☐ Unable to determine

11e. Students are applying **letter/sound knowledge in reading and writing** activities.

☐ Yes ☐ No ☐ Unable to determine

12. Fluency

12a. Teacher models **fluent reading (i.e., speed, accuracy, and prosody)** during read-aloud and shared readings.

☐ Yes ☐ No ☐ Unable to determine

12b. Teacher and students are academically engaged in **shared reading** activities (e.g., big books, choral reading, charts, poems, songs).

☐ Yes ☐ No ☐ Unable to determine

12c. **Oral reading** takes place in whole and small groups; the teacher provides immediate **scaffolded feedback.**

☐ Yes ☐ No ☐ Unable to determine

12d. Students are **reading orally** (e.g., choral reading, partner reading, repeated reading).

☐ Yes ☐ No ☐ Unable to determine

13. Vocabulary

13a. Teacher **contextualizes unfamiliar words** in stories read orally to students by using **student-friendly explanations.**

☐ Yes ☐ No ☐ Unable to determine

13b. 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

13c. Teacher **categorizes key vocabulary** and identifies important features.

☐ Yes ☐ No ☐ Unable to determine

13d. Teacher relates new vocabulary to **prior knowledge** through **questioning and other instructional activities.**

☐ Yes ☐ No ☐ Unable to determine

13e. Students are **actively involved** with thinking about **and using words in multiple contexts.**

☐ Yes ☐ No ☐ Unable to determine

14. Comprehension

14a. 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

14b. 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

14c. Teacher models and encourages students to retell the **main idea**, identify **supporting details** (e.g., who, what, when, where, why, how), and arrange events in **sequence**.

☐ Yes ☐ No ☐ Unable to determine

14d. Teacher models and encourages students to use prior knowledge and supporting details from text to **determine** whether a reading selection is **fact or fiction** and to identify the **author's purpose.**

☐ Yes ☐ No ☐ Unable to determine

14e. Teacher models and encourages students to use **graphic and semantic organizers** to help students focus on text structures and to examine relationships in text.

☐ Yes ☐ No ☐ Unable to determine

14f. 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

14g. Students identify, ask, and answer questions about **story grammar** (e.g., characters, setting, problems, solutions).

☐ Yes ☐ No ☐ Unable to determine

14h. 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

Notes and Reflection Prompts