IES Institute of Education Sciences

Guide and Checklists for a School Leader's Walkthrough During Literacy Instruction in Grades 4–12

Guide and Checklists for a School Leader's Walkthrough During Literacy Instruction in Grades 4–12

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This tool was developed to assist school leaders in observing specific research-based practices during literacy instruction in grade 4–12 classrooms and students' independent use or application of those practices. The tool aims to help school leaders conduct brief and frequent walkthroughs throughout the school year.

The tool consists of three parts to be used with students in three grade bands: grades 4 and 5, grades 6–8, and grades 9–12. The first is the Pre-Walkthrough Meeting Guide, for use in all grade bands, to facilitate conversation between school leaders and teachers before the walkthrough. The second is a set of eight walkthrough checklists, differentiated by grade band and classroom type (that is, whole class, English language arts class, content area class, and literacy intervention class), which are based on best practices in literacy instruction. The third is the Post-Walkthrough Meeting Guide, for use in all grade bands, to facilitate debriefing between school leaders and teachers.

CONTENTS

INTRODUCTION

This tool is designed to help principals and assistant principals (school leaders) conduct 5–15 minute classroom walkthroughs to observe specific research-based practices during literacy instruction and students' independent use or application of those practices. Based on the *School Leader's Literacy Walkthrough: Kindergarten, First, Second, and Third Grades* (Kosanovich et al., 2015), the tool includes two meeting guides and eight checklists covering walkthroughs for grade 4 and 5 classrooms and for English language arts courses, content area courses, and literacy intervention courses in grades 6–8 and grades 9–12. It is designed so that even school leaders with a limited background in literacy instruction can use it effectively. The tool is grounded in rigorous research, reflected in Institute of Education Sciences practice guides, on the most effective literacy instruction practices (Baker et al., 2014; Graham et al., 2012, 2016; Hamilton et al., 2009; Kamil et al., 2008). It is also aligned to contemporary state standards.

The walkthroughs are intentionally brief so that school leaders can gather information throughout the school year by conducting frequent walkthroughs. It is likely they will see only one or two practices in the checklists during each walkthrough, but they will be able to assimilate data collected over time. In fact, some individual look-fors will require more than one walkthrough to be observed. The data collected should provide a sense of strong and weak areas of literacy instruction and could be used in planning professional development. In addition to providing feedback to teachers directly after each walkthrough, school leaders may wish to provide feedback after a series of walkthroughs, noting any trends in instructional practice.

This tool should not be used to evaluate teachers. Instead, it should be used to help school leaders enhance teachers' knowledge of literacy instruction, communicate to teachers expectations about literacy instruction, and establish consistent language regarding literacy content and instructional strategies. Brief but frequent walkthroughs on a consistent schedule (determined by the school) using the tool could help school leaders develop insight on instructional practices and areas of focus for professional development. Further, the tool can be the basis of productive communication and collaboration between school leaders and teachers, informing professional learning needs in order to improve student achievement in literacy. Finally, school leaders can use the tool to follow up on implementation of literacy practices addressed through professional development. Doing so could help in identifying areas for adjustment and strengthening data-driven teamwork by facilitating collaboration among school leaders, literacy coaches, and teachers.

Overview of the tool

The tool consists of three parts:

- *Pre-Walkthrough Meeting Guide.* This one-page guide is designed to facilitate a productive conversation between the school leader who will conduct the walkthrough and the teacher whose classroom will be observed. The goal is for both participants to understand expectations as well as the context of the classroom and lesson before the walkthrough. School leaders can also include other reading specialists, such as literacy coaches, in the pre-walkthrough meeting.

- *Walkthrough checklists.* The eight walkthrough checklists focus on the literacy components pertinent to the grade band (grades 4 and 5, grades 6–8, and grades 9–12) and classroom type (elementary school, English language arts, content area, and literacy intervention) that will be observed. A section at the end of each checklist pertains to student motivation and engagement so school leaders can gather data on these important components of student learning.

- *Post-Walkthrough Meeting Guide.* This one-page guide helps the school leader reflect on the walkthrough by answering four key questions on students' demonstration of skills, teachers' use of instructional practices, which instructional practices to continue or refine, and coaching strategies to support teachers' use of instructional practices. Additional questions guide a collaborative conversation with the teacher and help in creating an action plan. School leaders can also include other reading specialists, such as literacy coaches, in the post-walkthrough meeting to establish a support plan for the teacher based on the walkthrough data.

Using the tool

This section discusses how to use each part of the tool.

Pre-Walkthrough Meeting Guide

The school leader should provide a blank copy of the Pre-Walkthrough Meeting Guide to the teacher who will be observed before the walkthrough and schedule a pre-walkthrough meeting a few days before the walkthrough. The Pre-Walkthrough Meeting Guide provides questions for the school leader and the teacher to work through together at that meeting to ensure a common understanding of the expectations of the walkthrough, including the content of the lesson and the instruction strategies the teacher will use. Because a walkthrough can focus on one or multiple literacy components (for example, writing or comprehension and vocabulary), the guide prompts the school leader and the teacher to identify the focus during the pre-walkthrough meeting. The school leader should share a copy of the completed guide with the teacher before the walkthrough.

Walkthrough checklists

The school leader should locate the checklist for the grade band and classroom type that will be observed during the walkthrough. It may also be helpful for the school leader to provide the checklist to the teacher before the walkthrough.

Each checklist is divided into components, and each component includes multiple "look-fors" to be checked off when observed by the school leader during the walkthrough. The school leader may not observe every look-for during the course of a walkthrough.

To the right of each look-for is space for the school leader to record evidence in the form of notes and reflections. These comments are paramount to using the tool effectively. Comments should address instructional delivery, such as whether the teacher is instructing in a whole-group or small-group setting and how the lesson is organized. Comments should also reflect the types of activities in which students are engaged to convey their learning, such as the completion of graphic organizers, essay writing, or sharing information with a partner. The types of instructional materials used, such as novels, textbooks, or technology, may also be documented.

Comments may also focus on additional topics, such as explicit instruction, differentiation, and pacing (instructional delivery); student engagement (student learning); alignment to learning objective, accessibility, and organization (instructional materials); and classroom management and arrangement (for example, small group, whole group) and transitions (environment). Noting information about the environment, such as the arrangement of furniture and displays of student work, can help guide the post-walkthrough meeting with the teacher.

It is appropriate to observe different instructional practices during each walkthrough throughout the year. A school leader could plan to observe a specific literacy component (for example, writing) and inform the teacher before the pre-walkthrough meeting so the timing of the walkthrough will coincide with that component of instruction.

Post-Walkthrough Meeting Guide

The first section of the Post-Walkthrough Meeting Guide provides questions for the school leader to reflect on after the walkthrough and a place to record evidence on the observed instructional practices (such as the type of work students were doing or the specific strategies the teacher used). The school leader should consider the reflection questions in the context of the data collected using the walkthrough checklists pertinent to the evidence-based practices. There is also room to record any notes or points to share with the teacher.

After completing the first section of the Post-Walkthrough Meeting Guide, the school leader should meet with the teacher to discuss the observations. The second section of the guide contains a series of questions to facilitate that discussion, including how to identify strengths of the instruction, areas that could use improvement, and ways the school leader could provide support.

Research support for development of the tool

The school leader's literacy walkthrough for grades 4–12 was developed in response to requests from stakeholders who needed a tool for adolescent classrooms with the specificity of the grade K–3 walkthrough tool (Kosanovich et al., 2015). The grade 4–12 walkthrough components are designed to be explicit and easy to understand, requiring little training for implementation.

The walkthrough checklists are based on practices that rigorous research indicates are the most effective in teaching literacy skills. The research basis is five practice guides from the What Works Clearinghouse, which identifies studies that provide credible evidence of the effectiveness of education practices. The five What Works Clearinghouse practice guides referenced in this tool are:

- *Improving Adolescent Literacy: Effective Classroom and Intervention Practices: A Practice Guide* (Kamil et al., 2008). Abbreviated as "Adol. Practice Guide" in the checklists.

- *Teaching Academic Content and Literacy to English Learners in Elementary and Middle School* (Baker et al., 2014). Abbreviated as "English Learners Practice Guide" in the checklists.

- *Teaching Elementary School Students to be Effective Writers: A Practice Guide* (Graham et al., 2012). Abbreviated as "Elem. Writing Practice Guide" in the checklists.

- *Teaching Secondary Students to Write Effectively* (Graham et al., 2016). Abbreviated as "Sec. Writing Practice Guide" in the checklists.

- *Using Student Achievement Data to Support Instructional Decision Making* (Hamilton et al., 2009). Abbreviated as "Using Student Ach. Data Practice Guide" in the checklists.

Additional sources for the content of the walkthrough checklists include a meta-analysis that relates writing to reading and the school leader's literacy walkthrough for grades K–3 developed by the Regional Educational Laboratory Southeast:

- *Writing to Read: A Meta-Analysis of the Impact of Writing and Writing Instruction on Reading* (Graham & Hebert, 2011). Abbreviated as "Writing to Read" in the checklists.

- *School Leader's Literacy Walkthrough: Kindergarten, First, Second, and Third Grades* (Kosanovich et al., 2015). Abbreviated as "REL Southeast Third Grade Walkthrough Tool" in the checklists.

The practices in the checklists are related to teaching foundational reading skills, vocabulary and advanced word study, and comprehension; providing instruction in extended text discussion (to promote comprehension); and writing in both literacy classes and other content area courses. Literacy intervention practices are also addressed. In addition, motivation and engagement become critical drivers in grades 4–12, so the checklists include look-fors to address those areas (Kamil et al., 2008).

Pre-Walkthrough Meeting Guide

Teacher: _____ **Grade:** _____ **Content area:** _____

Guiding question	Notes
1. Which of the following literacy components will be observed during the walkthrough? ☐ Foundational reading skills ☐ Vocabulary and advanced word study ☐ Comprehension ☐ Writing (including conventions of standard English) ☐ Writing in content areas ☐ Extended text discussion (speaking and listening) ☐ Literacy intervention practices ☐ Motivation and engagement	
2. Which standard(s) is this lesson designed to help students attain and how will students be asked to demonstrate that they have achieved the learning objective?	
3. What prior knowledge or skill is related to the learning objective of this lesson?	
4. Are there any specific instructional strategies that will be implemented? Are any of the instructional strategies aligned with professional learning or instructional coaching?	
5. Which instructional materials will be used? Are they designed to be universally accessible to all types of learners?	
6. What format or classroom organization will be used (for example, whole group, small group), and how will instruction be differentiated to meet the needs of all students?	
7. How will the outcomes of this lesson and student learning impact subsequent instruction?	
8. Does the teacher have any questions?	
9. Are there any specific contextual factors that should be noted in advance of the walkthough?	

The walkthrough will take place (date/time): _____ **The post-walkthrough meeting will take place (date/time):** _____

Walkthrough checklists

This section contains eight checklists (click on the checklist name to go directly to it):

Grade 4 and 5 Whole Class Literacy Checklist

Grade 4 and 5 Literacy Intervention Class Checklist

Grade 6–8 English Language Arts Class Literacy Checklist

Grade 6–8 Content Area Class Literacy Checklist

Grade 6–8 Literacy Intervention Class Checklist

Grade 9–12 English Language Arts Class Literacy Checklist

Grade 9–12 Content Area Class Literacy Checklist

Grade 9–12 Literacy Intervention Class Checklist

Grade 4 and 5 Whole Class Literacy Checklist

Teacher _____   **Date and time** _____

Grade _____   **Observer** _____

Literacy component and look-for	Evidence		
	Instructional delivery	Student learning	Instructional materials
Vocabulary and advanced word study			
☐ Regular classroom time is dedicated to explicit vocabulary instruction (Adol. Practice Guide, Rec. 1, #1)			
☐ Domain-specific words are taught (Adol. Practice Guide, Rec. 1)			
☐ All-purpose academic words are taught (Adol. Practice Guide, Rec. 1)			
☐ Repeated exposure to new words is provided in oral and written contexts, with sufficient time allotted for practice so students learn the words taught (Adol. Practice Guide, Rec. 1, #2)			
☐ Opportunities are provided for students to use new vocabulary in a variety of contexts, including discussion, writing, and extended reading (Adol. Practice Guide, Rec. 1, #3; English Learners Practice Guide, Rec. 1, #1)			
☐ Instruction develops advanced word analysis skills, such as instruction in roots, prefixes, suffixes, Greek and Latin roots, and syllabication patterns, to help students become independent vocabulary learners (Adol. Practice Guide, Rec. 1, #4; English Learners Practice Guide, Rec. 1, #4)			
☐ Instruction is provided in using context clues to help students become independent vocabulary learners (Adol. Practice Guide, Rec. 1)			
☐ For English learner students, a variety of activities over several days are used to provide instruction in a small set of academic vocabulary words (English Learners Practice Guide, Rec. 1, #2)			

Literacy component and look-for	Evidence		
	Instructional delivery	Student learning	Instructional materials
☐ For English learner students, instruction is based on a brief, engaging piece of informational text (English Learners Practice Guide, Rec. 1, #1)			
☐ Instruction is provided in grade-level standards			
Comprehension			
☐ Direct and explicit instruction is provided in comprehension strategies by establishing goals for instruction, modeling, and providing specific feedback (Adol. Practice Guide, Rec. 2)			
☐ Instruction is provided on strategies such as summarizing, asking and answering questions, using graphic organizers, identifying text structure, and paraphrasing (Adol. Practice Guide, Rec. 2)			
☐ Instruction is provided on how to apply comprehension strategies to a variety of texts (Adol. Practice Guide, Rec. 2, #2)			
☐ Time is provided for guided practice in using comprehension strategies (Adol. Practice Guide, Rec. 2, #4)			
☐ Time is provided for independent practice in using comprehension strategies with a variety of texts (Adol. Practice Guide, Rec. 2, #5)			
☐ Assessments are used to identify students struggling with literacy or language development (Adol. Practice Guide, Rec. 5; English Learners Practice Guide, Rec. 4)			
☐ Small-group instructional interventions are provided to English learner students and others who are struggling with literacy skills and English language development (Adol. Practice Guide, Rec. 5; English Learners Practice Guide, Rec. 4)			
☐ Small-group (3–5 students) instruction is differentiated, focusing on areas of need (Adol. Practice Guide, Rec. 5; English Learners Practice Guide, Rec. 4)			
☐ Instruction includes extensive opportunities for students to encounter and comprehend grade-level text (Adol. Practice Guide, Rec. 2)			

Literacy component and look-for	Evidence		
	Instructional delivery	Student learning	Instructional materials
☐ Instruction uses text that is interesting to students and appropriately complex for their reading levels (Adol. Practice Guide, Rec. 4)			
☐ Instruction addresses a variety of text structures (Adol. Practice Guide, Rec. 2, #1)			
☐ Instruction includes opportunities for students to answer questions and complete tasks that require them to use text-based evidence (including inferences) (Adol. Practice Guide, Recs. 2 and 3)			
☐ Instruction includes opportunities for students to answer questions and perform tasks that require them to analyze information and evidence focused on the meaning of texts (Adol. Practice Guide, Rec. 3)			
☐ Instruction includes using features of text such as photos, chapters, scenes, graphs, and charts to gain meaning from narrative and informational texts (Adol. Practice Guide, Rec. 5)			
☐ Instruction teaches students to understand and analyze various points of view from narrative texts (author, narrator, characters) and informational texts (multiple accounts of the same event) (Adol. Practice Guide, Rec. 3)			
☐ Instruction teaches students to compare and contrast or analyze information within and across narrative text (compare and contrast two versions of the same story or stories in the same genre) and informational text (identify similarities and differences between texts addressing the same topic) with increasing complexity (Adol. Practice Guide, Rec. 2)			
Writing			
☐ Instruction is provided on the writing process, including planning, drafting, sharing, evaluating, revising, editing, and publishing, using modeling and mentor texts (Elem. Writing Practice Guide, Rec. 2, #1)			

Literacy component and look-for	Evidence		
	Instructional delivery	Student learning	Instructional materials
☐ Modeling and mentor texts are used to provide instruction in writing for a variety of purposes (Elem. Writing Practice Guide, Rec. 2, #2)			
☐ Instruction includes opportunities for students to conduct short, focused research projects and facilitates development of the ability to conduct research independently (Elem. Writing Practice Guide, Recs. 2a and 2b; English Learners Practice Guide, Rec. 3)			
☐ Instruction includes activities that require students to analyze and synthesize text sources and present the analysis using well defended claims and clear information (Elem. Writing Practice Guide, Rec. 2b; English Learners Practice Guide, Rec. 3)			
☐ Instruction includes activities that provide opportunities to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (Elem. Writing Practice Guide, Recs. 1 and 2b; English Learners Practice Guide, Rec. 3)			
☐ Instruction teaches different text structures (sequence, comparison, contrast, and cause/effect) and focuses on argument and informative writing based on texts with these structures (Elem. Writing Practice Guide, Rec. 2b; English Learners Practice Guide, Rec. 3)			
☐ Instruction is provided in spelling and sentence construction (Elem. Writing Practice Guide, Rec. 3, #2 and #3)			
☐ Instruction is provided in typing and word-processing skills (Elem. Writing Practice Guide, Rec. 3, #4)			
☐ A supportive environment is provided for students to develop as a community of writers (Elem. Writing Practice Guide, Rec. 4)			

Literacy component and look-for	Evidence		
	Instructional delivery	Student learning	Instructional materials
☐ Opportunities are provided for students to collaborate as writers (Elem. Writing Practice Guide, Rec. 4, #3; English Learners Practice Guide, Rec. 3, #3)			
☐ Students are provided with choice in writing assignments (Elem. Writing Practice Guide, Rec. 4, #2)			
☐ Opportunities are provided for students to give and receive feedback throughout the writing process (Elem. Writing Practice Guide, Rec. 4, #4; English Learners Practice Guide, Rec. 3, #4)			
☐ Opportunities are provided for students to publish their writing and share it beyond the classroom (Elem. Writing Practice Guide, Rec. 4, #5)			
☐ Assignments for English learner students are anchored in content and focused on developing academic language as well as writing skills (English Learners Practice Guide, Rec. 4, #1)			
☐ Language-based supports are provided to English learner students to facilitate development of their writing skills (English Learners Practice Guide, Rec. 4, #2)			
☐ Assessments of writing are conducted (English Learners Practice Guide, Rec. 4, #4)			
☐ Instruction is provided in grade-level standards			
Extended text discussion			
☐ Engaging texts and stimulating questions are used (Adol. Practice Guide, Rec. 3, #1)			
☐ Follow-up questions are asked that help provide continuity and extend discussion (Adol. Practice Guide, Rec. 3, #2)			
☐ Opportunities are provided for students to continue to build oral language and listening skills as they determine main ideas and supporting details, paraphrase, and summarize texts read (English Learners Practice Guide, Rec. 2)			

Literacy component and look-for	Evidence		
	Instructional delivery	Student learning	Instructional materials
☐ Opportunities are provided for students to discuss texts in whole and small groups (Adol. Practice Guide, Rec. 3, #3)			
☐ A discussion protocol has been developed and is being implemented (Adol. Practice Guide, Rec. 3, #3)			
☐ Instruction is provided in grade-level standards			
Motivation and engagement			
☐ Meaningful and engaging content learning goals are established around the essential ideas of a discipline as well as around the specific learning processes to access those ideas (Adol. Practice Guide, Rec. 4, #1)			
☐ A positive learning environment promotes student autonomy in learning (Adol. Practice Guide, Rec. 4, #2)			
☐ Literacy experiences are relevant to student interests, everyday life, or important current events (Adol. Practice Guide, Rec. 4, #3)			
☐ Conditions in the classroom promote higher reading engagement and conceptual learning through strategies such as goal setting, self-directed learning, and collaborative learning (Adol. Practice Guide, Rec. 4, #3)			

"Adol. Practice Guide" is Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., & Torgeson, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A practice guide* (NCEE No. 2008–4027). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. https://eric.ed.gov/?id=ED502398.

"Elem. Writing Practice Guide" is Graham, S., Bollinger, A., Booth Olson, C., D'Aoust, C., MacArthur, C., McCutchen, D., et al. (2012). *Teaching elementary school students to be effective writers: A practice guide* (NCEE No. 2012–4058). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. https://eric.ed.gov/?id=ED578427.

"English Learners Practice Guide" is Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C.P., Morris, J., et al. (2014). *Teaching academic content and literacy to English learners in elementary and middle school* (NCEE No. 2014–4012). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. https://eric.ed.gov/?id=ED544783.

Grade 4 and 5 Literacy Intervention Class Checklist

Teacher _____   **Date and time** _____

Grade _____   **Observer** _____

Literacy component and look-for	Evidence		
	Instructional delivery	Student learning	Instructional materials
Foundational reading skills			
☐ Explicit and systematic instruction is provided in phonics, such as decoding words with common Latin suffixes (REL Southeast Third Grade Walkthrough Tool)			
☐ Explicit and systematic instruction is provided in phonics as needed, including decoding multisyllabic words (REL Southeast Third Grade Walkthrough Tool)			
☐ Explicit and systematic instruction is provided in phonics, including recognizing and reading irregularly spelled words (REL Southeast Third Grade Walkthrough Tool)			
☐ Reading aloud with speed accuracy and prosody are modeled (REL Southeast Third Grade Walkthrough Tool)			
☐ Opportunities are provided for students to practice oral reading to develop accuracy, appropriate rate, and expression (REL Southeast Third Grade Walkthrough Tool)			
☐ Explicit instruction teaches students to reread and use context to confirm or self-correct word recognition to support understanding (REL Southeast Third Grade Walkthrough Tool)			
☐ Differentiated instruction targets student needs in order to accelerate growth (Adol. Practice Guide, Rec. 5, #2)			

Literacy component and look-for	Evidence		
	Instructional delivery	Student learning	Instructional materials
Vocabulary and advanced word study			
☐ Additional time beyond regular classroom time is dedicated to explicit vocabulary instruction (Adol. Practice Guide, Rec. 1, #1)			
☐ Domain-specific words are explicitly taught (Adol. Practice Guide, Rec. 1)			
☐ All-purpose academic words are explicitly taught (Adol. Practice Guide, Rec. 1)			
☐ Repeated exposure to new words is provided in oral and written contexts, with extended time allotted for practice (Adol. Practice Guide, Rec. 1, #2)			
☐ Multiple opportunities are provided for students to use new vocabulary in a variety of contexts, including discussion, writing, and extended reading (Adol. Practice Guide, Rec. 1, #3; English Learners Practice Guide, Rec. 1, #1)			
☐ Instruction develops advanced word analysis skills, such as instruction in roots, prefixes, suffixes, Greek and Latin roots, and syllabication patterns, to help students become independent vocabulary learners (Adol. Practice Guide, Rec. 1, #4; English Learners Practice Guide, Rec. 1, #4)			
☐ Explicit instruction is provided in using context clues to help students become independent vocabulary learners using literary and content area text (Adol. Practice Guide, Rec. 1)			
☐ For English learner students, a variety of activities over several days are used to provide explicit instruction in a small set of academic vocabulary words (English Learners Practice Guide, Rec. 1, #2)			
☐ For English learner students, instruction is based on a brief, engaging piece of informational text (English Learners Practice Guide, Rec. 1, #1)			
☐ Differentiated instruction targets student needs in order to accelerate growth (Adol. Practice Guide, Rec. 5, #2)			

Literacy component and look-for	Evidence		
	Instructional delivery	Student learning	Instructional materials
Comprehension			
☐ Direct and explicit instruction is provided in comprehension strategies by establishing goals for instruction, modeling, and providing specific feedback (Adol. Practice Guide, Rec. 2)			
☐ Explicit instruction is provided on strategies such as summarizing, asking and answering questions, using graphic organizers, identifying text structure, and paraphrasing (Adol. Practice Guide, Rec. 2)			
☐ Explicit instruction is provided on how to apply comprehension strategies to a variety of texts (Adol. Practice Guide, Rec. 2, #2)			
☐ Extended time is provided for guided practice in using comprehension strategies (Adol. Practice Guide, Rec. 2, #4)			
☐ Time is provided for independent practice in using comprehension strategies with a variety of texts (Adol. Practice Guide, Rec. 2, #5)			
☐ Assessments are used to identify students struggling with literacy or language development and to monitor their progress (Adol. Practice Guide, Rec. 5; English Learners Practice Guide, Rec. 4)			
☐ Small-group instructional interventions are provided to English learner students and others who are struggling with literacy skills and English language development (Adol. Practice Guide, Rec. 5; English Learners Practice Guide, Rec. 4)			
☐ Small-group (3–5 students) instruction is differentiated, focusing on areas of need (Adol. Practice Guide, Rec. 5; English Learners Practice Guide, Rec. 4)			
☐ Instruction uses text that is interesting to students and appropriately complex for their reading levels (Adol. Practice Guide, Rec. 4)			
☐ Explicit instruction addresses a variety of text structures (Adol. Practice Guide, Rec. 2, #1)			

Literacy component and look-for	Evidence		
	Instructional delivery	Student learning	Instructional materials
☐ Explicit instruction includes opportunities for students to answer questions and complete tasks that require them to use text-based evidence with support (including inferences) (Adol. Practice Guide, Recs. 2 and 3)			
☐ Explicit instruction includes opportunities for students to answer questions and perform tasks that require them to analyze information and evidence focused on the meaning of texts with support (Adol. Practice Guide, Rec. 3)			
☐ Explicit instruction includes using features of text such as photos, chapters, scenes, graphs, and charts to gain meaning from narrative and informational texts (Adol. Practice Guide, Rec. 5)			
☐ Explicit instruction teaches students to understand and analyze various points of view from narrative texts (author, narrator, characters) and informational texts (multiple accounts of the same event) with support (Adol. Practice Guide, Rec. 3)			
☐ Explicit instruction teaches students to compare and contrast or analyze information within and across narrative text (compare and contrast two versions of the same story or stories in the same genre) and informational text (identify similarities and differences between texts addressing the same topic) with increasing complexity with support (Adol. Practice Guide, Rec. 2)			
☐ Differentiated instruction targets student needs in order to accelerate growth (Adol. Practice Guide, Rec. 5, #2)			
Writing			
☐ Explicit instruction is provided on the writing process, including planning, drafting, sharing, evaluating, revising, editing, and publishing, using modeling and mentor texts (Elem. Writing Practice Guide, Rec. 2, #1)			

Literacy component and look-for	Evidence		
	Instructional delivery	Student learning	Instructional materials
☐ Instruction is provided in mechanics of writing, including capitalization, use of commas, conventional spelling for high frequency and other studied words, using spelling patterns and generalizations, and consulting reference materials to check for correct spelling (Elem. Writing Practice Guide, Rec. 2 and 3)			
☐ Modeling and mentor texts are used to provide explicit instruction in writing for a variety of purposes (Elem. Writing Practice Guide, Rec. 2, #2)			
☐ Instruction includes opportunities for students to gather information from print and digital sources, take brief notes on sources, and sort evidence into categories (Elem. Writing Practice Guide, Rec. 2, #2)			
☐ Instruction teaches different text structures (sequence, comparison, contrast, and cause/effect) and focuses on argument and informative writing based on texts with these structures (Elem. Writing Practice Guide, Rec. 2b; English Learners Practice Guide, Rec. 3)			
☐ A supportive environment is provided for students to develop as a community of writers (Elem. Writing Practice Guide, Rec. 4)			
☐ Opportunities are provided for students to collaborate as writers and use technology to produce writing (Elem. Writing Practice Guide, Rec. 4, #3; English Learners Practice Guide, Rec. 3, #3)			
☐ Students are provided with choice in writing assignments (Elem. Writing Practice Guide, Rec. 4, #2)			
☐ Multiple opportunities are provided for students to give and receive feedback throughout the writing process (Elem. Writing Practice Guide, Rec. 4, #4; English Learners Practice Guide, Rec. 3, #4)			

Literacy component and look-for	Evidence		
	Instructional delivery	Student learning	Instructional materials
☐ Opportunities are provided for students to publish their writing and share it beyond the classroom (Elem. Writing Practice Guide, Rec. 4, #5)			
☐ Assignments for English learner students are anchored in content and focused on developing academic language as well as writing skills, and the teacher provides adequate support (English Learners Practice Guide, Rec. 4, #1)			
☐ Language-based supports are provided to English learner students to facilitate development of their writing skills (English Learners Practice Guide, Rec. 4, #2)			
☐ Assessments of writing are conducted and used to drive instruction (English Learners Practice Guide, Rec. 4, #4)			
☐ Differentiated instruction targets student needs in order to accelerate growth (Adol. Practice Guide, Rec. 5, #2)			
Extended text discussion			
☐ Engaging texts and stimulating questions are used (Adol. Practice Guide, Rec. 3, #1)			
☐ Follow-up questions are asked that help provide continuity and extend discussion (Adol. Practice Guide, Rec. 3, #2)			
☐ Opportunities are provided for students to continue to build oral language and listening skills as they determine main ideas and supporting details, paraphrase, and summarize texts read (English Learners Practice Guide, Rec. 2)			
☐ Multiple opportunities are provided for students to discuss texts in whole and small groups and with diverse partners on a variety of topics, texts, and issues (Adol. Practice Guide, Rec. 3, #3)			
☐ A discussion protocol has been developed and is being implemented (Adol. Practice Guide, Rec. 3, #3)			

Literacy component and look-for	Evidence		
	Instructional delivery	Student learning	Instructional materials
☐ Differentiated instruction targets student needs in order to accelerate growth (Adol. Practice Guide, Rec. 5, #2)			
Literacy intervention practices			
☐ Diagnostic assessments are used to match interventions to students (Adol. Practice Guide, Rec. 5, #1)			
☐ Students are taught to examine their own data and set learning goals (Using Student Ach. Data Practice Guide, Rec. 2)			
☐ Timely, specific, well formatted, and constructive feedback is provided to students (Using Student Ach. Data Practice Guide, Rec. 2, #2)			
☐ Tools are provided to help students learn from feedback (Using Student Ach. Data Practice Guide, Rec. 2, #3)			
☐ Intervention materials provide explicit instruction to meet student needs (Adol. Practice Guide, Rec. 5, #2)			
☐ Instruction is differentiated in intensity to meet each student's needs (Adol. Practice Guide, Rec. 5, #3)			
☐ Interventions within a content area provide strategies such as repeated reading, the provision of questions to scaffold comprehension, and questioning by the instructor to ascertain student comprehension (Adol. Practice Guide, Rec. 5, #2)			
Motivation and engagement			
☐ Meaningful and engaging content learning goals are established around the essential ideas of a discipline as well as around the specific learning processes to access those ideas (Adol. Practice Guide, Rec. 4, #1)			
☐ A positive learning environment promotes student autonomy in learning while providing adequate support as students improve their skills (Adol. Practice Guide, Rec. 4, #2)			

Literacy component and look-for	Evidence		
	Instructional delivery	Student learning	Instructional materials
☐ Literacy experiences are relevant to student interests, everyday life, or important current events (Adol. Practice Guide, Rec. 4, #3)			
☐ Conditions in the classroom promote higher reading engagement and conceptual learning through strategies such as goal setting, self-directed learning, and collaborative learning while providing adequate support to students as they improve their skills (Adol. Practice Guide, Rec. 4, #3)			

"Adol. Practice Guide" is Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., & Torgeson, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A practice guide* (NCEE No. 2008–4027). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. https://eric.ed.gov/?id=ED502398.

"Elem. Writing Practice Guide" is Graham, S., Bollinger, A., Booth Olson, C., D'Aoust, C., MacArthur, C., McCutchen, D., et al. (2012). *Teaching elementary school students to be effective writers: A practice guide* (NCEE No. 2012–4058). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. https://eric.ed.gov/?id=ED578427.

"English Learners Practice Guide" is Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C.P., Morris, J., et al. (2014). *Teaching academic content and literacy to English learners in elementary and middle school* (NCEE No. 2014–4012). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. https://eric.ed.gov/?id=ED544783.

"REL Southeast Third Grade Walkthrough Tool" is Kosanovich, M., Smith, K. G., Hensley, T., Osborne-Lampkin, L., & Foorman, B. (2015). *School leader's literacy walkthrough: Kindergarten, first, second, and third grades*. Washington, DC: U.S. Department of Education, Institute of Education Sciences. https://eric.ed.gov/?id=ED577453.

"Using Student Ach. Data Practice Guide" is Hamilton, L., Halverson, R., Jackson, S., Mandinach, E., Supovitz, J., & Wayman, J. (2009). Using student achievement data to support instructional decision making (NCEE No. 2009–4067). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. https://eric.ed.gov/?id=ED506645.

Grade 6–8 English Language Arts Class Literacy Checklist

Teacher _____   **Date and time** _____

Grade _____   **Observer** _____

Literacy component and look-for	Evidence		
	Instructional delivery	Student learning	Instructional materials
Vocabulary and advanced word study			
☐ Regular classroom time is dedicated to explicit vocabulary instruction (Adol. Practice Guide, Rec. 1, #1)			
☐ Domain-specific words are taught (Adol. Practice Guide, Rec. 1)			
☐ All-purpose academic words are taught (Adol. Practice Guide, Rec. 1)			
☐ Repeated exposure to new words is provided in oral and written contexts, with sufficient time allotted for practice so students learn the words taught (Adol. Practice Guide, Rec. 1, #2)			
☐ Opportunities are provided for students to use new vocabulary in a variety of contexts, including discussion, writing, and extended reading (Adol. Practice Guide, Rec. 1, #3; English Learners Practice Guide, Rec. 1, #3)			
☐ Instruction develops advanced word analysis skills, such as instruction in roots, prefixes, suffixes, Greek and Latin roots, and syllabication patterns, to help students become independent vocabulary learners, especially when accessing literary and narrative texts (Adol. Practice Guide, Rec. 1, #4; English Learners Practice Guide, Rec. 1, #4)			
☐ For English learner students, instruction includes word-learning strategies to help students independently figure out the meaning of words. (English Learners Practice Guide, Rec. 1, #4)			

Literacy component and look-for	Evidence		
	Instructional delivery	Student learning	Instructional materials
☐ Instruction is provided in using context clues to help students become independent vocabulary learners, especially when accessing literary and narrative texts (Adol. Practice Guide, Rec. 1)			
☐ For English learner students, a variety of activities over several days are used to provide instruction in a small set of academic vocabulary words related to literary text (English Learners Practice Guide, Rec. 1, #2)			
☐ For English learner students, instruction is based on a brief, engaging piece of informational text (English Learners Practice Guide, Rec. 1, #1)			
☐ Instruction is provided in grade-level standards			
Comprehension			
☐ Direct and explicit instruction is provided in comprehension strategies by establishing goals for instruction, modeling, and providing specific feedback (Adol. Practice Guide, Rec. 2)			
☐ Instruction is provided on strategies such as summarizing, asking and answering questions, using graphic organizers, identifying text structure, and paraphrasing (Adol. Practice Guide, Rec. 2)			
☐ Instruction is specific to comprehending literature used in the classroom (Adol. Practice Guide, Rec. 2, #1)			
☐ Instruction is provided on how to apply comprehension strategies to a variety of literary texts (Adol. Practice Guide, Rec. 2, #2)			
☐ Time is provided for guided practice in using comprehension strategies with a variety of literary texts (Adol. Practice Guide, Rec. 2, #4)			
☐ Time is provided for independent practice in using comprehension strategies with a variety of literary texts (Adol. Practice Guide, Rec. 2, #5)			
☐ Instruction includes extensive opportunities for students to encounter and comprehend grade-level text (Adol. Practice Guide, Rec. 2)			

Literacy component and look-for	Evidence		
	Instructional delivery	Student learning	Instructional materials
☐ Instruction uses text that is interesting to students and appropriately complex for their reading levels (Adol. Practice Guide, Rec. 4)			
☐ Instruction addresses a variety of text structures (Adol. Practice Guide, Rec. 2, #1)			
☐ Instruction includes opportunities for students to answer questions and complete tasks that require them to use text-based evidence (including inferences) (Adol. Practice Guide, Recs. 2 and 3)			
☐ Instruction includes opportunities for students to answer questions and perform tasks that require them to analyze information and evidence focused on the meaning of texts (Adol. Practice Guide, Rec. 3)			
☐ Instruction includes using features of text such as photos, chapters, and scenes to gain meaning from literary and narrative texts (Adol. Practice Guide, Rec. 5)			
☐ Instruction teaches students to understand and analyze various points of view from literary and narrative texts (author, narrator, characters) (Adol. Practice Guide, Rec. 3)			
☐ Instruction teaches students to compare and contrast or analyze information within and across literary and narrative texts (compare and contrast two versions of the same story or stories in the same genre) (Adol. Practice Guide, Rec. 2)			
☐ Instruction is provided in grade-level standards			
Writing			
☐ Instruction in writing strategies uses a Model-Practice-Reflect instructional cycle (Sec. Writing Practice Guide, Rec. 1)			
☐ Instruction is provided on the writing process, including planning and goal setting, drafting, evaluating, revising, and editing, using modeling and mentor texts (Sec. Writing Practice Guide, Rec. 1, #1a)			

Literacy component and look-for	Evidence		
	Instructional delivery	Student learning	Instructional materials
☐ Instruction is provided by modeling for students, providing students the opportunity to practice, and allowing students to reflect on their own writing as well as that of peers (Sec. Writing Practice Guide, Rec. 1, #1b)			
☐ Instruction integrates writing and reading to emphasize key writing features (Sec. Writing Practice Guide, Rec. 2)			
☐ Instruction includes opportunities for students to conduct short, focused research projects to answer a question, drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration (English Learners Practice Guide, Rec. 3; Sec. Writing Practice Guide, Rec 1)			
☐ Instruction includes activities that require students to analyze and synthesize text sources and present the analysis using well defended claims and clear information (English Learners Practice Guide, Rec. 3; Sec. Writing Practice Guide, Rec. 1)			
☐ Instruction includes activities that provide opportunities to write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content (Sec. Writing Practice Guide, Rec. 1)			
☐ Instruction includes opportunities for students to write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences (Sec. Writing Practice Guide, Rec. 1)			
☐ Assessments of student writing are used to inform instruction and feedback (Sec. Writing Practice Guide, Rec. 3)			
☐ Opportunities are provided for students to give and receive feedback throughout the writing process (Elem. Writing Practice Guide, Rec. 4, #4; English Learners Practice Guide, Rec. 3, #4)			

Literacy component and look-for	Evidence		
	Instructional delivery	Student learning	Instructional materials
☐ Opportunities are provided for students to publish their writing and share it beyond the classroom (Sec. Writing Practice Guide, Rec. 1)			
☐ Assignments for English learner students are anchored in content and focused on developing academic language as well as writing skills (English Learners Practice Guide, Rec. 4, #1)			
☐ Language-based supports are provided to English learner students to facilitate development of their writing skills (English Learners Practice Guide, Rec. 4, #2)			
☐ Assessments of writing are conducted (English Learners Practice Guide, Rec. 4, #4)			
☐ Instruction is provided in grade-level standards			
Extended text discussion			
☐ Engaging texts and stimulating questions are used (Adol. Practice Guide, Rec. 3, #1)			
☐ Follow-up questions are asked that help provide continuity and extend discussion (Adol. Practice Guide, Rec. 3, #2)			
☐ Opportunities are provided for students to engage in a range of collaborative discussions with diverse partners on grade-level topics, texts, and issues (Adol. Practice Guide, Rec. 3, #3)			
☐ A discussion protocol has been developed and is being implemented (Adol. Practice Guide, Rec. 3, #3)			
☐ Instruction is provided in grade-level standards			
Motivation and engagement			
☐ Meaningful and engaging content learning goals are established around the essential ideas of English language arts as well as around the specific learning processes to access those ideas (Adol. Practice Guide, Rec. 4, #1)			
☐ A positive learning environment promotes student autonomy in learning (Adol. Practice Guide, Rec. 4, #2)			

Literacy component and look-for	Evidence		
	Instructional delivery	Student learning	Instructional materials
☐ Literacy experiences are relevant to student interests, everyday life, or important current events (Adol. Practice Guide, Rec. 4, #3)			
☐ Conditions in the classroom promote higher reading engagement and conceptual learning through strategies such as goal setting, self-directed learning, and collaborative learning (Adol. Practice Guide, Rec. 4, #3)			

"Adol. Practice Guide" is Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., & Torgeson, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A practice guide* (NCEE No. 2008–4027). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. https://eric.ed.gov/?id=ED502398.

"Elem. Writing Practice Guide" is Graham, S., Bollinger, A., Booth Olson, C., D'Aoust, C., MacArthur, C., McCutchen, D., et al. (2012). *Teaching elementary school students to be effective writers: A practice guide* (NCEE No. 2012–4058). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. https://eric.ed.gov/?id=ED578427.

"English Learners Practice Guide" is Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C.P., Morris, J., et al. (2014). *Teaching academic content and literacy to English learners in elementary and middle school* (NCEE No. 2014–4012). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. https://eric.ed.gov/?id=ED544783.

"Sec. Writing Practice Guide" is Graham, S., Bruch, J., Fitzgerald, J., Friedrich, L., Furgeson, J., Greene, K., et al. (2016). *Teaching secondary students to write effectively* (NCEE No. 2017–4002). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. https://eric.ed.gov/?id=ED569984.

Grade 6–8 Content Area Class Literacy Checklist

Teacher: _____ **Content area:** _____ **Date and time:** _____

Grade: _____ **Observer:** _____

Literacy component and look-for	Evidence		
	Instructional delivery	Student learning	Instructional materials
Vocabulary and advanced word study			
☐ Regular classroom time is dedicated to explicit vocabulary instruction (Adol. Practice Guide, Rec. 1, #1)			
☐ Domain-specific words are taught (Adol. Practice Guide, Rec. 1)			
☐ All-purpose academic words are taught (Adol. Practice Guide, Rec. 1)			
☐ Repeated exposure to new words is provided in oral and written contexts, with sufficient time allotted for practice (Adol. Practice Guide, Rec. 1, #2)			
☐ Opportunities are provided for students to use new vocabulary in a variety of contexts, including discussion, writing, and extended reading (Adol. Practice Guide, Rec. 1, #3; English Learners Practice Guide, Rec. 1, #3)			
☐ Instruction develops advanced word analysis skills in the specific content area, such as instruction in roots, prefixes, suffixes, Greek and Latin roots, and syllabication patterns, to help students become independent vocabulary learners in the content area (Adol. Practice Guide, Rec. 1, #4; English Learners Practice Guide, Rec. 1, #4)			
☐ Instruction is provided in using context clues to help students become independent vocabulary learners in the content area (Adol. Practice Guide, Rec. 1)			

Literacy component and look-for	Evidence		
	Instructional delivery	Student learning	Instructional materials
☐ For English learner students, a variety of activities over several days are used to provide instruction in a small set of academic vocabulary words specific to the content area (English Learners Practice Guide, Rec. 1, #2)			
☐ For English learner students, instruction is based on a brief, engaging piece of informational text (English Learners Practice Guide, Rec. 1, #1)			
☐ Instruction is provided in grade-level standards			
Comprehension			
☐ Direct and explicit instruction is provided in comprehension strategies pertinent to the particular content area text by establishing goals for instruction, modeling, and providing specific feedback (Adol. Practice Guide, Rec. 2)			
☐ Instruction is provided on strategies such as summarizing, asking and answering questions, using graphic organizers, identifying text structure, and paraphrasing (Adol. Practice Guide, Rec. 2)			
☐ Instruction is specific to comprehending content area texts used in the classroom (Adol. Practice Guide, Rec. 2, #1)			
☐ Time is provided for guided practice in using comprehension strategies with a variety of content area texts (Adol. Practice Guide, Rec. 2, #4)			
☐ Time is provided for independent practice in using comprehension strategies with a variety of content area texts (Adol. Practice Guide, Rec. 2, #5)			
☐ Instruction addresses the text structures used in the specific content area texts (Adol. Practice Guide, Rec. 2, #1)			
☐ Instruction includes extensive opportunities for students to encounter and comprehend grade-level, content area texts (Adol. Practice Guide, Rec. 2)			

Literacy component and look-for	Evidence		
	Instructional delivery	Student learning	Instructional materials
☐ Instruction includes opportunities for students to answer questions and complete tasks that require them to use text-based evidence (including inferences) (Adol. Practice Guide, Recs. 2 and 3)			
☐ Instruction includes opportunities for students to answer questions and perform tasks that require them to analyze information and evidence focused on the meaning of texts (Adol. Practice Guide, Rec. 3)			
☐ Instruction includes using features of text such as photos, graphs, and charts to gain meaning from content area texts (Adol. Practice Guide, Rec. 5)			
☐ Instruction teaches students to understand and analyze various points of view expressed in specific content area texts (multiple accounts of the same event) (Adol. Practice Guide, Rec. 3)			
☐ Instruction teaches students to compare and contrast or analyze information within and across informational text (identify similarities and differences between texts addressing the same topic) with increasing complexity (Adol. Practice Guide, Rec. 2)			
☐ Instruction is provided in grade-level standards to ensure that students can read and comprehend grade-level content area texts			
Writing in content areas			
☐ Instruction teaches students to use writing to aid their comprehension of content area texts (Writing to Read)			
☐ Instruction includes opportunities for students to conduct short, focused research projects and facilitates development of the ability to conduct research independently (Elem. Writing Practice Guide, Recs. 2a and 2b; English Learners Practice Guide, Rec. 3)			

Literacy component and look-for	Evidence		
	Instructional delivery	Student learning	Instructional materials
☐ Instruction includes activities that require students to analyze and synthesize text sources and present the analysis using well defended claims and clear information (Elem. Writing Practice Guide, Rec. 2b; English Learners Practice Guide, Rec. 3)			
☐ Instruction includes activities that provide opportunities to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (Elem. Writing Practice Guide, Recs. 1 and 2b; English Learners Practice Guide, Rec. 3)			
☐ Instruction teaches different text structures (sequence, comparison, contrast, and cause/effect) and focuses on argument and informative writing based on texts with these structures (Elem. Writing Practice Guide, Rec. 2b; English Learners Practice Guide, Rec. 3)			
☐ Instruction is provided in grade-level standards			
Extended text discussion			
☐ Engaging texts and stimulating questions related to content area texts are used (Adol. Practice Guide, Rec. 3, #1)			
☐ Follow-up questions are asked that help provide continuity and extend discussion (Adol. Practice Guide, Rec. 3, #2)			
☐ Opportunities are provided for students to discuss content area texts in whole and small groups (Adol. Practice Guide, Rec. 3, #3)			
☐ A discussion protocol has been developed and is being implemented (Adol. Practice Guide, Rec. 3, #3)			
☐ Instruction is provided in grade-level standards so students can participate in an extended text discussion at grade level			

Literacy component and look-for	Evidence		
	Instructional delivery	Student learning	Instructional materials
Motivation and engagement			
☐ Meaningful and engaging content learning goals are established around the essential ideas of a discipline as well as around the specific learning processes to access those ideas (Adol. Practice Guide, Rec. 4, #1)			
☐ A positive learning environment promotes student autonomy in learning in the specific content area (Adol. Practice Guide, Rec. 4, #2)			
☐ Literacy experiences are relevant to the content area and to student interests, everyday life, or important current events (Adol. Practice Guide, Rec. 4, #3)			
☐ Conditions in the classroom promote higher reading engagement and conceptual learning through strategies such as goal setting, self-directed learning, and collaborative learning in the content area (Adol. Practice Guide, Rec. 4, #3)			

"Adol. Practice Guide" is Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., & Torgeson, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A practice guide* (NCEE No. 2008–4027). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. https://eric.ed.gov/?id=ED502398.

"Elem. Writing Practice Guide" is Graham, S., Bollinger, A., Booth Olson, C., D'Aoust, C., MacArthur, C., McCutchen, D., et al. (2012). *Teaching elementary school students to be effective writers: A practice guide* (NCEE No. 2012–4058). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. https://eric.ed.gov/?id=ED578427.

"English Learners Practice Guide" is Baker, S., Lesaux, N., Jayanthi, M., Dimino, J., Proctor, C.P., Morris, J., et al. (2014). *Teaching academic content and literacy to English learners in elementary and middle school* (NCEE No. 2014–4012). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. https://eric.ed.gov/?id=ED544783.

"Writing to Read" is Graham, S., & Hebert, M. (2011). Writing to read: A meta-analysis of the impact of writing and writing instruction on reading. *Harvard Educational Review, 81*(4), 710–744.

Grade 6–8 Literacy Intervention Class Checklist

Teacher _____   **Date and time** _____

Grade _____   **Observer** _____

Literacy component and look-for	Evidence		
	Instructional delivery	Student learning	Instructional materials
Vocabulary and advanced word study			
☐ Additional time beyond regular classroom time is dedicated to explicit vocabulary instruction (Adol. Practice Guide, Rec. 1, #1)			
☐ Domain-specific words are explicitly taught (Adol. Practice Guide, Rec. 1)			
☐ All-purpose academic words are explicitly taught (Adol. Practice Guide, Rec. 1)			
☐ Repeated exposure to new words is provided in oral and written contexts, with sufficient time allotted for guided and independent practice (Adol. Practice Guide, Rec. 1, #2)			
☐ Multiple opportunities are provided for students to use new vocabulary in a variety of contexts, including discussion, writing, and extended reading (Adol. Practice Guide, Rec. 1, #3; English Learners Practice Guide #3)			
☐ Explicit instruction is provided in using word parts such as roots, prefixes, and suffixes to help students become independent vocabulary learners so they can access literary and informational text (Adol. Practice Guide, Rec. 1, #4; English Learners Practice Guide, Rec. 1, #4)			
☐ Explicit instruction is provided in using context clues to help students become independent vocabulary learners so they can access literary and informational text (Adol. Practice Guide, Rec. 1)			

Literacy component and look-for	Evidence		
	Instructional delivery	Student learning	Instructional materials
☐ For English learner students, a variety of activities over several days are used to provide explicit instruction in a small set of academic vocabulary words related to various content areas (English Learners Practice Guide, Rec. 1, #2)			
☐ For English learner students, explicit instruction is based on a brief, engaging piece of informational text (English Learners Practice Guide, Rec. 1, #1)			
☐ Differentiated instruction targets student needs in order to accelerate growth (Adol. Practice Guide, Rec. 5, #2)			
Comprehension			
☐ Direct and explicit instruction is provided in comprehension strategies by establishing goals for instruction, modeling, and providing specific feedback (Adol. Practice Guide, Rec. 2)			
☐ Explicit instruction is provided on strategies such as summarizing, asking and answering questions, using graphic organizers, identifying text structure, and paraphrasing (Adol. Practice Guide, Rec. 2)			
☐ Explicit instruction is specific to comprehending literary and content area texts used in the classroom (Adol. Practice Guide, Rec. 2, #1)			
☐ Explicit instruction is provided on how to apply comprehension strategies to literary and content area texts (Adol. Practice Guide, Rec. 2, #2)			
☐ Extended time is provided for guided practice in using comprehension strategies with a variety of literary and content area texts (Adol. Practice Guide, Rec. 2, #4)			
☐ Extended time is provided for independent practice in using comprehension strategies with a variety of literary and content area texts (Adol. Practice Guide, Rec. 2, #5)			
☐ Instruction uses text that is interesting to students and appropriately complex for their reading levels (Adol. Practice Guide, Rec. 4)			

Literacy component and look-for	Evidence		
	Instructional delivery	Student learning	Instructional materials
☐ Explicit instruction addresses a variety of text structures used in literary and content area texts (Adol. Practice Guide, Rec. 2, #1)			
☐ Explicit instruction includes opportunities for students to answer questions and complete tasks that require them to use text-based evidence (including inferences) (Adol. Practice Guide, Recs. 2 and 3)			
☐ Explicit instruction includes using features of text such as photos, chapters, and scenes to gain meaning from literary and narrative texts (Adol. Practice Guide, Rec. 5)			
☐ Differentiated instruction targets student needs in order to accelerate growth (Adol. Practice Guide, Rec. 5, #2)			
Writing			
☐ Explicit instruction in writing strategies uses a Model-Practice-Reflect instructional cycle (Sec. Writing Practice Guide, Rec. 1)			
☐ Explicit instruction is provided on the writing process, including planning and goal setting, drafting, evaluating, revising, and editing, using modeling and mentor texts, with extended time provided as needed (Sec. Writing Practice Guide, Rec. 1, #1a)			
☐ Explicit instruction is provided by modeling for students, providing students with an extended opportunity to practice, and allowing students to reflect on their own writing as well as that of peers (Sec. Writing Practice Guide, Rec. 1, #1b)			
☐ Explicit instruction integrates writing and reading to emphasize key writing features (Sec. Writing Practice Guide, Rec. 2)			
☐ Assessments of student writing are used to inform instruction, feedback to students, and support (Sec. Writing Practice Guide, Rec. 3)			

Literacy component and look-for	Evidence		
	Instructional delivery	Student learning	Instructional materials
☐ Opportunities are provided for students to collaborate as writers (Elem. Writing Practice Guide, Rec. 4, #3; English Learners Practice Guide, Rec. 3, #3)			
☐ Students are provided with choice in writing assignments (Elem. Writing Practice Guide, Rec. 4, #2)			
☐ Multiple opportunities are provided for students to give and receive feedback throughout the writing process (Elem. Writing Practice Guide, Rec. 4, #4; English Learners Practice Guide, Rec. 3, #4)			
☐ Opportunities are provided for students to publish their writing and share it beyond the classroom (Elem. Writing Practice Guide, Rec. 4, #5)			
☐ Assignments for English learner students are anchored in content and focused on developing academic language as well as writing skills, and the teacher provides adequate support (English Learners Practice Guide, Rec. 4, #1)			
☐ Language-based supports are provided to English learner students to facilitate development of their writing skills (English Learners Practice Guide, Rec. 4, #2)			
☐ Differentiated instruction targets student needs in order to accelerate growth (Adol. Practice Guide, Rec. 5, #2)			
Extended text discussion			
☐ Engaging texts and stimulating questions are used (Adol. Practice Guide, Rec. 3, #1)			
☐ Follow-up questions are asked that help provide continuity and extend discussion (Adol. Practice Guide, Rec. 3, #2)			
☐ Multiple opportunities are provided for students to engage in a range of collaborative discussions with diverse partners on grade-level topics, texts, and issues (Adol. Practice Guide, Rec. 3, #3)			

Literacy component and look-for	Evidence		
	Instructional delivery	Student learning	Instructional materials
☐ A discussion protocol has been developed and is being implemented (Adol. Practice Guide, Rec. 3, #3)			
☐ Differentiated instruction targets student needs in order to accelerate growth (Adol. Practice Guide, Rec. 5, #2)			
Literacy intervention practices			
☐ Diagnostic assessments are used to match interventions to students (Adol. Practice Guide, Rec. 5, #1)			
☐ Students are taught to examine their own data and set learning goals (Using Student Ach. Data Practice Guide, Rec. 2)			
☐ Expectations and assessment criteria are explained to students (Using Student Ach. Data Practice Guide, Rec. 2, #1)			
☐ Timely, specific, well formatted, and constructive feedback is provided to students (Using Student Ach. Data Practice Guide, Rec. 2, #2)			
☐ Tools are provided to help students learn from feedback (Using Student Ach. Data Practice Guide, Rec. 2, #3)			
☐ Intervention materials provide explicit instruction to meet student needs (Adol. Practice Guide, Rec. 5, #2)			
☐ Instruction is differentiated in intensity to meet each student's needs (Adol. Practice Guide, Rec. 5, #3)			
☐ Interventions within a content area provide strategies such as repeated reading, the provision of questions to scaffold comprehension, and questioning by the instructor to ascertain student comprehension (Adol. Practice Guide, Rec. 5, #2)			

Literacy component and look-for	Evidence		
	Instructional delivery	Student learning	Instructional materials
Motivation and engagement			
☐ Meaningful and engaging content learning goals are established around the essential ideas of a discipline as well as around the specific learning processes to access those ideas (Adol. Practice Guide, Rec. 4, #1)			
☐ A positive learning environment promotes student autonomy in learning while providing adequate support (Adol. Practice Guide, Rec. 4, #2)			
☐ Literacy experiences are relevant and connected to student interests, everyday life, or important current events (Adol. Practice Guide, Rec. 4, #3)			
☐ Conditions in the classroom promote higher reading engagement and conceptual learning through strategies such as goal setting, self-directed learning, and collaborative learning (Adol. Practice Guide, Rec. 4, #3)			

"Adol. Practice Guide" is Kamil, M. L., Borman, G. D., Dole, J., Kral, C. C., Salinger, T., & Torgeson, J. (2008). *Improving adolescent literacy: Effective classroom and intervention practices: A practice guide* (NCEE No. 2008–4027). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. https://eric.ed.gov/?id=ED502398.

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Grade 9–12 English Language Arts Class Literacy Checklist

Teacher _____   **Date and time:** _____

Grade: _____   **Observer:** _____

Literacy component and look-for	Evidence		
	Instructional delivery	Student learning	Instructional materials
Vocabulary and advanced word study			
☐ Regular classroom time is dedicated to explicit vocabulary instruction (Adol. Practice Guide, Rec. 1, #1)			
☐ Domain-specific words are taught (Adol. Practice Guide, Rec. 1)			
☐ All-purpose academic words are taught (Adol. Practice Guide, Rec. 1)			
☐ Repeated exposure to new words is provided in oral and written contexts, with sufficient time allotted for practice (Adol. Practice Guide, Rec. 1, #2)			
☐ Opportunities are provided for students to use new vocabulary in a variety of contexts, including discussion, writing, and extended reading (Adol. Practice Guide, Rec. 1, #3; English Learners Practice Guide, Rec. 1, #3)			
☐ Instruction develops advanced word analysis skills, such as instruction in roots, prefixes, suffixes, Greek and Latin roots, and syllabication patterns, to help students become independent vocabulary learners, especially when accessing literary and narrative texts (Adol. Practice Guide, Rec. 1, #4; English Learners Practice Guide, Rec. 1, #4)			
☐ Instruction is provided in using context clues to help students become independent vocabulary learners, especially when accessing literary and narrative texts (Adol. Practice Guide, Rec. 1)			

Literacy component and look-for	Evidence		
	Instructional delivery	Student learning	Instructional materials
☐ For English learner students, a variety of activities over several days are used to provide instruction in a small set of academic vocabulary words related to literary text (English Learners Practice Guide, Rec. 1, #2)			
☐ For English learner students, instruction is based on a brief, engaging piece of informational text (English Learners Practice Guide, Rec. 1, #1)			
☐ Instruction is provided in grade-level standards			
Comprehension			
☐ Direct and explicit instruction is provided in comprehension strategies by establishing goals for instruction, modeling, and providing specific feedback (Adol. Practice Guide, Rec. 2)			
☐ Instruction is provided on strategies such as summarizing, asking and answering questions, using graphic organizers, identifying text structure, and paraphrasing (Adol. Practice Guide, Rec. 2)			
☐ Instruction is specific to comprehending literary and narrative texts used in the classroom (Adol. Practice Guide, Rec. 2, #1)			
☐ Instruction is provided on how to apply comprehension strategies to a variety of literary and narrative texts (Adol. Practice Guide, Rec. 2, #2)			
☐ Time is provided for guided practice in using comprehension strategies with a variety of literary texts (Adol. Practice Guide, Rec. 2, #4)			
☐ Time is provided for independent practice in using comprehension strategies with a variety of literary texts (Adol. Practice Guide, Rec. 2, #5)			
☐ Instruction includes extensive opportunities for students to encounter and comprehend grade-level text (Adol. Practice Guide, Rec. 2)			

Literacy component and look-for	Evidence		
	Instructional delivery	Student learning	Instructional materials
☐ Instruction uses text that is interesting to students and appropriately complex for their reading levels (Adol. Practice Guide, Rec. 4)			
☐ Instruction addresses an author's choices concerning how to structure a text, order events, and manipulate time to create such effects as mystery, tension, or surprise (Adol. Practice Guide, Rec. 2, #1)			
☐ Instruction includes opportunities for students to delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient (Adol. Practice Guide, Recs. 2 and 3)			
☐ Instruction includes opportunities for students to answer questions and perform tasks that require them to analyze information and evidence focused on the meaning of texts (Adol. Practice Guide, Rec. 3)			
☐ Instruction teaches students to understand and analyze the development of a theme or central idea in a text (Adol. Practice Guide, Rec. 3)			
☐ Instruction teaches students to analyze various accounts of a subject told in different mediums (such as print and multimedia) (Adol. Practice Guide, Rec. 2)			
☐ Instruction is provided in grade-level standards in reading and comprehending grade-level literature, including stories, dramas, and poems			
Writing			
☐ Instruction in writing strategies uses a Model-Practice-Reflect instructional cycle (Sec. Writing Practice Guide, Rec. 1)			
☐ Instruction is provided on the writing process, including developing and strengthening writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience (Sec. Writing Practice Guide, Rec. 1, #1a)			

Literacy component and look-for	Evidence		
	Instructional delivery	Student learning	Instructional materials
☐ Instruction is provided by modeling for students, providing students the opportunity to practice, and allowing students to reflect on their own writing as well as that of peers (Sec. Writing Practice Guide, Rec. 1, #1b)			
☐ Instruction integrates writing and reading to emphasize key writing features (Sec. Writing Practice Guide, Rec. 2)			
☐ Instruction includes opportunities for students to conduct short as well as more sustained research projects to answer a question or solve a problem; to narrow or broaden the inquiry when appropriate; and to synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation (English Learners Practice Guide, Rec. 3; Sec. Writing Practice Guide, Rec. 1)			
☐ Instruction includes activities that require students to gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; and integrate information into the text selectively to maintain the flow of ideas (English Learners Practice Guide, Rec. 3; Sec. Writing Practice Guide, Rec. 1)			
☐ Instruction includes activities that provide opportunities to write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and effectively (Sec. Writing Practice Guide, Rec. 1)			
☐ Instruction includes opportunities for students to write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well structured event sequences (Sec. Writing Practice Guide, Rec. 1)			

Literacy component and look-for	Evidence		
	Instructional delivery	Student learning	Instructional materials
☐ Assignments for English learner students are anchored in content and focused on developing academic language as well as writing skills, and the teacher provides adequate support (English Learners Practice Guide, Rec. 4, #1)			
☐ Language-based supports are provided to English learner students to facilitate development of their writing skills (English Learners Practice Guide, Rec. 4, #2)			
☐ Assessments of writing are conducted (English Learners Practice Guide, Rec. 4, #4)			
☐ Instruction is provided in grade-level standards			
Extended text discussion			
☐ Engaging texts and stimulating questions are used (Adol. Practice Guide, Rec. 3, #1)			
☐ Follow-up questions are asked that help provide continuity and extend discussion (Adol. Practice Guide, Rec. 3, #2)			
☐ Opportunities are provided for students to engage in a range of collaborative discussions with diverse partners on grade-level topics, texts, and issues (Adol. Practice Guide, Rec. 3, #3)			
☐ Opportunities are provided for students to evaluate a speaker's point of view, reasoning, and rhetoric (Adol. Practice Guide, Rec. 3, #3)			
☐ A discussion protocol has been developed and is being implemented (Adol. Practice Guide, Rec. 3, #3)			
☐ Instruction is provided in grade-level standards			
Motivation and engagement			
☐ Meaningful and engaging content learning goals are established around the essential ideas of English language arts as well as around the specific learning processes to access those ideas (Adol. Practice Guide, Rec. 4, #1)			

Literacy component and look-for	Evidence		
	Instructional delivery	Student learning	Instructional materials
☐ A positive learning environment promotes student autonomy in learning (Adol. Practice Guide, Rec. 4, #2)			
☐ Literacy experiences are relevant to student interests, everyday life, or important current events (Adol. Practice Guide, Rec. 4, #3)			
☐ Conditions in the classroom promote higher reading engagement and conceptual learning through strategies such as goal setting, self-directed learning, and collaborative learning (Adol. Practice Guide, Rec. 4, #3)			

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Grade 9–12 Content Area Class Literacy Checklist

Teacher: _____ **Content area:** _____ **Date and time:** _____

Grade: _____ **Observer:** _____

Literacy component and look-for	Evidence		
	Instructional delivery	Student learning	Instructional materials
Vocabulary and advanced word study			
☐ Regular classroom time is dedicated to explicit vocabulary instruction (Adol. Practice Guide, Rec. 1, #1)			
☐ Domain-specific words are taught (Adol. Practice Guide, Rec. 1)			
☐ All-purpose academic words are taught (Adol. Practice Guide, Rec. 1)			
☐ Repeated exposure to new words is provided in oral and written contexts, with sufficient time allotted for practice (Adol. Practice Guide, Rec. 1, #2)			
☐ Opportunities are provided for students to use new vocabulary in a variety of contexts, including discussion, writing, and extended reading (Adol. Practice Guide, Rec. 1, #3; English Learners Practice Guide, Rec. 1, #3)			
☐ Instruction develops advanced word analysis skills in the specific content area, such as instruction in roots, prefixes, suffixes, Greek and Latin roots, and syllabication patterns, to help students become independent vocabulary learners in the content area (Adol. Practice Guide, Rec. 1, #4; English Learners Practice Guide, Rec. 1, #4)			
☐ Instruction is provided in using context clues to help students become independent vocabulary learners in the content area (Adol. Practice Guide, Rec. 1)			

Literacy component and look-for	Evidence		
	Instructional delivery	Student learning	Instructional materials
☐ For English learner students, a variety of activities over several days are used to provide instruction in a small set of academic vocabulary words specific to the content area (English Learners Practice Guide, Rec. 1, #2)			
☐ For English learner students, instruction is based on a brief, engaging piece of informational text (English Learners Practice Guide, Rec. 1, #1)			
☐ Instruction is provided in grade-level standards			
Comprehension			
☐ Direct and explicit instruction is provided in comprehension strategies pertinent to the particular content area text by establishing goals for instruction, modeling, and providing specific feedback (Adol. Practice Guide, Rec. 2)			
☐ Instruction is provided on strategies such as summarizing, asking and answering questions, using graphic organizers, identifying text structure, and paraphrasing (Adol. Practice Guide, Rec. 2)			
☐ Instruction is specific to comprehending content area texts used in the classroom (Adol. Practice Guide, Rec. 2, #1)			
☐ Instruction is provided on how to apply comprehension strategies to a variety of content area texts (Adol. Practice Guide, Rec. 2, #2)			
☐ Time is provided for guided practice in using comprehension strategies with a variety of content area texts (Adol. Practice Guide, Rec. 2, #4)			
☐ Time is provided for independent practice in using comprehension strategies with a variety of content area texts (Adol. Practice Guide, Rec. 2, #5)			
☐ Instruction addresses the text structures used in the specific content area texts (Adol. Practice Guide, Rec. 2, #1)			

Literacy component and look-for	Evidence		
	Instructional delivery	Student learning	Instructional materials
☐ Instruction includes extensive opportunities for students to encounter and comprehend grade-level, content area texts (Adol. Practice Guide, Rec. 2)			
☐ Instruction includes opportunities for students to answer questions and complete tasks that require them to use text-based evidence (including inferences) (Adol. Practice Guide, Recs. 2 and 3)			
☐ Instruction includes opportunities for students to answer questions and perform tasks that require them to analyze information and evidence focused on the meaning of texts (Adol. Practice Guide, Rec. 3)			
☐ Instruction includes using features of text such as photos, graphs, and charts to gain meaning from content area texts (Adol. Practice Guide, Rec. 5)			
☐ Instruction teaches students to understand and analyze various points of view expressed in specific content area texts (multiple accounts of the same event) (Adol. Practice Guide, Rec. 3)			
☐ Instruction teaches students to compare and contrast or analyze information within and across informational text (identify similarities and differences between texts addressing the same topic) with increasing complexity (Adol. Practice Guide, Rec. 2)			
☐ Instruction is provided in grade-level standards to ensure that students can read and comprehend grade-level content area texts			
Writing in content areas			
☐ Instruction teaches students to use writing to aid their comprehension of content area texts (Writing to Read)			

Literacy component and look-for	Evidence		
	Instructional delivery	Student learning	Instructional materials
☐ Instruction includes opportunities for students to conduct short, focused research projects and facilitates development of the ability to conduct research independently (Elem. Writing Practice Guide, Recs. 2a and 2b; English Learners Practice Guide, Rec. 3)			
☐ Instruction includes opportunities for students to write arguments focused on discipline-specific content (Elem. Writing Practice Guide, Rec. 2b; English Learners Practice Guide, Rec. 3)			
☐ Instruction includes activities that provide opportunities to write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences (Elem. Writing Practice Guide, Recs. 1 and 2b; English Learners Practice Guide, Rec. 3)			
☐ Instruction teaches students to write informative/explanatory texts based on content area texts and information (Elem. Writing Practice Guide, Rec. 2b; English Learners Practice Guide, Rec. 3)			
☐ Instruction is provided in grade-level standards so students can write content-related texts at grade level			
Extended text discussion			
☐ Engaging texts and stimulating questions related to content area texts are used (Adol. Practice Guide, Rec. 3, #1)			
☐ Follow-up questions are asked that help provide continuity and extend discussion (Adol. Practice Guide, Rec. 3, #2)			
☐ Opportunities are provided for students to discuss content area texts in whole and small groups (Adol. Practice Guide, Rec. 3, #3)			
☐ A discussion protocol has been developed and is being implemented (Adol. Practice Guide, Rec. 3, #3)			

Literacy component and look-for	Evidence		
	Instructional delivery	Student learning	Instructional materials
☐ Instruction is provided in grade-level standards so students can participate in an extended text discussion at grade level			
Motivation and engagement			
☐ Meaningful and engaging content learning goals are established around the essential ideas of a discipline as well as around the specific learning processes to access those ideas (Adol. Practice Guide, Rec. 4, #1)			
☐ A positive learning environment promotes student autonomy in learning in the specific content area (Adol. Practice Guide, Rec. 4, #2)			
☐ Literacy experiences are relevant to the content area and connected to student interests, everyday life, or important current events (Adol. Practice Guide, Rec. 4, #3)			
☐ Conditions in the classroom promote higher reading engagement and conceptual learning through strategies such as goal setting, self-directed learning, and collaborative learning in the content area (Adol. Practice Guide, Rec. 4, #3)			

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"Elem. Writing Practice Guide" is Graham, S., Bollinger, A., Booth Olson, C., D'Aoust, C., MacArthur, C., McCutchen, D., et al. (2012). *Teaching elementary school students to be effective writers: A practice guide* (NCEE No. 2012–4058). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance. https://eric.ed.gov/?id=ED578427.

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Grade 9–12 Literacy Intervention Class Checklist

Teacher _____   **Date and time** _____

Grade _____   **Observer** _____

Literacy component and look-for	Evidence		
	Instructional delivery	Student learning	Instructional materials
Vocabulary and advanced word study			
☐ Additional time beyond regular classroom time is dedicated to explicit vocabulary instruction (Adol. Practice Guide, Rec. 1, #1)			
☐ Domain-specific words are explicitly taught (Adol. Practice Guide, Rec. 1)			
☐ All-purpose academic words are explicitly taught (Adol. Practice Guide, Rec. 1)			
☐ Repeated exposure to new words is provided in oral and written contexts, with sufficient time allotted for guided and independent practice so students learn the words taught (Adol. Practice Guide, Rec. 1, #2)			
☐ Multiple opportunities are provided for students to use new vocabulary in a variety of contexts, including discussion, writing, and extended reading (Adol. Practice Guide, Rec. 1, #3; English Learners Practice Guide #3)			
☐ Explicit instruction is provided in using word parts such as roots, prefixes, and suffixes to help students become independent vocabulary learners so they can access literary and informational text (Adol. Practice Guide, Rec. 1, #4; English Learners Practice Guide, Rec. 1, #4)			
☐ Explicit instruction is provided in using context clues to help students become independent vocabulary learners so they can access literary and informational text (Adol. Practice Guide, Rec. 1)			

Literacy component and look-for	Evidence		
	Instructional delivery	Student learning	Instructional materials
☐ For English learner students, a variety of activities over several days are used to provide explicit instruction in a small set of academic vocabulary words related to various content areas (English Learners Practice Guide, Rec. 1, #2)			
☐ For English learner students, explicit instruction is based on a brief, engaging piece of informational text (English Learners Practice Guide, Rec. 1, #1)			
☐ Differentiated instruction targets student needs in order to accelerate growth (Adol. Practice Guide, Rec. 5, #2)			
Comprehension			
☐ Direct and explicit instruction is provided in comprehension strategies by establishing goals for instruction, modeling, and providing specific feedback (Adol. Practice Guide, Rec. 2)			
☐ Explicit instruction is provided on strategies such as summarizing, asking and answering questions, using graphic organizers, identifying text structure, and paraphrasing (Adol. Practice Guide, Rec. 2)			
☐ Explicit instruction is specific to comprehending literary and content area texts used in the classroom (Adol. Practice Guide, Rec. 2, #1)			
☐ Explicit instruction is provided on how to apply comprehension strategies to literary and content area texts (Adol. Practice Guide, Rec. 2, #2)			
☐ Extended time is provided for guided practice in using comprehension strategies with a variety of literary and content area texts (Adol. Practice Guide, Rec. 2, #4)			
☐ Extended time is provided for independent practice in using comprehension strategies with a variety of literary and content area texts (Adol. Practice Guide, Rec. 2, #5)			
☐ Instruction uses text that is interesting to students and appropriately complex for their reading levels (Adol. Practice Guide, Rec. 4)			

Literacy component and look-for	Evidence		
	Instructional delivery	Student learning	Instructional materials
☐ Explicit instruction addresses a variety of text structures used in literary and content area texts (Adol. Practice Guide, Rec. 2, #1)			
☐ Explicit instruction includes opportunities for students to answer questions and complete tasks that require them to use text-based evidence (including inferences) (Adol. Practice Guide, Recs. 2 and 3)			
☐ Explicit instruction includes using features of text such as photos, chapters, and scenes to gain meaning from literary and narrative texts (Adol. Practice Guide, Rec. 5)			
☐ Differentiated instruction targets student needs in order to accelerate growth (Adol. Practice Guide, Rec. 5, #2)			
Writing			
☐ Explicit instruction in writing strategies uses a Model-Practice-Reflect instructional cycle (Sec. Writing Practice Guide, Rec. 1)			
☐ Explicit instruction is provided on the writing process, including planning and goal setting, drafting, evaluating, revising, and editing, using modeling and mentor texts, with extended time provided as needed (Sec. Writing Practice Guide, Rec. 1, #1a)			
☐ Explicit instruction is provided by modeling for students, providing students with an extended opportunity to practice, and allowing students to reflect on their own writing as well as that of peers (Sec. Writing Practice Guide, Rec. 1, #1b)			
☐ Explicit instruction integrates writing and reading to emphasize key writing features (Sec. Writing Practice Guide, Rec. 2)			
☐ Assessments of student writing are used to inform instruction, feedback to students, and support (Sec. Writing Practice Guide, Rec. 3)			

Literacy component and look-for	Evidence		
	Instructional delivery	Student learning	Instructional materials
☐ Opportunities are provided for students to collaborate as writers (Elem. Writing Practice Guide, Rec. 4, #3; English Learners Practice Guide, Rec. 3, #3)			
☐ Students are provided with choice in writing assignments (Elem. Writing Practice Guide, Rec. 4, #2)			
☐ Multiple opportunities are provided for students to give and receive feedback throughout the writing process (Elem. Writing Practice Guide, Rec. 4, #4; English Learners Practice Guide, Rec. 3, #4)			
☐ Opportunities are provided for students to publish their writing and share it beyond the classroom (Elem. Writing Practice Guide, Rec. 4, #5)			
☐ Assignments for English learner students are anchored in content and focused on developing academic language as well as writing skills (English Learners Practice Guide, Rec. 4, #1)			
☐ Language-based supports are provided to English learner students to facilitate development of their writing skills (English Learners Practice Guide, Rec. 4, #2)			
☐ Differentiated instruction targets student needs in order to accelerate growth (Adol. Practice Guide, Rec. 5, #2)			
Extended text discussion			
☐ Engaging texts and stimulating questions are used (Adol. Practice Guide, Rec. 3, #1)			
☐ Follow-up questions are asked that help provide continuity and extend discussion (Adol. Practice Guide, Rec. 3, #2)			
☐ Multiple opportunities are provided for students to engage in a range of collaborative discussions with diverse partners on grade-level topics, texts, and issues (Adol. Practice Guide, Rec. 3, #3)			
☐ A discussion protocol has been developed and is being implemented (Adol. Practice Guide, Rec. 3, #3)			

Literacy component and look-for	Evidence		
	Instructional delivery	Student learning	Instructional materials
☐ Differentiated instruction targets student needs in order to accelerate growth (Adol. Practice Guide, Rec. 5, #2)			
Literacy intervention practices			
☐ Diagnostic assessments are used to match interventions to students (Adol. Practice Guide, Rec. 5, #1)			
☐ Students are taught to examine their own data and set learning goals (Using Student Ach. Data Practice Guide, Rec. 2)			
☐ Expectations and assessment criteria are explained to students (Using Student Ach. Data Practice Guide, Rec. 2, #1)			
☐ Timely, specific, well formatted, and constructive feedback is provided to students (Using Student Ach. Data Practice Guide, Rec. 2, #2)			
☐ Tools are provided to help students learn from feedback (Using Student Ach. Data Practice Guide, Rec. 2, #3)			
☐ Intervention materials provide explicit instruction to meet student needs (Adol. Practice Guide, Rec. 5, #2)			
☐ Instruction is differentiated in intensity to meet each student's needs (Adol. Practice Guide, Rec. 5, #3)			
☐ Interventions within a content area provide strategies such as repeated reading, the provision of questions to scaffold comprehension, and questioning by the instructor to ascertain student comprehension (Adol. Practice Guide, Rec. 5, #2)			
Motivation and engagement			
☐ Meaningful and engaging content learning goals are established around the essential ideas of a discipline as well as around the specific learning processes to access those ideas (Adol. Practice Guide, Rec. 4, #1)			

Literacy component and look-for	Evidence		
	Instructional delivery	Student learning	Instructional materials
☐ A positive learning environment promotes student autonomy in learning while providing adequate support (Adol. Practice Guide, Rec. 4, #2)			
☐ Literacy experiences are relevant and connected to student interests, everyday life, or important current events (Adol. Practice Guide, Rec. 4, #3)			
☐ Conditions in the classroom promote higher reading engagement and conceptual learning through strategies such as goal setting, self-directed learning, and collaborative learning (Adol. Practice Guide, Rec. 4, #3)			

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Post-Walkthrough Meeting Guide

Teacher: _____ **Grade:** _____ **Content area:** _____

School leader reflection questions	Evidence/reflection notes
1. How did students demonstrate they learned the skills or concepts targeted by the lesson?	
2. Were additional instructional practices implemented beyond those that would support skills and concepts on the checklist?	
3. Which instructional practice(s) can be continued, refined, or scaffolded to achieve literacy learning goals (that is, 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?	
☐ Demonstration lesson ☐ Subsequent classroom observation ☐ Analysis of student work and data ☐ Collaborative planning ☐ Co-teaching ☐ Other	

Reflection and planning meeting **Meeting date/time:** _____

School leader and teacher discussion questions	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 additional instructional practices beyond those that would support the look-fors on the checklist? (Mention instructional practices noted for question 2 in table above.)	
3. What are the next learning goals for students in order for them to continue making progress?	
4. What support do you need? (Mention coaching strategies from question 4 in the table above.)	

Action planning

Teacher next steps	Due date	School leader next steps	Due date	Literacy coach next steps	Due date

Follow up on (date/time): _____

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Acknowledgments