

Principal's Reading Walkthrough for First Grade

Reading First Classrooms

Teacher _____ Grade Level _____ Date _____

Classroom Environment

- Classroom is arranged to enable active engagement by all students.
- Classroom is arranged to accommodate whole group instruction, teacher-led small group instruction, and independent student centers.
- Daily Class Schedule is posted which includes a minimum of 90 minutes for reading instruction plus an additional block of time for intensive intervention.
- Program components are evident and in use indicating a print rich environment (e.g., big books, decodable books, vocabulary words, letter-sound cards, etc.).
- Displays, including student work and curriculum materials (e.g., word banks, posters, vocabulary lists), reflect the current reading topic or theme.

Materials

- Teacher and student materials are accessible and organized.
- Evidence exists of program materials being used as designed.
- Teacher uses the Teacher's Edition during instruction.

Teacher Instruction

- Classroom behavior management system is effective in providing an environment conducive to learning.
- Teacher follows the selected program's instructional routines as designed.
- Evidence exists that reading routines and procedures were previously taught.
- Teacher provides appropriate and clear instruction for children at risk, including English learners, and special education students.
- Teacher uses explicit instruction.
- Teacher scaffolds instruction.
- Teacher fosters active student engagement and motivation to learn.
- Pacing is appropriate.
- Transitions are smooth and quick.

Whole Class Instruction

- Instruction is focused on the content of the lesson in the Teacher's Edition.
- Teacher uses a variety of resources during reading instruction (e.g., big books, puppets, decodable books, vocabulary word lists, letter-sound cards, etc.).

Small Group, Differentiated Instruction

- Small group instruction is provided at different levels depending on student need.
- Differentiated, small group instruction or time for direct work with individuals is a regular daily activity, as evidenced by the posted classroom schedule.
- A well defined behavior management system is in place to guide student movement between groups and centers.

Student Reading Centers

- ❑ At independent student learning centers, students are working on activities that directly build reading skills.
- ❑ Centers are clearly defined and labeled.
- ❑ Students remain engaged during centers and independent work.
- ❑ A well defined behavior management system is in place to guide student movement between groups and centers.

Phonemic Awareness

- ❑ Activities are oral and include segmenting and blending of individual sounds in words.
- ❑ Teacher uses engaging activities and materials to support instruction (e.g., hand motions, moving blocks, Elkonin boxes, clapping, etc.)
- ❑ Teacher clearly pronounces individual sounds that are the focus of the lesson with enough volume for students to hear.
- ❑ Instruction appears to be fun and interactive as opposed to repetitive and dull.
- ❑ Students are given ample opportunities to respond and receive feedback on their answers.

Phonics

- ❑ Visual aids (Alphabet cards and letter/sound cards) are used as designed by the program.
- ❑ Teacher provides explicit instruction of letter sounds and blending strategies.
- ❑ Students are applying letter/sound knowledge in reading and writing activities.
- ❑ Teacher is following an organized sequence of instruction guided by the core reading program.

Fluency

- ❑ Students are reading: oral reading, choral reading, partner reading, etc.
- ❑ Oral reading is taking place in small groups with the teacher providing immediate scaffolded feedback.
- ❑ Students are periodically assessed on oral fluency, as evidenced by repeated readings.
- ❑ Teacher modeling of fluency is evident during read-aloud and shared reading activities.

Vocabulary

- ❑ Teacher contextualizes words from the stories they read students (explain what the word means in the text).
- ❑ Teacher develops an explanation of vocabulary words that is child-friendly.
- ❑ Vocabulary instruction is purposeful and on-going as evidenced by lists of vocabulary words around the room.
- ❑ Teacher reinforces students' knowledge of vocabulary words via questioning activities.
- ❑ Students are actively involved with thinking about and using words in multiple contexts.

Comprehension

- Teacher models and encourages students to use comprehension strategies throughout instruction and shared reading:
 - Summarizing
 - Monitoring and clarifying
 - Asking questions
 - Predicting
 - Making connections
 - Visualizing
 - Using graphic and semantic organizers
- Students are discussing answers to higher level questions about selections read.

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