

LANGUAGE! 2013-2014
Classroom Snapshot Observation Checklist

Teacher: _____ **Completed by:** _____

School: _____ **Date:** _____ **Number of Students:** _____

Unit of Instruction (1-36): _____ **Book: Circle one: A B C D E F**

Step 1 – Phonemic Awareness & Phonics		
Teacher does:	Students do:	
<input type="checkbox"/> Phoneme awareness and manipulation	<input type="checkbox"/> Move It and Mark It	<input type="checkbox"/> See and Say
<input type="checkbox"/> Sound-letter correspondences	<input type="checkbox"/> Phonemic Awareness Drills	<input type="checkbox"/> Say and Write
<input type="checkbox"/> Letter-sound and letter-name fluency	<input type="checkbox"/> Consonant and/or Vowel Chart	<input type="checkbox"/> See and Name
<input type="checkbox"/> Syllable awareness and identification	<input type="checkbox"/> Listening for Sounds in Words	<input type="checkbox"/> Name and Write
<input type="checkbox"/> Morpheme awareness	<input type="checkbox"/> Syllable Awareness	<input type="checkbox"/> Letter-Sound Fluency
	<input type="checkbox"/> Listening for Stressed Syllables	<input type="checkbox"/> Letter-Name Fluency
	<input type="checkbox"/> Discover It	<input type="checkbox"/> Handwriting Fluency

Comments:

Step 2 – Word Recognition & Spelling		
Teacher does:	Students do:	
<input type="checkbox"/> Introduces words	<input type="checkbox"/> Build It	<input type="checkbox"/> Drop It
<input type="checkbox"/> Reviews words	<input type="checkbox"/> Find It	<input type="checkbox"/> Listening for Word Parts
<input type="checkbox"/> Unit Vocabulary (phonemic)	<input type="checkbox"/> Chain It	<input type="checkbox"/> Spelling Pretest
<input type="checkbox"/> Essential Words (high frequency)	<input type="checkbox"/> Sort It	<input type="checkbox"/> Memorize It
<input type="checkbox"/> Bonus Words (additional practice)	<input type="checkbox"/> Word Fluency	<input type="checkbox"/> Type It
	<input type="checkbox"/> Divide It	<input type="checkbox"/> Handwriting practice
	<input type="checkbox"/> Add It	<input type="checkbox"/> Find It
	<input type="checkbox"/> Contract It	<input type="checkbox"/> Word Fluency
	<input type="checkbox"/> Double It	

Comments:

Step 3 – Vocabulary & Morphology		
Teacher does:	Students do:	
<input type="checkbox"/> Understanding and creating meaningful definitions	<input type="checkbox"/> Multiple Meaning Map	<input type="checkbox"/> Expression of the Day
<input type="checkbox"/> Multiple meanings of words	<input type="checkbox"/> Define It	<input type="checkbox"/> Rewrite It
<input type="checkbox"/> Word relationships- i.e. antonyms/synonyms etc.	<input type="checkbox"/> Classify It	<input type="checkbox"/> Match It
<input type="checkbox"/> Morphology-i.e. prefixes/suffixes/roots	<input type="checkbox"/> Word Networks	<input type="checkbox"/> Text Connection
<input type="checkbox"/> Idioms and common expressions	<input type="checkbox"/> Explore It	<input type="checkbox"/> Use the Clues
<input type="checkbox"/> Strategies to expand vocabulary knowledge	<input type="checkbox"/> KWL	
<input type="checkbox"/> Words that signal questions and text structure	<input type="checkbox"/> Word line-Degrees of meaning	
	<input type="checkbox"/> Choose It and Use It	
	<input type="checkbox"/> Draw It: Idioms	

Comments:

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Step 4 – Grammar & Usage

Teacher does:	Students do:	
<input type="checkbox"/> Functions that words have in sentences	<input type="checkbox"/> Code It	<input type="checkbox"/> Diagram It
<input type="checkbox"/> Syntax and sentence structure (oral and written)	<input type="checkbox"/> Sort It	<input type="checkbox"/> Combine It
<input type="checkbox"/> Sentence signals with capitalization/punctuation	<input type="checkbox"/> Identify It	<input type="checkbox"/> Sentence Dictation
	<input type="checkbox"/> Find It	<input type="checkbox"/> Punctuate It
	<input type="checkbox"/> Text Connection	
	<input type="checkbox"/> Rewrite It	
	<input type="checkbox"/> Masterpiece Sentences	

Comments:

Step 5 – Listening & Reading Comprehension

Teacher does:	Students do:	
<input type="checkbox"/> Fluency development-phrase/sentence/passage	<input type="checkbox"/> Mini-Dialogs	<input type="checkbox"/> Blueprint for Reading
<input type="checkbox"/> Context-based vocabulary development	<input type="checkbox"/> Mega-Dialogs	<input type="checkbox"/> Answer It (oral/written)
<input type="checkbox"/> Analysis of informational text and literature genres	<input type="checkbox"/> Decodable/Independent Text	<input type="checkbox"/> Think About It (oral)
<input type="checkbox"/> Acquisition and organization of information	<input type="checkbox"/> Instructional Text	<input type="checkbox"/> Use the Clues
<input type="checkbox"/> Predicting, self-questioning, and summarizing	<input type="checkbox"/> Challenge Text	<input type="checkbox"/> Spotlight on Characters
<input type="checkbox"/> Interpretation of signal words (Bloom's taxonomy)	<input type="checkbox"/> Phrase Fluency	<input type="checkbox"/> Map It
<input type="checkbox"/> Note-taking and information organization	<input type="checkbox"/> Sentence Morphs	<input type="checkbox"/> Comprehend It
	<input type="checkbox"/> Phrase It	
	<input type="checkbox"/> Scoop It	

Comments:

Step 6 – Speaking & Writing

Teacher does:	Students do:	
<input type="checkbox"/> Explicit teaching of prewriting process	<input type="checkbox"/> Masterpiece Sentences	<input type="checkbox"/> Revise It
<input type="checkbox"/> Written forms sentence/multiparagraph/reports	<input type="checkbox"/> Answer It (written)	<input type="checkbox"/> Writer's Checklist
<input type="checkbox"/> Paragraph types: classification/sequence/narrative	<input type="checkbox"/> Think About It (oral)	<input type="checkbox"/> Checklist for Revising
<input type="checkbox"/> Questions into answers (spoken/written)	<input type="checkbox"/> For Further Discussion (oral)	
<input type="checkbox"/> Use of outlines and other graphic organizers	<input type="checkbox"/> Take Note	
<input type="checkbox"/> Checklists to guide writing process esp. revision	<input type="checkbox"/> Write It	
<input type="checkbox"/> Six Traits of Effective Writing rubric	<input type="checkbox"/> Blueprint for Writing (graph. org)	
	<input type="checkbox"/> Blueprint for Writing (outline)	
	<input type="checkbox"/> Reflect and respond	

Comments:

General Classroom Environment

General Classroom Environment	
<input type="checkbox"/> Six steps poster on wall <input type="checkbox"/> File folder literacy center on concepts taught <input type="checkbox"/> Pocket chart <input type="checkbox"/> LANGUAGE! student computer center <input type="checkbox"/> Document reader or overhead projector <input type="checkbox"/> Teacher edition in right arm or close proximity <input type="checkbox"/> Steps 1-4 Day 1 <input type="checkbox"/> Steps 5-6 Day 2 (takes longer)	ADDITIONAL COMMENTS:

Observer's Signature

Date