APPENDIX B

CHECKLISTS

- Kindergarten
- First Grade
- Second Grade
- Third Grade

Visit 1	By: _____ Date ___ / ___ / ___ Time ___ - ___ WG ___ SG ___	
Visit 2	By: _____ Date ___ / ___ / ___ Time ___ - ___ WG ___ SG ___	**Kindergarten K**
Visit 3	By: _____ Date ___ / ___ / ___ Time ___ - ___ WG ___ SG ___	

VISITS

1	2	3			NOTES & REFLECTION
			CLASSROOM ENVIRONMENT (CE)		
			CE-1	Classroom **behavior management system** creates a **positive learning environment**.	
			CE-2	**Classroom arrangement** is conducive to **whole-group** instruction and **reading centers** (both teacher-led center and independent student centers).	
			CE-3	**Daily class schedule** is posted with uninterrupted time for reading instruction that includes whole-group instruction, reading centers, and additional time for intensive intervention.	
			CE-4	**Displays** of student work and curriculum material **reflect current skills** and **concepts** taught.	
			CE-5	**Teacher interactions** with students reflect warmth, encouragement, and enthusiasm.	
			INSTRUCTIONAL MATERIALS (IM)		
			IM-1	Teacher and student **program materials** (e.g., teacher's guides, big books, puppets, letter-sound cards, pre-decodable and decodable books, vocabulary lists, charts, student readers, and sufficient selection of texts) are **accessible and organized**.	
			IM-2	Teacher uses a **variety of resources** (e.g., wipe-off boards, overhead projectors, computers, listening centers, letter tiles) during reading instruction.	
			TEACHER INSTRUCTION (TI)		
			TI-1	Teacher provides appropriate and **clear instruction for all students**, including students at risk, English Language Learners, and students with special needs.	
			TI-2	Teacher implements **program components with fidelity**.	
			TI-3	Teacher **differentiates instruction** according to student needs based on assessment.	
			TI-4	Teacher uses **explicit instruction** during whole-group instruction and at the teacher-led center.	
			TI-5	Teacher **scaffolds instruction** during whole-group instruction and at the teacher-led center.	
			TI-6	Teacher provides students with ample **practice opportunities, corrective feedback**, and **positive feedback**.	
			TI-7	**Pacing** is appropriate and lively during whole-group instruction and at the teacher-led center.	
			TI-8	**Transitions** between whole-group instruction and reading centers are smooth and quick.	
			TI-9	Students are familiar with reading **routines** and **procedures**.	
			TI-10	Teacher fosters **active student engagement** and **motivation** to learn.	

			READING CENTERS (RC)	
			RC-1 A **center management system** indicating flexible student placement and group size is evident.	
			RC-2 Reading centers are **clearly designated, labeled**, and **defined**.	
			RC-3 At the **teacher-led center**, reading instruction is **based on student assessment**.	
			RC-4 At **student centers**, students are working on activities that directly **build reading skills**.	
			RC-5 Students remain **academically engaged during student center** and **independent work**.	
			CONCEPTS OF PRINT (CP)	
			CP-1 Teacher identifies **parts of a book** (e.g., front, back, title page), **print on a page**, and **how it is organized** (e.g., top to bottom, left to right).	
			CP-2 Teacher demonstrates how **print matches speech** and written words are separated by spaces.	
			CP-3 Teacher explains **simple punctuation** rules (e.g., first letter capitalization, ending punctuation).	
			CP-4 Students participate in **letter recognition** activities.	
			PHONOLOGICAL/PHONEMIC AWARENESS (PA)	
			PA-1 Teacher uses **oral activities** that include **rhyming, word play,** and **manipulation** of words, syllables, and sounds.	
			PA-2 Teacher uses **engaging activities and materials** to support instruction and represent sounds (e.g., hand motions, clapping, puppets, Elkonin boxes, and other manipulatives).	
			PA-3 Teacher **clearly and accurately pronounces individual sounds** of words.	
			PHONICS (P)	
			P-1 Teacher uses **visual aids** (e.g., alphabet cards, letter-sound cards, and word cards) as designed by the program.	
			P-2 Teacher uses **manipulatives**, such as letter tiles and Elkonin boxes, to reinforce the connection between phonemes (sounds) and graphemes (letters).	
			P-3 Teacher introduces an **explicit decoding strategy to sound and blend** simple words.	
			P-4 Teacher introduces and frequently reviews **common irregular words** (e.g., was, to, the).	
			P-5 Students apply **letter-sound knowledge** in **reading and writing activities**.	
			FLUENCY (F)	
			F-1 Teacher models **fluent reading** (i.e., **speed**, **accuracy**, and **prosody**) during read-aloud and shared reading activities.	
			F-2 Teachers and students are academically engaged in **shared reading** activities (e.g., big books, choral reading, charts, poems, songs).	
			F-3 **Pre-reading** activities (e.g., letter naming, letter-sound correspondences, shared reading, pre-decodable and decodable books) take place in **teacher-led small groups**; teacher provides immediate, **scaffolded feedback**.	

1	2	3	**Kindergarten** K	NOTES & REFLECTION

1	2	3		
			FLUENCY (F)	
			F-4 Teacher **monitors students' progress in letter names and sounds** using grade-level benchmarks.	
			VOCABULARY (V)	
			V-1 Teacher uses context when **reading aloud** to define **unfamiliar words using student-friendly explanations**.	
			V-2 **Direct vocabulary instruction** is purposeful and ongoing (e.g., vocabulary lists and student-friendly dictionaries are present).	
			V-3 Teacher **categorizes key vocabulary**, identifies its important features, and **relates** new vocabulary to **prior knowledge** through questioning and other instructional activities.	
			V-4 Students are **actively thinking about** and **using words in multiple contexts**.	
			COMPREHENSION (C)	
			C-1 Teacher provides modeling and support as students **make predictions about text** using pictures, prior knowledge, and text features (e.g., title, subheads, captions, illustrations).	
			C-2 Teacher provides modeling and support as students use prior knowledge to make decisions about text (e.g., determine if text is **fact** or **fiction**, identify **author's purpose**).	
			C-3 Teacher provides modeling and support as students **sequence** events and identify the **main idea** and **supporting details**.	

Teacher _____

Visit 1 By: _____ Date ___ / ___ / ___ Time ___-___ WG ___ SG ___

Visit 2 By: _____ Date ___ / ___ / ___ Time ___-___ WG ___ SG ___

Visit 3 By: _____ Date ___ / ___ / ___ Time ___-___ WG ___ SG ___

VISITS

1	2	3		NOTES & REFLECTION
			CLASSROOM ENVIRONMENT (CE)	
			CE-1 Classroom **behavior management system** creates a **positive learning environment**.	
			CE-2 **Classroom arrangement** is conducive to **whole-group** instruction and **reading centers** (both teacher-led center and independent student centers).	
			CE-3 **Daily class schedule** is posted with uninterrupted time for reading instruction that includes whole-group instruction, reading centers, and additional time for intensive intervention.	
			CE-4 **Displays** of student work and curriculum material **reflect current skills** and **concepts** taught.	
			CE-5 **Teacher interactions** with students reflect warmth, encouragement, and enthusiasm.	
			INSTRUCTIONAL MATERIALS (IM)	
			IM-1 Teacher and student **program materials** (e.g., teacher's guides, big books, puppets, letter-sound cards, decodable books, vocabulary lists, charts, student readers, and sufficient selection of texts) are **accessible and organized**.	
			IM-2 Teacher uses a **variety of resources** (e.g., wipe-off boards, overhead projectors, computers, listening centers, letter tiles) during reading instruction.	
			TEACHER INSTRUCTION (TI)	
			TI-1 Teacher provides appropriate and **clear instruction for all students**, including students at risk, English Language Learners, and students with special needs.	
			TI-2 Teacher implements **program components with fidelity**.	
			TI-3 Teacher **differentiates instruction** according to student needs based on assessment.	
			TI-4 Teacher uses **explicit instruction** during whole-group instruction and at the teacher-led center.	
			TI-5 Teacher **scaffolds instruction** during whole-group instruction and at the teacher-led center.	
			TI-6 Teacher provides students with ample **practice opportunities**, **corrective feedback**, and **positive feedback**.	
			TI-7 **Pacing** is appropriate and lively during whole-group instruction and at the teacher-led center.	
			TI-8 **Transitions** between whole-group instruction and reading centers are smooth and quick.	
			TI-9 Students are familiar with reading **routines** and **procedures**.	
			TI-10 Teacher fosters **active student engagement** and **motivation** to learn.	

First Grade 1

READING CENTERS (RC)

			RC-1	A **center management system** indicating flexible student placement and group size is evident.
			RC-2	Reading centers are **clearly designated**, **labeled**, and **defined**.
			RC-3	At the **teacher-led center**, reading instruction is **based on student assessment**.
			RC-4	At **student centers**, students are working on activities that directly **build reading skills**.
			RC-5	Students remain **academically engaged during student center** and **independent work**.

PHONEMIC AWARENESS (PA)

			PA-1	Teacher uses **oral activities** that include **segmenting** and **blending** of individual sounds in words.
			PA-2	Teacher uses **engaging activities and materials** to support instruction and represent sounds (e.g., hand motions, clapping, puppets, Elkonin boxes, and other manipulatives).
			PA-3	Teacher **clearly and accurately pronounces individual sounds** of words.

PHONICS (P)

			P-1	Teacher uses **visual aids** (e.g., alphabet cards, letter-sound cards, and word cards) as designed by the program.
			P-2	Teacher uses **manipulatives**, such as letter tiles and Elkonin boxes, to reinforce the connection between phonemes (sounds) and graphemes (letters).
			P-3	An **explicit decoding strategy** is taught for reading regular one-syllable words and includes **sounding** and **blending** of all letters and spelling patterns.
			P-4	Teacher introduces and frequently reviews **common irregular words** (e.g., there, because).
			P-5	Students apply **letter-sound knowledge** in **reading and writing activities**.

FLUENCY (F)

			F-1	Teacher models **fluent reading** (i.e., **speed, accuracy,** and **prosody**) during read-aloud and shared reading activities.
			F-2	Teacher and students are academically engaged in **shared reading** activities (e.g., big books, choral reading, charts, poems, songs).
			F-3	**Oral reading** takes place in **teacher-led small groups**; teacher provides immediate, **scaffolded feedback**.
			F-4	Teacher **monitors students' progress in oral reading fluency** using grade-level benchmarks.
			F-5	Students **read orally** (e.g., choral reading, partner reading, repeated reading).

VOCABULARY (V)

			V-1	Teacher uses context to define unfamiliar words in stories students read **using student-friendly explanations**.
			V-2	**Direct vocabulary instruction** is purposeful and ongoing (e.g., vocabulary lists and student-friendly dictionaries are present).

First Grade 1

1	2	3			NOTES & REFLECTION
			VOCABULARY (V)		
			V-3	Teacher **categorizes key vocabulary**, identifies its important features, and **relates** new vocabulary to **prior knowledge** through questioning and other instructional activities.	
			V-4	Students are **actively thinking about** and **using words in multiple contexts**.	
			COMPREHENSION (C)		
			C-1	Teacher provides modeling and support as students **make predictions about text** using pictures, prior knowledge, and text features (e.g., title, subheads, captions, illustrations).	
			C-2	Teacher provides modeling and support as students use prior knowledge to make decisions about text (e.g., determine if text is **fact** or **fiction**, identify **author's purpose**).	
			C-3	Teacher provides modeling and support as students **sequence** events and identify the **main idea** and **supporting details**.	
			C-4	Teacher provides modeling and support as students identify **text structures** (e.g., compare/contrast, cause/effect) and **examine relationships in text using graphic and semantic organizers**.	
			C-5	Teacher provides modeling and support as students **monitor comprehension** and use appropriate fix-up strategies (e.g., rereading, summarizing, questioning, clarifying, and context clues).	
			C-6	Teacher and students **ask and answer higher-level questions** (e.g., inferential, analytical) about shared readings and selections read.	

VISITS

1	2	3		NOTES & REFLECTION
			CLASSROOM ENVIRONMENT (CE)	
			CE-1 Classroom **behavior management system** creates a **positive learning environment**.	
			CE-2 **Classroom arrangement** is conducive to **whole-group** instruction and **reading centers** (both teacher-led center and independent student centers).	
			CE-3 **Daily class schedule** is posted with uninterrupted time for reading instruction that includes whole-group instruction, reading centers, and additional time for intensive intervention.	
			CE-4 **Displays** of student work and curriculum material **reflect current skills** and **concepts** taught.	
			CE-5 **Teacher interactions** with students reflect warmth, encouragement, and enthusiasm.	
			INSTRUCTIONAL MATERIALS (IM)	
			IM-1 Teacher and student **program materials** (e.g., teacher's guides, big books, letter-sound cards, decodable books, vocabulary lists, charts, student readers, and sufficient selection of texts) are **accessible and organized**.	
			IM-2 Teacher uses a **variety of resources** (e.g., wipe-off boards, overhead projectors, computers, listening centers, letter tiles) during reading instruction.	
			TEACHER INSTRUCTION (TI)	
			TI-1 Teacher provides appropriate and **clear instruction for all students**, including students at risk, English Language Learners, and students with special needs.	
			TI-2 Teacher implements **program components with fidelity**.	
			TI-3 Teacher **differentiates instruction** according to student needs based on assessment.	
			TI-4 Teacher uses **explicit instruction** during whole-group instruction and at the teacher-led center.	
			TI-5 Teacher **scaffolds instruction** during whole-group instruction and at the teacher-led center.	
			TI-6 Teacher provides students with ample **practice opportunities**, **corrective feedback**, and **positive feedback**.	
			TI-7 **Pacing** is appropriate and lively during whole-group instruction and at the teacher-led center.	
			TI-8 **Transitions** between whole-group instruction and reading centers are smooth and quick.	
			TI-9 Students are familiar with reading **routines** and **procedures**.	
			TI-10 Teacher fosters **active student engagement** and **motivation** to learn.	

Second Grade 2

READING CENTERS (RC)

			RC-1 A **center management system** indicating flexible student placement and group size is evident.	
			RC-2 Reading centers are **clearly designated**, **labeled**, and **defined**.	
			RC-3 At the **teacher-led center**, reading instruction is **based on student assessment**.	
			RC-4 At **student centers,** students are working on activities that directly **build reading skills**.	
			RC-5 Students remain **academically engaged during student center** and **independent work**.	

PHONICS (P)

			P-1 Teacher uses **visual aids** (e.g., alphabet cards, letter-sound cards, and word cards) as designed by the program.	
			P-2 An **explicit decoding strategy** is taught for reading more complex one-syllable and multi-syllabic words and includes **sounding** and **blending** of all letters and spelling patterns.	
			P-3 Teacher begins explicit instruction in **advanced phonic elements** and **word analysis skills**.	
			P-4 Teacher introduces and frequently reviews **irregular words** (e.g., laugh, beautiful).	
			P-5 Students apply **letter-sound knowledge** in **reading and writing activities**.	

FLUENCY (F)

			F-1 Teacher models **fluent reading** (i.e., **speed, accuracy,** and **prosody**) during read-aloud and shared reading activities.	
			F-2 Teacher and students are academically engaged in **shared reading** activities (e.g., big books, choral reading, charts, poems, songs).	
			F-3 **Oral reading** takes place in **teacher-led small groups;** teacher provides immediate, **scaffolded feedback.**	
			F-4 Teacher **monitors students' progress in oral reading fluency** using grade-level benchmarks.	
			F-5 Students **read orally** (e.g., choral reading, partner reading, repeated reading).	

VOCABULARY (V)

			V-1 Teacher uses context to define unfamiliar words in stories students read **using student-friendly explanations**.	
			V-2 **Direct vocabulary instruction** is purposeful and ongoing (e.g., vocabulary lists and student-friendly dictionaries are present).	
			V-3 Teacher **categorizes key vocabulary**, identifies its important features, and **relates** new vocabulary to **prior knowledge** through questioning and other instructional activities.	
			V-4 Students are **actively thinking about** and **using words in multiple contexts**.	

Second Grade 2

COMPREHENSION (C)

			C-1	Teacher provides modeling and support as students **make predictions about text** using pictures, prior knowledge, and text features (e.g., title, subheads, captions, illustrations).
			C-2	Teacher provides modeling and support as students use prior knowledge to make decisions about text (e.g., determine if text is **fact** or **fiction**, identify **author's purpose**).
			C-3	Teacher provides modeling and support as students **sequence** events and identify the **main idea** and **supporting details**.
			C-4	Teacher provides modeling and support as students identify **text structures** (e.g., compare/contrast, cause/effect) and **examine relationships in text using graphic and semantic organizers**.
			C-5	Teacher provides modeling and support as students **monitor comprehension** and use appropriate fix-up strategies (e.g., rereading, summarizing, questioning, clarifying, and context clues).
			C-6	Teacher and students **ask and answer higher-level questions** (e.g., inferential, analytical) about shared readings and selections read.
			C-7	Teacher and students identify, ask, and answer questions about **story elements** (e.g., characters, setting, problems, and solutions).
			C-8	Teacher and students make **inferences from text**.

Teacher _____

Visit 1 By: _____ Date ___/___/___ Time ___-___ WG ___ SG ___
Visit 2 By: _____ Date ___/___/___ Time ___-___ WG ___ SG ___
Visit 3 By: _____ Date ___/___/___ Time ___-___ WG ___ SG ___

Third Grade 3

VISITS

1	2	3			NOTES & REFLECTION
			CLASSROOM ENVIRONMENT (CE)		
			CE-1	Classroom **behavior management system** creates a **positive learning environment.**	
			CE-2	**Classroom arrangement** is conducive to **whole-group** instruction and **reading centers** (both teacher-led center and independent student centers).	
			CE-3	**Daily class schedule** is posted with uninterrupted time for reading instruction that includes whole-group instruction, reading centers, and additional time for intensive intervention.	
			CE-4	**Displays** of student work and curriculum material **reflect current skills** and **concepts** taught.	
			CE-5	**Teacher interactions** with students reflect warmth, encouragement, and enthusiasm.	
			INSTRUCTIONAL MATERIALS (IM)		
			IM-1	Teacher and student **program materials** (e.g., teacher's guides, big books, puppets, letter-sound cards, decodable books, vocabulary lists, charts, student readers, and sufficient selection of texts) are **accessible and organized**.	
			IM-2	Teacher uses a **variety of resources** (e.g., wipe-off boards, overhead projectors, computers, listening centers, letter tiles) during reading instruction.	
			TEACHER INSTRUCTION (TI)		
			TI-1	Teacher provides appropriate and **clear instruction for all students**, including students at risk, English Language Learners, and students with special needs.	
			TI-2	Teacher implements **program components with fidelity**.	
			TI-3	Teacher **differentiates instruction** according to student needs based on assessment.	
			TI-4	Teacher uses **explicit instruction** during whole-group instruction and at the teacher-led center.	
			TI-5	Teacher **scaffolds instruction** during whole-group instruction and at the teacher-led center.	
			TI-6	Teacher provides students with ample **practice opportunities**, **corrective feedback**, and **positive feedback**.	
			TI-7	**Pacing** is appropriate and lively during whole-group instruction and at the teacher-led center.	
			TI-8	**Transitions** between whole-group instruction and reading centers are smooth and quick.	
			TI-9	Students are familiar with reading **routines** and **procedures**.	
			TI-10	Teacher fosters **active student engagement** and **motivation** to learn.	

1	2	3	Third Grade 3	NOTES & REFLECTION
			READING CENTERS (RC)	
			RC-1 A **center management system** indicating flexible student placement and group size is evident.	
			RC-2 Reading centers are **clearly designated, labeled,** and **defined**.	
			RC-3 At the **teacher-led center,** reading instruction is **based on student assessment**.	
			RC-4 At **student centers,** students are working on activities that directly **build reading skills**.	
			RC-5 Students remain **academically engaged during student center** and **independent work**.	
			PHONICS (P)	
			P-1 Teacher uses **visual aids** (e.g., alphabet cards, letter-sound cards, and word cards) as designed by the program.	
			P-2 An **explicit decoding strategy** is taught for reading more complex one-syllable and multi-syllabic words and includes **sounding** and **blending** of all letters and spelling patterns.	
			P-3 Teacher begins explicit instruction in **advanced phonic elements** and **word analysis skills**.	
			P-4 Teacher introduces and frequently reviews **irregular words** (e.g., laugh, beautiful).	
			P-5 Students apply **advanced phonics knowledge** in **reading and writing activities**.	
			FLUENCY (F)	
			F-1 Teacher models **fluent reading** (i.e., **speed, accuracy,** and **prosody**) during read-aloud and shared reading activities.	
			F-2 Teacher and students are academically engaged in **shared reading** activities (e.g., choral reading, charts, poems, songs).	
			F-3 **Oral reading** takes place in **teacher-led small groups;** teacher provides immediate, **scaffolded feedback.**	
			F-4 Teacher **monitors students' progress in oral reading fluency** using grade-level benchmarks.	
			F-5 Students **read orally** (e.g., choral reading, partner reading, repeated reading).	
			VOCABULARY (V)	
			V-1 Teacher uses context to define unfamiliar words in stories students read **using student-friendly explanations**.	
			V-2 **Direct vocabulary instruction** is purposeful and ongoing (e.g., vocabulary lists and student-friendly dictionaries are present).	
			V-3 Teacher **categorizes key vocabulary**, identifies its important features, and **relates** new vocabulary to **prior knowledge** through questioning and other instructional activities.	
			V-4 Students are **actively thinking about** and **using words in multiple contexts**.	
			V-5 Teacher instructs students on **word parts** and their meanings (e.g., root words, prefixes, and suffixes).	

Third Grade 3

COMPREHENSION (C)

			C-1	Teacher provides modeling and support as students **make predictions about text** using pictures, prior knowledge, and text features (e.g., title, subheads, captions, illustrations).
			C-2	Teacher provides modeling and support as students use prior knowledge to make decisions about text (e.g., determine if text is **fact** or **fiction**, identify **author's purpose**).
			C-3	Teacher provides modeling and support as students **sequence** events and identify the **main idea** and **supporting details**.
			C-4	Teacher provides modeling and support as students identify **text structures** (e.g., compare/contrast, cause/effect) and **examine relationships in text using graphic and semantic organizers**.
			C-5	Teacher provides modeling and support as students **monitor comprehension** and use appropriate fix-up strategies (e.g., rereading, summarizing, questioning, clarifying, and context clues).
			C-6	Teacher and students **ask and answer higher-level questions** (e.g., inferential, analytical) about shared readings and selections read.
			C-7	Teacher and students identify, ask, and answer questions about **story elements** (e.g., characters, setting, problems, and solutions).
			C-8	Teacher and students make **inferences from text**.