

# Principal's Reading Walk Through for Kindergarten *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 material (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 academically 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 rhyming and manipulation of words, syllables, and sounds.
- ❑ 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**

- ❑ Songs, rhymes, language games, and word play are used to connect sounds letters, and language.
- ❑ Visual aids (e.g., alphabet cards and letter/sound cards) are used as designed by the program beginning with alphabet songs.
- ❑ Teacher is following an organized sequence of instruction guided by the core reading program.

### **Fluency**

- ❑ Students are engaged in shared reading activities: big books, choral reading, charts, poems, songs, etc.
- ❑ Pre- reading activities are taking place in small groups with the teacher providing immediate scaffolded feedback (e.g., letter naming fluency, shared reading of big books, pre-decodable, and decodable books).
- ❑ Teacher modeling of fluency is evident during read-aloud and shared reading activities.

### **Vocabulary**

- ❑ Teacher contextualizes words from the stories they read to students (explain what the word means in the text).
- ❑ Teacher develops an explanation of the words that are child-friendly.
- ❑ Vocabulary instruction is purposeful and on-going as evidenced by lists of vocabulary words around the room.
- ❑ Teacher reinforces student's 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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