



Literacy Look-Fors:
Early Childhood Literacy Workshop, Classroom Environment,
& Systems Checklist
2017-2018



Below is a sample of "Literacy Look-Fors" developed by our Universal Literacy coach in collaboration with the administration so that their support of teachers around literacy is coherent and consistent. Administrators can then use this checklist when they complete observations to promote fidelity to the school's vision for literacy in every classroom.

Teacher:

Class:

Observation Date:

Supervisor:

READING WORKSHOP SYSTEMS IN PLACE

1. Planning & Instruction

- Aim clearly visible and connected to the current Unit of Study specific to strategy mini-lesson being taught;
- Student learning outcomes clearly visible upon entering the classroom;
- All elements of planning are referenced to the Common Core Standards and the Danielson Framework (1a, 1e, 3b, 3d)

A. Lesson plans available incorporate a daily flow including:

- Reading Workshop (45 minutes)
- Writing Workshop (45 minutes)
- Foundations (30 minutes)

Plan available incorporates:

- Shared read-aloud poetry
- Shared reading big books
- Variation on read-alouds dependent on current Unit of Study (mentor texts) evidenced across the week in planning
- Independent reading groups based on student levels
- Partner reading
- Guided reading groups with plans for each group connected to current assessment data
- 3 periods (135 minutes total per week) Social Studies planning based on current nonfiction unit
- 3 periods (135 minutes total per week) Science planning based on current nonfiction unit
- Use of teacher overhead/SMART Board shared text reading
- Titled bulletin boards



- Individual student work folders in bins containing current unit work and supporting content-area resources based on current assessment data
 - Well-developed literacy centers based on multiple pathways for SMART Board phonics instruction
 - Mentor text/nonfiction reflective of the Unit of Study
 - Thematic books support Unit of Study
 - Student resources set up for independent access in labeled bins/trays
 - Thematic murals or art projects support current/past Units of Study
 - Shelving units are clearly defined and hold well packaged materials for individual/group use and trays are set up with independent activities aligned to the assessed needs of the students
 - Use of interactive Social Studies Word Wall as a vocabulary list evolves with children and is added to for continuing reference based on current Unit of Study
 - Book baggies are established for every child (3-5 emergent story books and 3 choice books)
 - Evidence of partnerships based on children that work well together
- B. Well set up classroom library with books organized as follows:
- 30% leveled texts spanning appropriate levels based on TC assessments
 - Texts organized by genre and topic in labeled bins
 - Current read-aloud & mentor texts by unit
 - Big books connected to the current Unit of Study and planned mini-lessons
- C. Reading stamina should be evidenced as follows for each grade:
- Kindergarten: 5-10 minutes of private reading time; 10-15 minutes of partner reading time
 - First grade: 10-15 minutes of private reading time; 15 minutes of partner reading time
 - Second grade: 20-25 minutes of private reading time; 10-15 minutes of partner reading time
- D. Evidence in the classroom of charted instructional reading/guided groups:
- Two groups to be seen each day
 - Student guided reading materials set up for guided reading instruction in labeled bins
 - Evidence in classroom of the Book Shopping Cycle by groups charted for reference in the classroom (at least cycle per day to replenish book baggies)
 - Word study center needs to reflect packaged material for word study guided groups
- E. Book baggies should be established for every child:
- Kindergarten (3-5 emergent storybooks & 3 choice books)
 - First grade (8-10 leveled books per week inclusive of leveled books & 4 interest books)
 - Second grade (10-12 leveled books; 4-6 instructional level books; 4-6 at a slightly higher level, including 4 interest books)
- F. Each reading group must have the following items accessible for students' independent use: post-its, bookmarks, sharpened pencils, and any other writing tool resources (alphabet chart, personalized word wall)