**Core Reading Program Walkthrough**

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| --- | --- | --- | --- | --- | --- |
| Grade: |  | Teacher: |  | Observer: |  |
| Day & Date: |  | Start Time: |  | End Time: |  |
| Curriculum: |  |
| Activity observed: |  ☐ Whole group Instruction ☐ Small group Instruction ☐ Independent work  |
| Lesson Objective: |  |
| Lesson Objective evident to students? |  ☐ Yes ☐ No |

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| **District Non-Negotiables** |
| Non-Negotiable | Observed? |
|  | ☐ |
|  | ☐ |
|  | ☐ |
|  | ☐ |
|  | ☐ |
|  | ☐ |
|  | ☐ |
|  | ☐ |
|  | ☐ |
|  | ☐ |

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| **Grade Level Agreements** |
|  | Observed? |
| **Priority Skill Focus:** |  | ☐ |
| Core components/activities used: |  |  |
| **Instructional Strategy:** |  | ☐ |
| What I saw: |  |  |
| **Active Engagement Strategy:** |  | ☐ |
| What I saw: |  |  |

***Comments:***

**Instructional Strategies**

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| **Instructor models instructional tasks when appropriate** | **Instructor encourages student effort** |
| * Demonstrates the task (e.g. uses think alouds)
* Proceeds in step-by –step fashion
* Limits language to demonstration of skill
* Makes eye contact with students, speaks clearly while modeling skill
 | * Provides feedback during and after task completion
* Provides specific feedback about student’s accuracy
* Majority of feedback is positive
* Celebrates or displays examples of student success
 |
| **Instructor provides explicit instruction** | **Students are engaged in the lesson during teacher-led instruction** |
| * Set the purpose for the instruction
* Identifies the important details of the concept being taught
* Provides instructions that have only one interpretation
* Makes connection to previously-learned material
 | * Gains student attention before initiating instruction
* Paces lesson to maintain attention
* Maintains close proximity to students
* Transitions quickly between tasks
* Intervenes with off-task students to maintain their focus
 |
| **Instructor engages students in meaningful interactions with language during lesson** | **Students are engaged in the lesson during independent work** |
| * Provides and elicits background information
* Emphasizes distinctive features of new concepts
* Uses visuals and manipulatives to teach content as necessary
* Makes relationships among concepts overt
* Engages students in discourse around new concepts elaborates on student responses
 | * Independent work routines and procedures previously taught
* Models task before allowing students to work independently
* Checks for student understanding of the task(s)
* Students use previously-learned strategies or routines when they come to a task they don’t understand
* Independent work is completed with high level of accuracy
 |
| **Instructor provides multiple opportunities for student to practice instructional tasks** | **Students are successful completing activities at a high criterion level of performance** |
| * Provides more than one opportunity to practice each new skill
* Provides opportunities for practice after each step in instruction
* Elicits group responses
* Provides extra practice based on accuracy of student responses
 | * Elicits a high percentage of accurate response from group
* Holds same standard of accuracy for high performers and low performers
 |
| **Instructor provides corrective feedback after initial student responses** | ***Comments:***  |
| * Provides affirmations for correct responses
* Promptly corrects errors with provision of correct model
* Limits corrective feedback language to the task at hand
* Ensures mastery of all student before moving on
 |

Oregon Reading First – 9 General Features of Effective Instruction

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| **Active Engagement Strategies** |
| **Oral Responses (Things Students Say)** |
| ***Strategy*** | ***Useful when…*** |
| * Choral Responses
 | The answers are short and the same |
| * Partner Responses
 | The answers are long or short and different |
| * Team Responses
 | The answers are long and different |
| * Individual Responses
 | The answer comes from a student’s own experience |
| **Written Responses (Things Students Write)** |
| ***Strategy*** | ***Useful when…*** |
| * Response Cards
 | The number of potential answers is limited |
| * Response Slates
 | The answers are long or short, more divergent or dependent on personal experience  |
| **Action Responses (Things Students Do)** |
| ***Strategy*** | ***Useful when…*** |
| * Touching or Pointing
 | The students are younger and/or struggling to follow along |
| * Acting Out/Gestures
 | Teaching vocabulary |
| * Hand Signals
 | Reviewing factual information |

 Adapted From Anita Archer, *Explicit Instruction, 2011*

***Comments:***