
School Leader's Literacy Walkthrough



Kindergarten, First, Second, and Third Grades

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REGIONAL EDUCATIONAL LABORATORY SOUTHEAST
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This School Leader's Literacy Walkthrough was developed by REL Southeast supported in whole or in part by contract ED-IES-12-C-0011 from the U.S. Department of Education, Institute of Education Sciences. The content does not necessarily reflect the views or policies of IES or the U.S. Department of Education, nor does mention of trade names, commercial products, or organizations imply endorsement by the U.S. government.

Introduction

The **School Leader's Literacy Walkthrough** is designed to assist school leaders in observing specific research-based practices during literacy instruction (or students' independent use or application of those practices). This tool is based on rigorous research that indicates the most effective way to teach reading (see Foorman & Connor, 2011, and Foorman & Wanzek, 2015, for reviews) and is aligned to contemporary state standards. **This tool is not meant to be used in the evaluation of teachers.** Instead, the tool is intended to help school leaders enhance literacy instruction knowledge, communicate with teachers their expectations about literacy instruction, and establish consistent language regarding literacy content and instructional strategies. Further, the use of this tool can be the basis of productive communication and collaboration among school leaders and teachers and inform professional learning needs to improve student achievement in literacy.

Overview of the Tool

The tool includes three sections:

- ✓ Pre-Walkthrough Meeting Guide: The purpose of this one-page guide is to facilitate a productive conversation between the school leader who will conduct the walkthrough and the teacher who will be observed. The goal is for both the school leader and teacher to understand expectations as well as the context of the classroom and lesson prior to the walkthrough.
- ✓ Checklist: The checklist contains five pages—each focuses on a literacy component (i.e., Foundational Literacy Skills, Comprehension, Writing, Language, and Speaking & Listening) as well as the classroom environment. The checklist is used during the walkthrough.
- ✓ Post-Walkthrough Meeting Guide: This one-page guide allows the school leader to reflect on the walkthrough by answering four key questions. Additional questions are used to guide a collaborative conversation with the teacher. Lastly, an action plan is identified.

Using the Tool

This tool can be used for frequent 5-15-minute walkthroughs. It is designed to focus on either one literacy component (e.g., Foundational Skills) or multiple literacy components (e.g., Comprehension and Language). Skills/concepts demonstrated by the student that should be observed are listed on the tool. When students apply a skill/concept listed, the box next to that skill is checked.

Space is provided for the school leader to record evidence in the form of notes and reflections. These comments are paramount to the effective use of this tool. Comments made regarding Teacher Instruction, Student Learning, Instructional Materials, and the Classroom Environment will help guide the post-walkthrough meeting with the teacher. Examples of topics in which to focus comments include explicit instruction, differentiation, and pacing for Teacher Instruction; student engagement for Students; alignment to learning objective, accessibility, and organization for Instructional Materials; and classroom management and arrangement (e.g., small group/whole group) and transitions for Classroom Environment.

It is important to note that the skills and concepts listed on the tool are expected to be mastered by the end of the school year. Therefore, not every skill/concept will be observed during every walkthrough. Also, it is appropriate to see different instructional practices during each walkthrough throughout the year. A school leader may even plan to observe a specific literacy component (e.g., Writing) and inform the teacher prior to the pre-walkthrough meeting so the timing of the walkthrough will coincide with that component of instruction.

Pre-Walkthrough Meeting Guide

Teacher:	Date/Time:
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Pre-Walkthrough Guiding Questions	Pre-Walkthrough Notes
1. Does the teacher have a copy of the Walkthrough tool and has the school leader provided an overview of it?	
2. Which of the following reading components will be observed during the walkthrough?	
<input type="checkbox"/> Foundational Reading Skills <input type="checkbox"/> Reading Comprehension <input type="checkbox"/> Writing <input type="checkbox"/> Language <input type="checkbox"/> Speaking & Listening	
3. Which standard(s) is this lesson designed to help students attain? What is the lesson's specific learning objective?	
4. What prior knowledge/skill is related to the learning objective of this lesson? Which data were used to determine this (if appropriate)?	
5. Are there any specific instructional strategies that will be implemented? Are any of the instructional strategies aligned with professional learning/instructional coaching?	
6. Which instructional materials will be used?	
7. What format/classroom organization will be used (e.g., whole group, small group)?	
8. How will students be asked to demonstrate that they have achieved the learning objective?	
9. How will the outcomes of this lesson and student learning impact subsequent instruction?	
10. How will instruction be differentiated to meet the needs of all learners?	
11. Does the teacher have any questions?	

The walkthrough will take place:

Date:	Time:
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The post-walkthrough meeting will take place:

Date:	Time:
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Post-Walkthrough Meeting Guide

Teacher:	Date/Time:
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School Leader Reflection Questions	Evidence/Reflection Notes
1. Which skills/concepts demonstrated by the students were a focus of the teacher's instructional practices?	
2. Did the teacher implement instructional practices in addition to those that would support skills/concepts on the checklist?	
3. Which instructional practice(s) can be continued/refined/scaffolded to achieve literacy learning goals (i.e., student mastery of skills and concepts listed on the checklist)?	
4. What coaching strategies can support the teacher's use or enhancement of the above noted key instructional practices?	
<input type="checkbox"/> Demonstration Lesson <input type="checkbox"/> Analysis of student work and data <input type="checkbox"/> Co-teaching <input type="checkbox"/> Subsequent teacher observation <input type="checkbox"/> Collaborative planning <input type="checkbox"/> Other	

Reflection and Planning Meeting

Meeting Date:	Meeting Time:
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School Leader & Teacher Discussion Questions	Meeting Notes
1. How do you think the lesson went? Which data demonstrated that students achieved the learning objective? (Mention strengths noted for question #1 in table above.)	
2. Did you implement instructional practices in addition to those that would support skills/concepts on the checklist? (Mention instructional practices noted for question #2 in table above.)	
3. What are the next learning goals for students to continue to make progress?	
4. What support do you need? (Mention coaching strategies from #4 in the table above.)	

Action Planning

Teacher Next Steps	Due Date	School Leader Next Steps	Due Date

Follow up on:

Date:	Time:
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Kindergarten



School Leader's Literacy Walkthrough

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Kindergarten Literacy Walkthrough: Foundational Reading Skills

Teacher:	Date/Time:
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Skills/Concepts		Evidence		
Print Concepts		Teacher Instruction	Student Learning	Instructional Materials
<input type="checkbox"/>	Identify parts of a book			
<input type="checkbox"/>	Follow words from left to right, top to bottom, & page by page			
<input type="checkbox"/>	Recognize that spoken words are represented in written language by specific sequences of letters			
<input type="checkbox"/>	Recognize that print matches speech and written words are separated by spaces in print			
<input type="checkbox"/>	Recognize simple punctuation rules			
<input type="checkbox"/>	Recognize upper and lower case letters			
Phonological Awareness		Teacher Instruction	Student Learning	Instructional Materials
<input type="checkbox"/>	Count words in spoken sentence			
<input type="checkbox"/>	Recognize and produce rhyming words			
<input type="checkbox"/>	Pronounce & count syllables in spoken words			
<input type="checkbox"/>	Blend syllables into spoken words			
<input type="checkbox"/>	Segment syllables in spoken words			
<input type="checkbox"/>	Blend onsets and rimes of single-syllable spoken words			
<input type="checkbox"/>	Isolate & pronounce initial, medial & final phonemes in three-phoneme (CVC) words			
<input type="checkbox"/>	Add or substitute individual phonemes in simple, one-syllable words to make new words			
Phonics and Word Recognition		Teacher Instruction	Student Learning	Instructional Materials
<input type="checkbox"/>	Identify one-to-one letter-sound correspondences for each consonant			
<input type="checkbox"/>	Recognize long & short sounds with common spellings for the five major vowels			
<input type="checkbox"/>	Read common high-frequency words by sight			
<input type="checkbox"/>	Use an explicit decoding strategy to segment and blend simple words			
<input type="checkbox"/>	Distinguish between similarly spelled words by identifying differing sounds of letters			
Fluency		Teacher Instruction	Student Learning	Instructional Materials
<input type="checkbox"/>	Listen to the teacher read with speed, accuracy, and prosody during read-aloud			
<input type="checkbox"/>	Engage in shared reading activities			
<input type="checkbox"/>	Read emergent texts with purpose & understanding			
Classroom Environment		Evidence		
Literacy rich environment				
Classroom arrangement				
Classroom management				

Kindergarten Literacy Walkthrough: Reading Comprehension

Teacher:	Date/Time:
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Skills/Concepts	Evidence		
<p>Literature and Informational Text</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask and answer questions about key details and unknown words in a text <input type="checkbox"/> Name the author and illustrator of a text and define the role of each <input type="checkbox"/> Describe the relationship between illustrations and the text in which they appear <input type="checkbox"/> Engage in group reading activities with purpose and understanding 	Teacher Instruction	Student Learning	Instructional Materials
<p>Literary Texts</p> <ul style="list-style-type: none"> <input type="checkbox"/> Retell familiar stories, including key details <input type="checkbox"/> Identify characters, settings, and major events in a story <input type="checkbox"/> Recognize common types of texts (e.g., storybooks, poems) <input type="checkbox"/> Recognize simple story grammar (e.g., setting, characters, problem, solution) <input type="checkbox"/> Compare and contrast the adventures and experiences of characters in familiar stories 	Teacher Instruction	Student Learning	Instructional Materials
<p>Informational Text</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify the main topic and retell key details <input type="checkbox"/> Describe the connection between two individuals, events, ideas, or pieces of information <input type="checkbox"/> Identify reasons an author gives to support points <input type="checkbox"/> Identify basic similarities and differences between two informational texts on the same topic (e.g., illustrations, descriptions, or procedures) <input type="checkbox"/> Recognize different types of informational text structures 	Teacher Instruction	Student Learning	Instructional Materials

Classroom Environment	Evidence
Literacy rich environment	
Classroom arrangement	
Classroom management	

Kindergarten Literacy Walkthrough: Writing

Teacher:	Date/Time:
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Skills/Concepts	Evidence		
Mechanics	Teacher Instruction	Student Learning	Instructional Materials
<ul style="list-style-type: none"> <input type="checkbox"/> Print upper and lower case letters <input type="checkbox"/> Capitalize the first word in a sentence and the pronoun I <input type="checkbox"/> Recognize and name end punctuation <input type="checkbox"/> Write the letter or letters for most consonant and short-vowel sounds <input type="checkbox"/> Spell simple words (e.g., am, cut, sit) phonetically, drawing on knowledge of sound-letter relationships 			
Process	Teacher Instruction	Student Learning	Instructional Materials
<ul style="list-style-type: none"> <input type="checkbox"/> Use a combination of drawing, dictating, and writing to compose opinion pieces: about a topic/name of the book and an opinion about the topic/book <input type="checkbox"/> Use a combination of drawing, dictating, and writing to compose informative/explanatory texts: name the topic and some information about the topic <input type="checkbox"/> Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened <input type="checkbox"/> Respond to questions and suggestions and add details to strengthen writing with guidance and support from adults <input type="checkbox"/> Explore a variety of digital tools to produce and publish writing and to collaborate with peers with guidance and support from adults <input type="checkbox"/> Participate in shared research and writing projects 			

Classroom Environment	Evidence
Literacy rich environment	
Classroom arrangement	
Classroom management	

Kindergarten Literacy Walkthrough: Language

Teacher:	Date/Time:
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Skills/Concepts	Evidence		
<p>Conventions of Standard English</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use frequently occurring nouns and verbs <input type="checkbox"/> Form regular plural nouns orally by adding /s/ or /es/ (e.g., cat, cats; dish, dishes) <input type="checkbox"/> Use question words (e.g., who, what, where, when, why, how) <input type="checkbox"/> Use frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with) <input type="checkbox"/> Elaborate on oral responses and speak in complete sentences 	Teacher Instruction	Student Learning	Instructional Materials
<p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify new meanings for familiar words and apply them accurately <input type="checkbox"/> Use the most frequently occurring inflections and affixes (e.g., -ed, -s, re-, un-, pre-, -ful, -less) as a clue to the meaning of an unknown word <input type="checkbox"/> Sort common objects into categories (e.g., animals, colors, shapes) to gain a sense of the concepts the categories represent <input type="checkbox"/> Use frequently occurring verbs and adjectives by relating them to their opposites (antonyms) <input type="checkbox"/> Make real-life connections between words and their use <input type="checkbox"/> Distinguish shades of meaning among verbs describing the same general action (e.g., nibble, eat, gobble) by acting out the meanings <input type="checkbox"/> Use words and phrases acquired through conversations, reading and being read to, and responding to text <input type="checkbox"/> Engage in shared reading activities <input type="checkbox"/> Read emergent texts with purpose & understanding 	Teacher Instruction	Student Learning	Instructional Materials

Classroom Environment	Evidence
<p>Literacy rich environment</p> <p>Classroom arrangement</p> <p>Classroom management</p>	

Kindergarten Literacy Walkthrough: Speaking and Listening

Teacher:	Date/Time:
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Skills/Concepts	Evidence		
Speaking and Listening	Teacher Instruction	Student Learning	Instructional Materials
<ul style="list-style-type: none"> <input type="checkbox"/> Participate in collaborative conversations about kindergarten topics and texts with peers and adults in small and large groups <input type="checkbox"/> Describe familiar people, places, things, and events and, with prompting and support, provide additional details <input type="checkbox"/> Follow agreed-upon rules for group discussions <input type="checkbox"/> Continue a conversation through multiple exchanges <input type="checkbox"/> Confirm understanding of a text read aloud/information presented orally/other media by asking and answering questions about key details and requesting clarification if something is not understood <input type="checkbox"/> Speak audibly and express thoughts, feelings, and ideas clearly provide additional detail <input type="checkbox"/> Add drawings or other visual displays to descriptions 			

Classroom Environment	Evidence
Literacy rich environment	
Classroom arrangement	
Classroom management	

First Grade



School Leader's Literacy Walkthrough

Foundational Reading Skills	2
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First Grade Literacy Walkthrough: Foundational Reading Skills

Teacher:	Date/Time:
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Skills/Concepts		Evidence		
Print Concepts		Teacher Instruction	Student Learning	Instructional Materials
<input type="checkbox"/>	Identify features of a sentence			
Phonological Awareness		Teacher Instruction	Student Learning	Instructional Materials
<input type="checkbox"/>	Distinguish long from short vowel sounds in spoken single-syllable words			
<input type="checkbox"/>	Orally produce single-syllable words by blending individual sounds (e.g., /s/ /l/ /t/, sit)			
<input type="checkbox"/>	Segment spoken single-syllable words into their sequence of individual sounds (e.g., mat, /m/ /a/ /t/)			
Phonics and Word Recognition		Teacher Instruction	Student Learning	Instructional Materials
<input type="checkbox"/>	Use a decoding strategy for reading regular one-syllable words that includes segmenting and blending all letters and spelling patterns			
<input type="checkbox"/>	Read common irregular words (e.g., there, because)			
<input type="checkbox"/>	Apply letter-sound knowledge in reading and writing activities			
<input type="checkbox"/>	Use spelling-sound correspondences for common consonant digraphs (e.g., ch-, th-, sh-)			
<input type="checkbox"/>	Use the final -e rule to represent long vowel sounds to read and write words			
<input type="checkbox"/>	Use common vowel team conventions (e.g., ea, oa, ee) for long vowel			
<input type="checkbox"/>	Determine the number of syllables in a printed word by knowing that every syllable must have a vowel sound			
<input type="checkbox"/>	Use syllable types to break words into syllables in order to decode two-syllable words			
<input type="checkbox"/>	Read words with inflectional endings (e.g., -est, -ed, -ing)			
<input type="checkbox"/>	Recognize and read grade-appropriate irregularly spelled words (e.g., would, once, talked)			
<input type="checkbox"/>	Use manipulatives to practice the connection between phonemes and graphemes			
<input type="checkbox"/>				
Fluency		Teacher Instruction	Student Learning	Instructional Materials
<input type="checkbox"/>	Listen to the teacher read with speed, accuracy, and prosody			
<input type="checkbox"/>	Read grade level texts with purpose and understanding			
<input type="checkbox"/>	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings.			
<input type="checkbox"/>	Reread and use context to confirm or self-correct word recognition and understanding			
Classroom Environment		Evidence		
Literacy rich environment				
Classroom arrangement				
Classroom management				

First Grade Literacy Walkthrough: Reading Comprehension

Teacher:	Date/Time:
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Skills/Concepts		Evidence		
Literature and Informational Text <ul style="list-style-type: none"> <input type="checkbox"/> Identify the main topic and retell key details <input type="checkbox"/> Describe the connection between two individuals, events, ideas, or pieces of information <input type="checkbox"/> Identify reasons an author gives to support points <input type="checkbox"/> Distinguish between books that tell stories and books that provide information 		Teacher Instruction	Student Learning	Instructional Materials
Literary Texts <ul style="list-style-type: none"> <input type="checkbox"/> Identify words and phrases that suggest feelings or appeal to the senses <input type="checkbox"/> Retell a story using details and its message/main idea <input type="checkbox"/> Use illustrations and key details to describe characters, settings, and major events in a story <input type="checkbox"/> Identify who is telling a story at different points in the text <input type="checkbox"/> Compare and contrast the adventures and experiences of characters in stories <input type="checkbox"/> Ask and answer questions about key details in a text 		Teacher Instruction	Student Learning	Instructional Materials
Informational Text <ul style="list-style-type: none"> <input type="checkbox"/> Ask and answer questions about key details and to determine the meaning of words and phrases in a text <input type="checkbox"/> Identify the main idea and retell key details of a text <input type="checkbox"/> Describe the connection between two individuals, events, ideas, or pieces of information in a text <input type="checkbox"/> Use text features to locate information in a text <input type="checkbox"/> Use pictures or other illustrations and words in the text to describe its key ideas <input type="checkbox"/> Identify the reasons an author gives to support points in a text <input type="checkbox"/> Compare and contrast two texts on the same topic <input type="checkbox"/> Identify basic similarities and differences between two informational texts on the same topic (e.g., illustrations, descriptions, or procedures) <input type="checkbox"/> Recognize different types of informational text structures 		Teacher Instruction	Student Learning	Instructional Materials

Classroom Environment	Evidence
Literacy rich environment	
Classroom arrangement	
Classroom management	

First Grade Literacy Walkthrough: Writing

Teacher:	Date/Time:
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Skills/Concepts		Evidence		
Mechanics		Teacher Instruction	Student Learning	Instructional Materials
<input type="checkbox"/> Print all upper- and lowercase letters <input type="checkbox"/> Capitalize dates and names of people and punctuate the end of sentences <input type="checkbox"/> Use a comma in dates and to separate single words in a series <input type="checkbox"/> Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words				
Process		Teacher Instruction	Student Learning	Instructional Materials
<input type="checkbox"/> Write opinions: introduce a topic/name of a book, state an opinion, a reason for that opinion, and provide closure/ending <input type="checkbox"/> Write to inform/explain: name a topic, offer facts about the topic, and provide closure/ending <input type="checkbox"/> Write narratives: provide an introduction, appropriately sequence events using details and temporal words (e.g., first, next, last), and provide closure/ending <input type="checkbox"/> Focus writing on a topic and respond to questions and add details to writing <input type="checkbox"/> Use a variety of digital tools to produce and publish writing <input type="checkbox"/> Participate in shared research and writing projects				

Classroom Environment	Evidence
Literacy rich environment	
Classroom arrangement	
Classroom management	

First Grade Literacy Walkthrough: Language

Teacher:	Date/Time:
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Skills/Concepts		Evidence		
Conventions of Standard English		Teacher Instruction	Student Learning	Instructional Materials
<input type="checkbox"/>	Use common, proper, and possessive nouns			
<input type="checkbox"/>	Use singular and plural nouns with matching verbs (e.g., she/plays; we/play)			
<input type="checkbox"/>	Use verbs to convey past, present, and future (e.g., Yesterday I played. Today I play. Tomorrow I will play.)			
<input type="checkbox"/>	Use frequently occurring adjectives			
<input type="checkbox"/>	Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their)			
<input type="checkbox"/>	Use frequently occurring conjunctions (e.g., or, so, because)			
<input type="checkbox"/>	Use frequently occurring prepositions (e.g., before, on, behind)			
Vocabulary		Teacher Instruction	Student Learning	Instructional Materials
<input type="checkbox"/>	Use words in multiple contexts			
<input type="checkbox"/>	Use sentence-level context as a clue to the meaning of a word or phrase			
<input type="checkbox"/>	Use frequently occurring affixes as a clue to the meaning of a word			
<input type="checkbox"/>	Use frequently occurring root words (e.g., jump) and their inflectional forms (e.g., jumps, jumped, jumping)			
<input type="checkbox"/>	Sort words into categories			
<input type="checkbox"/>	Define words by category and by one or more key attributes (e.g., an elephant is an animal that has a trunk)			
<input type="checkbox"/>	Use real-life connections between words and their use			
<input type="checkbox"/>	Distinguish shades of meaning among verbs differing in manner (e.g., nibble, munch, eat, gobble) and adjectives differing in intensity (e.g., big, gigantic)			
Classroom Environment		Evidence		
Literacy rich environment				
Classroom arrangement				
Classroom management				

First Grade Literacy Walkthrough: Speaking and Listening

Teacher:	Date/Time:
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Skills/Concepts	Evidence		
Speaking and Listening	Teacher Instruction	Student Learning	Instructional Materials
<ul style="list-style-type: none"> <input type="checkbox"/> Participate in collaborative conversations about first grade topics and texts with peers and adults in small and large groups <input type="checkbox"/> Follow agreed-upon rules for group discussions <input type="checkbox"/> Continue a conversation through multiple exchanges <input type="checkbox"/> Use complete sentences <input type="checkbox"/> Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood <input type="checkbox"/> Describe familiar people, places, things, and events using relevant details and expressing ideas and feelings <input type="checkbox"/> Add visual aids when appropriate 			

Classroom Environment	Evidence		
Literacy rich environment			
Classroom arrangement			
Classroom management			

Second Grade



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Second Grade Literacy Walkthrough: Foundational Reading Skills

Teacher:	Date/Time:
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Skills/Concepts	Evidence		
<p>Phonics and Word Recognition</p> <ul style="list-style-type: none"> <input type="checkbox"/> Distinguish long and short vowels when reading regularly spelled one-syllable words <input type="checkbox"/> Decode regularly spelled two-syllable words with long vowels <input type="checkbox"/> Apply letter-sound knowledge when reading and writing <input type="checkbox"/> Decode words with common prefixes (e.g., dis-, re-, un-) and suffixes (e.g., -ed, -ing, -ly) <input type="checkbox"/> Recognize and read grade-appropriate irregularly spelled words (e.g., laugh, beautiful) <input type="checkbox"/> 	Teacher Instruction	Student Learning	Instructional Materials
<p>Fluency</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listen to the teacher read with speed, accuracy, and prosody <input type="checkbox"/> Read grade level texts with purpose and understanding <input type="checkbox"/> Read grade level text orally with accuracy, appropriate rate, and expression on successive readings <input type="checkbox"/> Use context to confirm or self-correct word recognition and understanding, rereading as necessary 	Teacher Instruction	Student Learning	Instructional Materials

Classroom Environment	Evidence
Literacy rich environment	
Classroom arrangement	
Classroom management	

Second Grade Literacy Walkthrough: Reading Comprehension

Teacher:	Date/Time:
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Skills/Concepts	Evidence		
<p>Literary Texts</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask and answer questions about key details in a text <input type="checkbox"/> Retell a story and determine the main idea/moral/lesson <input type="checkbox"/> Describe how characters in a story respond to major events and challenges <input type="checkbox"/> Identify when words and phrases supply rhythm and meaning in a story, poem, or song <input type="checkbox"/> Describe the overall structure of a story, including introduction and conclusion <input type="checkbox"/> Acknowledge points of view of characters, including using different voices for characters when reading out loud <input type="checkbox"/> Use information from illustrations and words in print or digital text to demonstrate understanding of its characters, setting, or plot <input type="checkbox"/> Compare and contrast two or more versions of the same story by different authors or from different cultures 	Teacher Instruction	Student Learning	Instructional Materials
<p>Informational Text</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask and answer questions about key details in a text <input type="checkbox"/> Identify the main idea of a multiparagraph text as well as the focus of specific paragraphs within the text <input type="checkbox"/> Describe the connection between a series of historical events, scientific ideas/concepts, or steps in technical procedures in text <input type="checkbox"/> Use text features to locate key facts/information <input type="checkbox"/> Explain how specific images contribute to and clarify a text <input type="checkbox"/> Describe how reasons support specific points the author makes in a text <input type="checkbox"/> Compare and contrast the most important points presented by two texts on the same topic 	Teacher Instruction	Student Learning	Instructional Materials
<p>Classroom Environment</p> <ul style="list-style-type: none"> Literacy rich environment Classroom arrangement Classroom management 	Evidence		

Second Grade Literacy Walkthrough: Writing

Teacher:	Date/Time:
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Skills/Concepts	Evidence		
<p>Mechanics</p> <ul style="list-style-type: none"> <input type="checkbox"/> Capitalize holidays, product names, geographic names <input type="checkbox"/> Use commas in greetings and closings of letters <input type="checkbox"/> Use of an apostrophe to form contractions and frequently occurring possessives <input type="checkbox"/> Generalize learned spelling patterns when writing words (e.g., cage/badge; boy/boil) <input type="checkbox"/> Consult reference materials as needed to correct spellings 	Teacher Instruction	Student Learning	Instructional Materials
<p>Process</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write opinions: introduce a topic/name of a book, state an opinion, state reasons for that opinion, use linking words, and provide closure/ending <input type="checkbox"/> Write to inform: introduce a topic, offer facts and definitions to develop points, and provide closure/ending <input type="checkbox"/> Participate in shared research and writing projects <input type="checkbox"/> Write narratives: provide an introduction, appropriately sequence events using details to describe actions, thoughts, and feelings of characters, use temporal words, and provide closure/ending <input type="checkbox"/> Focus writing on a topic and strengthen it by revising and editing <input type="checkbox"/> Use a variety of digital tools to produce and publish writing independently and with peers 	Teacher Instruction	Student Learning	Instructional Materials

Classroom Environment	Evidence
Literacy rich environment	
Classroom arrangement	
Classroom management	

Second Grade Literacy Walkthrough: Language

Teacher:	Date/Time:
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Skills/Concepts	Evidence		
Conventions of Standard English	Teacher Instruction	Student Learning	Instructional Materials
<ul style="list-style-type: none"> <input type="checkbox"/> Use collective nouns (e.g., family, assembly, group) <input type="checkbox"/> Use frequently occurring irregular plural nouns (e.g., teeth, mice, fish) <input type="checkbox"/> Use reflexive pronouns (e.g., myself, ourselves) <input type="checkbox"/> Use the past tense of frequently occurring irregular verbs (e.g., sat, hit, told) <input type="checkbox"/> Produce, expand, and rearrange complete simple and compound sentences <input type="checkbox"/> Use adjectives and adverbs 			
Vocabulary	Teacher Instruction	Student Learning	Instructional Materials
<ul style="list-style-type: none"> <input type="checkbox"/> Use words in multiple contexts <input type="checkbox"/> Use sentence-level context as a clue to the meaning of a word or phrase <input type="checkbox"/> Determine the meaning of a new word when a known prefix is added to a known word <input type="checkbox"/> Determine the meaning of a word using knowledge of the root word (e.g., addition, additional) <input type="checkbox"/> Use knowledge of the meanings of individual words to understand the meaning of compound words <input type="checkbox"/> Use print and digital glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases <input type="checkbox"/> Make real-life connections between words and their use <input type="checkbox"/> Distinguish shades of meaning among closely related verbs (e.g., tap, hit, slam) and closely related adjectives (cold, chilly, freezing) 			

Classroom Environment	Evidence
Literacy rich environment	
Classroom arrangement	
Classroom management	

Second Grade Literacy Walkthrough: Speaking and Listening

Teacher:	Date/Time:
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Skills/Concepts	Evidence		
Speaking and Listening	Teacher Instruction	Student Learning	Instructional Materials
<ul style="list-style-type: none"> <input type="checkbox"/> Participate in collaborative conversations about second grade topics and texts with peers and adults in small and large groups <input type="checkbox"/> Follow agreed-upon rules for group discussions <input type="checkbox"/> Continue a conversation by linking their remarks to remarks of others <input type="checkbox"/> Retell an experience with appropriate facts, descriptive detail, speaking audibly in complete sentences <input type="checkbox"/> Ask for clarification and further explanation when needed 			

Classroom Environment	Evidence
Literacy rich environment	
Classroom arrangement	
Classroom management	

Third Grade



School Leader's Literacy Walkthrough

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Barbara Foorman



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Third Grade Literacy Walkthrough: Foundational Reading Skills

Teacher:	Date/Time:
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Skills/Concepts	Evidence		
<p>Phonics and Word Recognition</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identify and know the meaning of the most common prefixes (un-, re-, dis-) and derivational suffixes <input type="checkbox"/> Decode words with common Latin suffixes (e.g., -able, -ible, -ation) <input type="checkbox"/> Decode multisyllable words <input type="checkbox"/> Recognize and read grade-appropriate irregularly spelled words (e.g., carry, done) 	Teacher Instruction	Student Learning	Instructional Materials
<p>Fluency</p> <ul style="list-style-type: none"> <input type="checkbox"/> Listen to the teacher read with speed, accuracy, and prosody <input type="checkbox"/> Read grade level texts with purpose and understanding <input type="checkbox"/> Read grade level texts with accuracy, appropriate rate, and expression on successive readings <input type="checkbox"/> Reread and use context to confirm or self-correct word recognition to support understanding 	Teacher Instruction	Student Learning	Instructional Materials

Classroom Environment	Evidence
Literacy rich environment	
Classroom arrangement	
Classroom management	

Third Grade Literacy Walkthrough: Reading Comprehension

Teacher:	Date/Time:
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Skills/Concepts	Evidence		
<p>Literary Texts</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask and answer questions to demonstrate understanding of the text, referring explicitly to the text as the basis for the answers <input type="checkbox"/> Retell stories from diverse cultures; determine the main idea/lesson/moral and explain how it is conveyed through key details in the text <input type="checkbox"/> Describe characters in a story and how their actions contribute to the sequence of events <input type="checkbox"/> Distinguish literal from nonliteral language <input type="checkbox"/> Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters <input type="checkbox"/> Identify how illustrations contribute to what is conveyed by the words in a story <input type="checkbox"/> Use information from illustrations and words in print or digital text to demonstrate understanding of characters, setting, or plot <input type="checkbox"/> Distinguish point of view (own, narrator, characters) 	Teacher Instruction	Student Learning	Instructional Materials
<p>Informational Text</p> <ul style="list-style-type: none"> <input type="checkbox"/> Ask and answer questions, referring explicitly to the text as the basis for the answers <input type="checkbox"/> Determine the main idea of a text, recount the key details, and explain how they support the main idea <input type="checkbox"/> Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect <input type="checkbox"/> Use text features and search tools to efficiently locate information relevant to a given topic <input type="checkbox"/> Distinguish own point of view from that of the author <input type="checkbox"/> Use information gained from illustrations and the words in a text to demonstrate understanding <input type="checkbox"/> Describe the logical connection between particular sentences and paragraphs in a text 	Teacher Instruction	Student Learning	Instructional Materials
<p>Classroom Environment</p> <ul style="list-style-type: none"> Literacy rich environment Classroom arrangement Classroom management 	Evidence		

Third Grade Literacy Walkthrough: Writing

Teacher:	Date/Time:
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Skills/Concepts	Evidence		
<p>Mechanics</p> <ul style="list-style-type: none"> <input type="checkbox"/> Capitalize appropriate words in titles <input type="checkbox"/> Use commas in addresses <input type="checkbox"/> Use commas and quotation marks in dialogue <input type="checkbox"/> Form and use possessives <input type="checkbox"/> Use conventional spelling for high frequency and other studied words and for adding suffixes to base words <input type="checkbox"/> Use spelling patterns and generalizations (e.g., word families, syllable patterns, ending rules) <input type="checkbox"/> Consult reference materials to check and correct spellings 	Teacher Instruction	Student Learning	Instructional Materials
<p>Process</p> <ul style="list-style-type: none"> <input type="checkbox"/> Write opinions: introduce a topic, state an opinion, create an organizational structure with reasons that support opinion, use linking words, and a conclusion <input type="checkbox"/> Write to inform/explain: introduce a topic, group related information together, include illustrations when useful, offer facts and definitions to develop the topic, use linking words and phrases to connect ideas, and a concluding statement <input type="checkbox"/> Conduct short research projects that build knowledge about a topic <input type="checkbox"/> Plan, revise, and edit writing <input type="checkbox"/> Gather information from print and digital sources, take brief notes on sources, and sort evidence into provided categories <input type="checkbox"/> Write narratives: establish a situation, introduce narrator/characters, sequence events, use dialogue and describe actions, thoughts, and feelings, use temporal words, and closure <input type="checkbox"/> Use technology to produce and publish writing (using keyboard skills) as well as to interact and collaborate with others 	Teacher Instruction	Student Learning	Instructional Materials
<p>Classroom Environment</p> <ul style="list-style-type: none"> Literacy rich environment Classroom arrangement Classroom management 	Evidence		

Third Grade Literacy Walkthrough: Language

Teacher:	Date/Time:
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Skills/Concepts	Evidence		
<p>Conventions of Standard English</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their function in particular sentences <input type="checkbox"/> Form and use regular and irregular plural nouns <input type="checkbox"/> Use abstract nouns (e.g., childhood) <input type="checkbox"/> Form and use regular and irregular verbs <input type="checkbox"/> Form and use simple verb tenses (e.g., I walked; I walk; I will walk) <input type="checkbox"/> Form and use comparative and superlative adjectives and adverbs and how to choose between them depending on what is being modified <input type="checkbox"/> Use subject-verb and pronoun-antecedent agreement <input type="checkbox"/> Use coordinating and subordinating conjunctions <input type="checkbox"/> Produce simple, compound, and complex sentences 	Teacher Instruction	Student Learning	Instructional Materials
<p>Vocabulary</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use words in multiple contexts <input type="checkbox"/> Use sentence-level context as a clue to the meaning of a word or phrase <input type="checkbox"/> Use print and digital glossaries and beginning dictionaries to determine or clarify the meaning of words and phrases <input type="checkbox"/> Make connections between words and their use <input type="checkbox"/> Determine the meaning of a new word when a known affix is added to a known word <input type="checkbox"/> Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., perturbed, mad, angry, furious) 	Teacher Instruction	Student Learning	Instructional Materials
<p>Classroom Environment</p>	Evidence		
Literacy rich environment			
Classroom arrangement			
Classroom management			

Third Grade Literacy Walkthrough: Speaking and Listening

Teacher:	Date/Time:
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Skills/Concepts	Evidence		
Speaking and Listening	Teacher Instruction	Student Learning	Instructional Materials
<ul style="list-style-type: none"> <input type="checkbox"/> Participate in collaborative conversations about third grade topics and texts with peers and adults in small and large groups <input type="checkbox"/> Arrive at a discussion prepared <input type="checkbox"/> Follow agreed-upon rules for group discussions <input type="checkbox"/> Ask for clarification and further explanation when needed and link their comments to comments of others <input type="checkbox"/> Explain their own ideas and understanding in light of the discussion <input type="checkbox"/> Present using appropriate facts and relevant descriptive details, speaking clearly and at an understandable pace 			

Classroom Environment	Evidence
Literacy rich environment	
Classroom arrangement	
Classroom management	