



## Elementary Literacy Visits

South Washington County Schools

|   |   |  |  |
|---|---|--|--|
| Date:   |   | Daily Block:   |  |
| Teacher:  | Grade:                                  | School:  |  |
| <b>1. Learning Target is evident to the students</b> (The learning target is posted for students to see; students can say what they are learning) |   |  |  |
| <input type="checkbox"/> Evident  |   |  |  |
| Comments:   |   |  |  |
| <b>2. Learning Target is connected to grade level standards</b> (Alignment of learning target to standard/benchmark should be evident)            |   |  |  |
| <input type="checkbox"/> Evident  |   |  |  |
| Comments:   |   |  |  |
| <b>3. Read aloud is part of daily lesson</b> (Teacher reads aloud from text for a variety of purposes to support learning)                        |   |  |  |
| <input type="checkbox"/> Evident  |   |  |  |
| Comments:   |   |  |  |
| <b>4. Shared Reading/Writing is part of daily lesson</b> (interactive, whole group, explicit instruction at grade level)                          |   |  |  |
| <input type="checkbox"/> Evident  |   |  |  |
| Comments:   |   |  |  |
| <b>5. Guided Practice is part of daily lesson</b> (A Gradual Release model is used ( <i>I do it; we do it; you do it</i> ))                       |   |  |  |
| <input type="checkbox"/> Evident  |   |  |  |
| Comments:   |   |  |  |
| <b>6. Independent reading is part of daily literacy instructional block</b> (Students read on their own or with a partner)                        |   |  |  |
| <input type="checkbox"/> Evident  |   |  |  |
| Comments:   |   |  |  |
| <b>7. Grouping format(s) observed</b> (Should notice a variety of groupings)  |   |  |  |
| <input type="checkbox"/> Whole Group  | <input type="checkbox"/> Small Group    | <input type="checkbox"/> Flexible Group                |  |
| <input type="checkbox"/> Paired   | <input type="checkbox"/> Individual     | <input type="checkbox"/> Other _____                   |  |
| <input type="checkbox"/> Centers (literacy based)   |   |  |  |
| Comments:   |   |  |  |
| <b>8. Instructional practices</b>   |   |  |  |
| <input type="checkbox"/> Word study/Vocabulary  | <input type="checkbox"/> Shared Inquiry | <input type="checkbox"/> Book Clubs/Literature Circles |  |
| <input type="checkbox"/> Comprehension strategy instruction   | <input type="checkbox"/> Conferring     | <input type="checkbox"/> WICOR lesson                  |  |
| <input type="checkbox"/> Close Reading  |   |  |  |
| <input type="checkbox"/> Type of text used _____  |   |  |  |
| Comments:   |   |  |  |
| <b>9. Physical Classroom Environment</b>  |   |  |  |
| <input type="checkbox"/> Room is organized for whole group, small group and independent work  |   |  |  |
| <input type="checkbox"/> Materials are clearly labeled, readily accessible to students  |   |  |  |
| <input type="checkbox"/> Classroom libraries exist and are organized by level and/or genre and include a variety of resources.                    |   |  |  |
| <input type="checkbox"/> Students are familiar with the classroom routines  |   |  |  |
| <input type="checkbox"/> Students transition smoothly from activity to activity   |   |  |  |
| <input type="checkbox"/> Examples of student work are displayed   |   |  |  |
| <input type="checkbox"/> Word walls are used interactively with students as they read and write   |   |  |  |
| Comments:   |   |  |  |



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### 10. Classroom Environment fosters student learning

- Students are working collaboratively
- Timely feedback is used with students to guide learning  
Type of feedback used: \_\_\_\_\_
- Students set goals for improvement
- Students are highly engaged in the learning

Comments:

### 11. Formative Assessments (assessments for learning)

- Running Records
- Conferring
- BAS
- Diagnostic Assessments (e.g., Letter Identification, Letter Sounds, CAP, Phonemic Awareness)
- Classroom anecdotal/observational evidence
- Common assessment
- Teacher-created assessment

Comments:

### 12. Instructional Planning for Success

Note which of the following was observed:

- Choice – level of choice is evident in text, activities, etc.
- Complexity – level of text, activities, etc., offer opportunities for higher level thinking
- Pace – moving students along at an appropriate pace
- Depth – Depth of instruction is evident – making deeper connections to create new understandings

Comments:

Notes:

Staff Development Opportunities:

- See your Reading Specialist for additional support on \_\_\_\_\_