**Core Reading Program Walkthrough**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| 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 | | | | |

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

|  |  |  |
| --- | --- | --- |
| **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**

|  |  |
| --- | --- |
| **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

|  |  |
| --- | --- |
| **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:***