**Journeys Reading Guidelines**

Teacher Principal Date #1 Date #2 Date #3

 Time Time Time

Y = Evident N = Not evident

 Walk Thru #1 Walk Thru #2 Walk Thru #3

**Classroom Setting**

**Learning objective** posted or discussed. Y N Y N Y N

Identify **group format** whole small whole small whole small

**Classroom arrangement** is conducive to **whole and small** group

instruction. Y N Y N Y N

**Teacher lead and independent centers** were observed in operation. Y N Y N Y N

**Center management system** posted showing student options. Y N Y N Y N

**Classroom reading materials** are organized and easily accessible. Y N Y N Y N

**Reading centers** are clearly designed and labeled. Y N Y N Y N

**Centers include**, but are not limited to: Word Study, Decoding,

Comprehension, independent reading, vocabulary, fluency. Y N Y N Y N

**Student Behaviors**

Determine **level of class engagement** Highly engaged Highly engaged Highly engaged

 Well managed Well managed Well managed

 Not engaged Not engaged Not engaged

**Student Behaviors continued**

**Transitions** are smooth and quick between whole group

instruction and centers. Y N Y N Y N

Evidence exists that **reading routines and procedures are**

**familiar to students.**  Y N Y N Y N

At student centers, students are working on **meaningful activities**

that **are tied to the reading focus skill or focus strategy.**  Y N Y N Y N

Students are **academically involved** at centers and independent

work. Y N Y N Y N

Students are **applying letter/sound knowledge and advanced**

**phonic elements in reading and writing.**  Y N Y N Y N

Students are actively engaged in **shared reading activities** (buddy,

echo, choral, paired, etc. Y N Y N Y N

**Teaching Strategies / Materials Implementation**

Teacher **implements reading materials** **with fidelity** (see below, circle all that are observed)

Journeys: Focus Wall, Read Aloud, Vocabulary-in Context cards, Language Support cards, Core reading selection, Paired reading selection, Student Practice book/leveled practice, Vocabulary Reader, Leveled Readers, Grab-n-Go, Work Stations, Write-in Reader, Curious About Words

 Y N Y N Y N

Teacher **fosters active student engagement and motivation to**

**learn.** Y N Y N Y N

Teacher **models fluent reading** during read alouds and shared

reading. Y N Y N Y N

**Teaching Strategies / Materials Implementation continued**

**Vocabulary is explicitly taught** using both the student book and the

Vocabulary-in-Context cards. Y N Y N Y N

Teacher **sets a purpose for reading before** reading the core or

paired selection. Y N Y N Y N

Teacher employs the **think aloud** method during read alouds. Y N Y N Y N

Teacher models **making predictions** and asks students for their

predictions. Y N Y N Y N

Teacher discusses **text connections** (text-to-self, text-to-world,

text-to-text). Y N Y N Y N

Teacher discusses **author’s purpose.** Y N Y N Y N

Teacher models use of **graphic and semantic organizers.** Y N Y N Y N

Teachers models **self-monitoring strategies** ( re-reading,

summarizing, questioning, etc.) Y N Y N Y N

Teacher discusses **story structure** (character, setting, plot, resolution) Y N Y N Y N

Teacher employs **higher order thinking questions.** Y N Y N Y N

**Whole Group**

Teacher provides **explicit focus skill instruction**. Y N Y N Y N

Teacher provides **explicit focus strategy instruction.**  Y N Y N Y N

**Whole Group continued**

Teacher **modeling of focus skill or strategy observed.**  Y N Y N Y N

**Gradual release** (I do, we do, you do) model is observed. Y N Y N Y N

**Ample student practice** is provided. Y N Y N Y N

Teacher provides **explicit instruction of advanced phonics/word**

**analysis** (root words, prefixes, suffixes, r-controlled vowels, vowel

pairs, etc.) to decode single and multi-syllable words. Y N Y N Y N

**Oral reading** takes place in whole group. Y N Y N Y N

**Think alouds** are used to enhance comprehension. Y N Y N Y N

**Context clues** are used to enhance comprehension. Y N Y N Y N

Evidence of **student writing** is observed (writing prompts tied

 to reading selection, response to reading, etc.) Y N Y N Y N

**Small group**

Teacher **reinforces focus skill.**  Y N Y N Y N

Teacher **reinforces focus strategy.** Y N Y N Y N

Teacher **provides corrective, positive feedback.** Y N Y N Y N

There is evidence teacher uses **assessment to form groups.** Y N Y N Y N

**Small group continued**

**ELL students** are addressed through small group instruction, language

support cards, visuals, and explicit instruction. Y N Y N Y N

Notes / reflection walk-through #1

Notes / reflection walk-through #2

Notes / reflection walk-through #3