INSTRUCTIONAL WALKTHROUGH TOOL FOR GRADES 3-5

The Instructional Walkthrough Tool is designed for observing structured literacy instruction and offering feedback as a part of an ongoing cycle for enhancing structured literacy teaching. It was developed in accordance with Recommendation 3.1 from the Literacy Education Task Force (osse.dc.gov/literacytaskforce). For further details on its purpose and guidance on its utilization, please use the link below.

DEFINITIONS FOR KEY TERMS (CONTENT & USAGE)

NOTE: Please scroll down to see definitions related to using this tool

LITERACY CONTENT TERMS

TERM	DEFINITION	ADDITIONAL RESOURCES OR NOTES
SCIENCE OF READING	The science of reading is a vast, interdisciplinary body of scientifically-based research about reading and issues related to reading and writing. This research has been conducted over the last five decades across the world, and it is derived from thousands of studies conducted in multiple languages. The science of reading has culminated in a preponderance of evidence to inform how proficient reading and writing develop; why some have difficulty; and how we can most effectively assess and teach and, therefore, improve student outcomes through prevention of and intervention for reading difficulties.	thereadingleague.org/2021/02/05/defining-movement-coalition-of-literacy-experts-to-solidify-the-science-of-reading-definition/
STRUCTURED LITERACY	Structured Literacy is a comprehensive and evidence-based approach for literacy instruction that is based upon language skills and the need to connect oral and written language to enable literacy. It includes foundational skills of reading and writing in addition to the development of oral language and comprehension.	
PRINT CONCEPTS	A student's understanding that printed words carry meaning, and that reading and writing are ways to get information. It is an awareness of how print works and can be categorized into four main components: concept of book (parts of a book), concept of text (letters, words, and sentences), directionality (we read top to bottom and left to right in English), and mechanics (pause with a comma and full stop with a period).	
PHONOLOGICAL AWARENESS	A group of skills related to the ability to recognize the parts of spoken words. Examples include being able to identify words that rhyme, counting the number of syllables in a name, recognizing alliteration, segmenting a sentence into words, and identifying the syllables in a word. The most sophisticated — and last to develop — is phonemic awareness.	
PHONEMIC AWARENESS	The ability to notice, think about, and work with the individual sounds in spoken words. One example of how beginning readers show that they have phonemic awareness is combining or blending the separate sounds /c/ /a/ /t/ in the word cat.	
DECODING	The ability to translate a word from print to speech by using your knowledge of sound–symbol (letter) correspondences. It is the act of deciphering a new word by sounding it out.	
ENCODING	The ability to translate speech into print (writing) using your knowledge of sound–symbol (letter) correspondences.	

LITERACY CONTENT TERMS		
TERM	DEFINITION	ADDITIONAL RESOURCES OR NOTES
FLUENCY	Fluency is the ability to read a text accurately, at a good pace, and with proper expression and comprehension. Fluency is measured in Word Count Per Minute (WCPM).	
VOCABULARY	Knowledge of the meaning and pronunciation of words. Listening vocabulary refers to the words a person knows when hearing them in oral speech. Speaking vocabulary refers to the words we use when we speak. Reading vocabulary refers to the words a person knows when seeing them in print. Writing vocabulary refers to the words we use in writing.	
ORAL LANGUAGE	Oral language skills include learning how spoken words sound, what words and sentences mean, and how to communicate ideas. A child's early language skills form the bedrock for learning to read and write print.	
COMPREHENSION	The National Reading Panel (NRP) defines reading comprehension as a cognitive process that integrates complex skills. It is a thinking process that occurs as we read. Comprehension is the main goal of learning to read.	
WRITING	The ability to mark coherent words on paper and compose text. Writing encompasses a developmental sequence ranging from letter formation to the art of composition.	
ACCESSIBILITY	Accessibility ensures students with disabilities acquire the same information, engage in the same interactions, and enjoy the same services in an equally effective, equally integrated manner, with substantially equivalent ease of use as a student without disabilities. (Definition of Accessibility in AEM Center, CAST)	
DUAL LANGUAGE	Refers to the ability to listen, speaking, read and write proficiently in two languages. This educational approach enables individuals to engage with and comprehend texts in diverse linguistic contexts, empowering them to communicate effectively, access information, and participate fully in both personal and professional spheres within multicultural environments. It fosters cognitive flexibility, cultural awareness, and appreciation for linguistic diversity.	
ENGLISH LEARNER (EL)	Definition as described in the Elementary and Secondary Education Act (ESEA). Please see page 4 of the OSSE EL Policies and Procedures Handbook.	
TRUE COGNATE	Words in two languages that share a similar meaning, spelling, and pronunciation, such as "information" in English and "información" in Spanish.	
FALSE COGNATE	Words in two languages that are similar in form but different in meaning (e.g., English library "place for reading or borrowing books" vs Spanish librería "bookshop"	
TOTAL PHYSICAL RESPONSE (TPR)	Richards and Rogers (1986, p. 87) "The Total Physical Response Method (TPR) is built around the coordination of speech and action; defined as a language teaching method that attempts to teach language through physical (motor) activity.	
REALIA	Objects from real life used in classroom instruction by educators to improve students' learning	

TOOL'S USAGE TERMS		
TERM	DEFINITION	ADDITIONAL RESOURCES OR NOTES
WALKTHROUGH TOOL	A tool used by administrators, instructional coaches and teachers to observe structured literacy instruction in classrooms and identify strengths and areas of support for teachers.	M-A_p30.pdf (naesp.org)
LITERACY CONCEPT	The specific literacy instruction being taught and observed. This may align with a school's literacy blocks and curriculum (i.e., phonics instructions happens during Fundations).	For specific definition on each concept check out the "Literacy Content Terms" definitions.
EVIDENCE EXAMPLE	An example of teacher actions you may observe to show proficiency in that literacy concept instruction. The provided evidence serves to determine whether this area is a strength or if the teacher may require additional support.	These evidence examples should correlate to examples from a structured literacy training and/or support being provided by a coach.
NOT APPLICABLE	This refers to a literacy concept that isn't observable during your observation because of the specific literacy concepts being taught in the classroom at that time. For instance, if you're observing a teacher during their comprehension block, you probably won't see phonics instruction. In such cases, you could mark "N/A" in the drop-down menu for the phonics literacy concepts.	Choosing "N/A" is not a concern of teacher practice. It simply means the teacher is not scheduled to teach those concepts during your observation time.
OBSERVED/NOT OBSERVED	"Observed" means that you see this literacy concept during your observation. "Not Observed" means the teacher did not teach one of the literacy concepts during your observation. If you mark a concept as "Not Observed", it is advisable to follow up with the teacher as to why that concept was not included during the instruction.	"Not Observed" could mean that the teacher taught this concept prior to or after your observation. Make sure to discuss this during a debrief.
STRONG EVIDENCE	Teacher demonstrates proficiency in instruction for all of the observed literacy concepts during your observation and student understanding is apparent.	When determining "proficiency" use your knowledge of structured literacy training to know what proficient structured literacy instruction looks like.
SOME EVIDENCE	Teacher demonstrates some level of proficiency in the literacy concepts during your observation. This could mean that the teacher is proficient in only 1-2 of the concepts listed. Or it could mean that the teacher is almost proficient in most of the concepts but could use some additional support.	When determining some level of proficiency, you can use student understanding to help determine. Also consider, "is this something the teacher could use some additional coaching on?"
NEEDS SUPPORT	Teacher demonstrates very little to no proficiency in the literacy concepts during your observation. It is clear that this is an area where the teacher can use more coaching and support.	When determining very little to no proficiency, consider "is this something the teacher needs full coaching/training support on?"
TEACHER TRAINED	"Teacher trained" refers to if the teacher has received training on this literacy concept from one of the recommended structured literacy training options. For example, a teacher may have started their structured literacy training in September and has not reached the vocabulary modules. If you observe the teacher teaching vocabulary in September, you can mark the teacher as "not trained" under this section.	This section can be filled out by the observer and could also be added in by the teacher during a pre or post observation debrief.
EVIDENCE/NOTES	These are the notes you take when observing your teacher. You may choose to observe a teacher by just taking notes during the observation and then use those notes to identify if they show strong evidence, some evidence, or needs support. Or you may identify their level of evidence first and then take notes to back up your decision.	achievethecore.org/content/upload/Observation%20and%20Feedback%20Cycle.pdf

WALKTHROUGH TOOL FOR GRADES 3-5

			Feedback		
Category	Application of Literacy Concepts	Evidence Examples	Teacher Trained?	Evidence	Observation Notes (note N/A if you did not observe a concept due to schedule)
ADVANCED WORD STUDY	Tier 1 advanced word study instruction focuses on multisyllabic words and morphology.	Evidenced by teacher following a curriculum or scope and sequence that is aligned to teaching multisyllabic words and morphology	☐ Yes ☐ Not Yet	☐ Not Observed ☐ Strong Evidence ☐ Some Evidence ☐ Needs Support	
	Lesson follows a progression of skills that systematically and cumulatively review a progression of simple to more complex patterns.	Evidenced by viewing prior and future lesson plans.	☐ Yes ☐ Not Yet	☐ Not Observed ☐ Strong Evidence ☐ Some Evidence ☐ Needs Support	
	Teacher explicitly teaches strategies for decoding and encoding multisyllabic words.	Evidenced by review of six syllable types, syllable division and how to use syllable types to help decoding, spelling and word meaning.	☐ Yes ☐ Not Yet	☐ Not Observed ☐ Strong Evidence ☐ Some Evidence ☐ Needs Support	
	Teacher explicitly teaches morphology instruction, including root words, prefixes and suffixes.	Evidenced by direct instruction in root words, prefixes and suffixes.	☐ Yes ☐ Not Yet	☐ Not Observed ☐ Strong Evidence ☐ Some Evidence ☐ Needs Support	

			Feedback		
Category	Application of Literacy Concepts	Evidence Examples	Teacher Trained?	Evidence	Observation Notes (note N/A if you did not observe a concept due to schedule)
ADVANCED WORD STUDY	Students have time to apply learning in decoding and encoding.	Evidenced by at least 80 percent of students applying multisyllabic word strategies and/or morphology strategies in a text to support reading automaticity and/or word meaning. Evidenced by students practicing encoding strategies.	☐ Yes ☐ Not Yet	☐ Not Observed ☐ Strong Evidence ☐ Some Evidence ☐ Needs Support	
	Teacher provides immediate and targeted feedback to students throughout the lesson.	Evidenced by teacher paying close attention to student responses and providing targeted feedback such as "try breaking the word up into syllables and then reading it" or "how can the prefix in that word help you understand the meaning?"	☐ Yes ☐ Not Yet	☐ Not Observed ☐ Strong Evidence ☐ Some Evidence ☐ Needs Support	
	Teacher makes notes about response to instruction and adjusts as necessary	Evidenced by teacher's ability to note down student errors and adjust current or next lesson to reflect those errors.	☐ Yes ☐ Not Yet	☐ Not Observed ☐ Strong Evidence ☐ Some Evidence ☐ Needs Support	

			Feedback		
Category	Application of Literacy Concepts	Evidence Examples	Teacher Trained?	Evidence	Observation Notes (note N/A if you did not observe a concept due to schedule)
ADVANCED WORD STUDY	EL Considerations: Teacher makes connections between graphemes in L1 and L2 and focuses on sound-symbol correspondences that are partially the same or new in L2. Teacher instructs word meanings in new language during phonics. Teacher considers background knowledge needed for students to read decodable passages and pre teaches when necessary. Teacher utilizes visuals or realia.	Evidenced by teacher analyzing grapheme differences between L1 and L2, which are listed in the lesson plan. Evidenced by teacher's explicit instruction in partially same and new graphemes in L2. Evidenced by teacher using visuals or realia to build vocabulary of tier 1 words that students are decoding and reading in decodable texts. Evidenced by teacher building background knowledge for decodable text.	☐ Yes ☐ Not Yet	☐ Not Observed ☐ Strong Evidence ☐ Some Evidence ☐ Needs Support	

			Feedback		
Category	Application of Literacy Concepts	Evidence Examples	Teacher Trained?	Evidence	Observation Notes (note N/A if you did not observe a concept due to schedule)
FLUENCY	Teacher models fluent reading and explicitly teaches strategies such as scooping words/ phrases.	Evidenced by teacher modeling what fluent reading sounds like and/ or teaching strategies that support fluency such as scooping words/ phrases.	☐ Yes ☐ Not Yet	☐ Not Observed ☐ Strong Evidence ☐ Some Evidence ☐ Needs Support	
	Students practice fluency through reading for accuracy, rate and prosody out loud with teacher or with peer feedback.	Evidenced by opportunities throughout the literacy block for students to practice fluency with a teacher or partner.	☐ Yes ☐ Not Yet	☐ Not Observed ☐ Strong Evidence ☐ Some Evidence ☐ Needs Support	
	EL Considerations: Teacher incorporates techniques such as repeated oral reading, echo reading, choral reading and partner reading for EL students. Teacher includes vocabulary instruction and background knowledge. Provide audio recordings of texts for ELs to listen to as they follow along with the text.	Evidenced by teacher modeling rate and prosody. Evidenced by lesson plan reflecting the selected technique to teach/practice fluency with EL students. Evidence by teacher planning and teaching vocabulary words and background knowledge from the fluency passage.	☐ Yes ☐ Not Yet	☐ Not Observed ☐ Strong Evidence ☐ Some Evidence ☐ Needs Support	

			Feedback		
Category	Application of Literacy Concepts	Evidence Examples	Teacher Trained?	Evidence	Observation Notes (note N/A if you did not observe a concept due to schedule)
VOCABULARY & ORAL LANGUAGE	Teacher preplans which tier 1 and tier 2 vocabulary words from the text to preteach.	Evidenced by teacher's lesson plan and/or observation of which words the teacher is preteaching.	☐ Yes ☐ Not Yet	☐ Not Observed ☐ Strong Evidence ☐ Some Evidence ☐ Needs Support	
	Teacher brings awareness to the phonetic, orthographic and morphological aspects of the word (i.e., how many syllables, spelling patterns, prefixes, etc.), including connections to words with similar morphological roots.	Evidenced by teacher introducing a new vocabulary word by asking students questions such as how many phonemes are in this word, what spelling patterns do you notice in this word, do you notice any prefixes or root words?) to help students understand the word on different aspects of the word. Evidenced by teacher pointing out these aspects instead of asking student questions.	☐ Yes ☐ Not Yet	☐ Not Observed ☐ Strong Evidence ☐ Some Evidence ☐ Needs Support	

			Feedback		
Category	**Application of Literacy Concepts**	**Evidence Examples**	**Teacher Trained?**	**Evidence**	**Observation Notes** (note N/A if you did not observe a concept due to schedule)
VOCABULARY & ORAL LANGUAGE	Teacher uses an explicit routine for teaching new vocabulary words that emphasizes the pronunciation of the word, the written form of the word, a student friendly meaning, examples of the word, asking yes or no questions about the word and use of word from students.	Evidenced by teacher bringing attention to the pronunciation of the word, the spelling patterns in the word, providing a student friendly definition, providing examples of the word, and eliciting student engagement by asking them questions about the word and asking them to use the word in a sentence. Note: All of these may not happen every single day. Evidence can be seen via teacher planning as well.	☐ Yes ☐ Not Yet	☐ Not Observed ☐ Strong Evidence ☐ Some Evidence ☐ Needs Support	
	Students have opportunity to practice new vocabulary words in a variety of contexts such as integrating new words into spoken and written sentences and using word webs to explore relationship to new words.	Evidenced by students having time to further interact with vocabulary words that have been previously taught such as a center activity where students use words in a sentence or complete word webs that ask for synonyms/ antonyms.	☐ Yes ☐ Not Yet	☐ Not Observed ☐ Strong Evidence ☐ Some Evidence ☐ Needs Support	

			Feedback		
Category	Application of Literacy Concepts	Evidence Examples	Teacher Trained?	Evidence	Observation Notes (note N/A if you did not observe a concept due to schedule)
VOCABULARY & ORAL LANGUAGE	Lesson includes opportunities for the teacher to model and for the students to practice the use of strategies for determining and clarifying the meaning of unknown and multiple meaning words.	Evidenced by teacher modeling strategies such as using prefixes/affixes to determine unknown words and becoming familiar with synonyms or antonyms for certain words. Evidenced by students practicing this during center work, reading of decodables or other texts, etc.	☐ Yes ☐ Not Yet	☐ Not Observed ☐ Strong Evidence ☐ Some Evidence ☐ Needs Support	
	EL Considerations: Teacher utilizes cognates to support vocabulary instruction for EL students. Teacher uses visuals or realia to support student vocabulary instruction. Teacher uses movement, such as total physical response (TPR technique) when teaching new vocabulary words.	Evidenced by teacher using true cognates, as well as images or realia to support meaning of new vocabulary words. Additionally teacher may use TPR when instructing new words.	☐ Yes ☐ Not Yet	☐ Not Observed ☐ Strong Evidence ☐ Some Evidence ☐ Needs Support	

			Feedback		
Category	Application of Literacy Concepts	Evidence Examples	Teacher Trained?	Evidence	Observation Notes (note N/A if you did not observe a concept due to schedule)
COMPREHENSION	Teacher utilizes complex high-quality texts that are appropriate for grade band and are aligned with the unit's theme.	Evidenced by the use of a complex text from the curriculum and/or the use of a qualitative text feature rubric for an alternative text. Evidenced by an alignment between the text and the overall theme of the unit being taught. Qualitative Text Complexity Rubric attached.	☐ Yes ☐ Not Yet	☐ Not Observed ☐ Strong Evidence ☐ Some Evidence ☐ Needs Support	
	Teachers pre plan questions and tasks for multiple reads of the text. Questions are sequenced to guide students from a literal to inferential understanding of a text.	Evidenced by teacher lesson plans and questions being posed during the lesson.	☐ Yes ☐ Not Yet	☐ Not Observed ☐ Strong Evidence ☐ Some Evidence ☐ Needs Support	
	Teacher explicitly models strategies for monitoring comprehension while reading the text, such as annotation, questioning, summarizing, analyzing structure, making inferences and use of graphic organizers.	Evidenced by teacher modeling a specific strategy that is aligned to the purpose/objective of that day. Note: Depending on the purpose or goal of the lesson, you may not see a specific strategy be modeled.	☐ Yes ☐ Not Yet	☐ Not Observed ☐ Strong Evidence ☐ Some Evidence ☐ Needs Support	

			Feedback		
Category	Application of Literacy Concepts	Evidence Examples	Teacher Trained?	Evidence	Observation Notes (note N/A if you did not observe a concept due to schedule)
COMPREHENSION	Teacher utilizes before reading procedures including setting the purpose, introducing vocabulary and building background knowledge, including revisiting connected themes and topics from prior reading.	Evidenced by teacher using before reading procedures such as setting the purpose, preteaching vocabulary words and/or building background knowledge related to the text being taught.	☐ Yes ☐ Not Yet	☐ Not Observed ☐ Strong Evidence ☐ Some Evidence ☐ Needs Support	
	Teacher utilizes during reading procedures such as asking text dependent questions. Text dependent questions address features of the text such as the meaning/purpose, text genre and structure, knowledge demands and specific words, sentences and phrases. Text dependent questions illicit student's use of evidence from the text.	Evidenced by teacher asking text dependent questions that are aligned back to the purpose of the text. Evidenced by teachers rephrasing the question, providing scaffolds for students and modeling how to use evidence to support thinking.	☐ Yes ☐ Not Yet	☐ Not Observed ☐ Strong Evidence ☐ Some Evidence ☐ Needs Support	
	Teacher utilizes after reading procedures such as oral discussion and/or written response to a text dependent question.	Evidenced by teacher preplanning and posing an oral discussion prompt or a written prompt for students to discuss after reading the text.	☐ Yes ☐ Not Yet	☐ Not Observed ☐ Strong Evidence ☐ Some Evidence ☐ Needs Support	

			Feedback		
Category	Application of Literacy Concepts	Evidence Examples	Teacher Trained?	Evidence	Observation Notes (note N/A if you did not observe a concept due to schedule)
COMPREHENSION	Teacher poses text dependent questions and fosters students discourse through strategies such as turn and talk, think pair share etc	Evidenced by teacher creating and implementing routines that promote student discourse around the text.	☐ Yes ☐ Not Yet	☐ Not Observed ☐ Strong Evidence ☐ Some Evidence ☐ Needs Support	
	EL Considerations: Activate prior knowledge and build background knowledge by previewing the text, discussing related topics, and making connections to students' own experiences. Pre-teach and explicitly teach vocabulary words that may be unfamiliar to ELs. Select texts that are culturally relevant and inclusive of ELs' backgrounds and experiences.	Evidenced by teacher demonstrating knowledge of cultural and linguistic backgrounds of EL students and incorporating this knowledge into text selection, approaches to build background knowledge and identifying vocabulary words to preteach.	☐ Yes ☐ Not Yet	☐ Not Observed ☐ Strong Evidence ☐ Some Evidence ☐ Needs Support	

			Feedback		
Category	Application of Literacy Concepts	Evidence Examples	Teacher Trained?	Evidence	Observation Notes (note N/A if you did not observe a concept due to schedule)
WRITING	Explicitly teaches and models foundational writing skills such as letter formation, spatial organization, spelling, punctuation, etc.	Evidenced by teacher modeling foundational writing skills that are aligned to common core state standards.	☐ Yes ☐ Not Yet	☐ Not Observed ☐ Strong Evidence ☐ Some Evidence ☐ Needs Support	
	Explicitly teaches and models composition writing skills such as topic knowledge, organization of ideas, sentence formation.	Evidenced by teacher modeling skills such as how to form a complete sentence, how to structure a paragraph, how to add details to a sentence, how to brainstorm writing ideas, how to use pictures and labels to express writing, etc.	☐ Yes ☐ Not Yet	☐ Not Observed ☐ Strong Evidence ☐ Some Evidence ☐ Needs Support	
	Teacher models and guides students through writing in response to a text	Evidenced by teacher modeling skills such as how to break down a writing prompt, how to form topic and concluding sentences, how to use text evidence to support writing, how to add details to their writing, how to use pictures and labels to answer a text based question etc.	☐ Yes ☐ Not Yet	☐ Not Observed ☐ Strong Evidence ☐ Some Evidence ☐ Needs Support	

			Feedback		
Category	Application of Literacy Concepts	Evidence Examples	Teacher Trained?	Evidence	Observation Notes (note N/A if you did not observe a concept due to schedule)
WRITING	Teaches revision strategies and provides students time for revising and editing their own and/or partner's writing using developmentally approved rubrics to guide this work.	Evidenced by teacher teaching how to use a revision checklist or rubric to improve writing. Evidenced by opportunities for students to revise their writing or a partner's writing using writing checklists, rubrics, etc.	☐ Yes ☐ Not Yet	☐ Not Observed ☐ Strong Evidence ☐ Some Evidence ☐ Needs Support	
	EL Considerations: Incorporate visual supports such as picture prompts, word banks, and word labeled diagrams to aid English learners in generating ideas and vocabulary for writing. Use of sentence starters to provide structural and organization support in writing.	Evidenced by teacher preplanning targeted supports such as sentence stems, word banks, and images to foster writing skills.	☐ Yes ☐ Not Yet	☐ Not Observed ☐ Strong Evidence ☐ Some Evidence ☐ Needs Support	

			Feedback		
Category	Application of Literacy Concepts	Evidence Examples	Teacher Trained?	Evidence	Observation Notes (note N/A if you did not observe a concept due to schedule)
Accessibility: **Ways to make the content accessible to all students.** ***This is not only for special education teachers and students.***	**Engagement**: The learning environment is conducive to motivating students' engagement via diverse choices. The relevance of lessons to students' learning is explicitly stated. **Representation**: Lesson contents are presented in a variety of formats, and students are provided options to acquire knowledge and skills that reflect their diverse learning styles. **Expression**: Students are provided with options for expressing what they know using various learning tools.	See more specific examples here nj.gov/education/udl/docs/walkthrough.pdf **Engagement**: The learning goal or objective is posted and presented in student-friendly language. Students are engaged in various shapes and forms of activities such as active listening, writing, engaging in conversation with peers, or actively using technology. **Representation**: The teacher uses multiple media in presenting the lesson contents, e.g., visual, audio, sensory, manipulative, and learning tools. The teacher actively uses a variety of support materials (e.g., word wall, letter cards, sensory manipulatives, etc.). **Expression**: Multiple forms of assessment are available for students, such as verbal answers, gestures, options, etc.	☐ Yes ☐ Not Yet	☐ Not Observed ☐ Strong Evidence ☐ Some Evidence ☐ Needs Support	

			Feedback		
Category	Application of Literacy Concepts	Evidence Examples	Teacher Trained?	Evidence	Observation Notes (note N/A if you did not observe a concept due to schedule)
DUAL LANGUAGE	**Learning environment:** Authentic literacy instruction in a Language Other Than English (LOTE). Dual language programs in grades 3-5 should provide authentic literacy instruction in two languages. Teachers organize an immersive language environment where students listen, speak, read and write in two languages	**Learning environment:** The classroom is literacy-rich with books in LOTE and bilingual books. 50 percent of instructional time is in English and 50% in LOTE. The language of instruction could be divided by teacher, classroom, or content area. The charts, word walls, and learning activities should be connected by a thematic learning unit and avoid concurrent translation. There should be a space in the classroom where students can compare and contrast letter sounds, vocabulary, and language structures in English and LOTE.	☐ Yes ☐ Not Yet	☐ Not Observed ☐ Strong Evidence ☐ Some Evidence ☐ Needs Support	

			Feedback		
Category	Application of Literacy Concepts	Evidence Examples	Teacher Trained?	Evidence	Observation Notes (note N/A if you did not observe a concept due to schedule)
DUAL LANGUAGE	**Lesson Plan**: Teachers designed learning activities to develop literacy skills in LOTE and designated instructional time to transfer literacy skills from LOTE to English intentionally.	**Lesson plan:** Teachers prepare a comprehensive lesson plan to develop biliteracy skills in speaking, listening, reading, writing, and metalanguage. Teachers design lesson plans from a thematic unit of learning that builds biliteracy skills across weeks of instruction. There should be formative and summative assessments that offer students multiple opportunities to show their literacy learning and progress. Language acquisition and cross-language connection strategies are intentionally planned to develop biliteracy skills.	☐ Yes ☐ Not Yet	☐ Not Observed ☐ Strong Evidence ☐ Some Evidence ☐ Needs Support	

			Feedback		
Category	Application of Literacy Concepts	Evidence Examples	Teacher Trained?	Evidence	Observation Notes (note N/A if you did not observe a concept due to schedule)
DUAL LANGUAGE	**Instructional resources: The school guarantees access to instructional materials in LOTE that are high quality, standard-aligned, and build strong foundational skills for literacy and cross-language connections.**	**Instructional resources:** Teachers have access to teachers' guides and best practices recommendations to develop foundational skills in LOTE as well as recommendations to identify similarities and differences between the two languages of instruction to help students' mental language processes to transfer literacy skills. Instructional materials facilitate extending learning activities rather than repeating and translating lessons from English to LOTE.	☐ Yes ☐ Not Yet	☐ Not Observed ☐ Strong Evidence ☐ Some Evidence ☐ Needs Support	