# Classroom Walkthrough Checklist

**Scoring:**  
- **3 = Evident**  
- **2 = Somewhat Evident**  
- **1 = Not Evident**  
- **0 = Not Observed**

## Instruction  
(36 possible)  
Subtotal: 

- During the 90-minute reading block, the district’s reading materials are implemented with a high degree of expertise
- The district’s identified supplemental and intervention materials are used with fidelity
- Explicit instruction occurs during most of the observation (Model – Prompt – Practice)
- Objective(s) for the lesson is/are clear and articulated
- Reading materials are organized, accessible, and proficiently used effectively and efficiently
- Re-teaching occurs when necessary
- Modeling is provided by teacher, followed by guided practice with ample opportunities for students to practice skill(s)
- Direct instruction of vocabulary – word identification and word meaning
- Comprehension skills are modeled and directly taught for literal, inferential, and critical
- Teacher sets purpose of reading through text structures (C/C, C/E, Descriptive, Q/A, P/S, C/S, Prop/Sup)
- Pacing is appropriate for reading level with high expectations for all students

## Students are engaged:  
(6 possible)  
Subtotal: 

- Teacher talk:
  - All students respond:
  - One student responds:
- Time observed:  
  - 12-18 minutes

List observed strategies (i.e., unison responses, choral reading, partner reading, think-pair-share, cloze technique)

## Teacher behaviors:  
(9 possible)  
Subtotal: 

- Teacher moves around the room (proximity), provides support for struggling students, checks for understanding
- Teacher uses a brisk pace, knows materials, uses clear instructional routines and procedures
- Teacher uses established classroom management procedures and routines – transitions are less than 2 minutes

(Total Points Possible = 51)  
Total Points