

Implementation Look-Fors



TABLE OF CONTENTS

PURPOSE: What Do You See? Walkthrough Document	2
---	---

Grades K–1 Lesson Look-Fors

Phonics & Word Study	4
Reading	6
Build Vocabulary	8
Writing	10

Grades 2–6 Lesson Look-Fors

Phonics & Word Study	12
Reading	14
Grammar & Vocabulary	16
Writing	18

Grades K–6 Lesson Look-Fors

Small-Group or Independent Practice Checklist	20
--	----

Purpose

Dear Educator,

The purpose of these documents is to help guide implementation of **Benchmark Advance ©2022**. They are not intended as tools to evaluate teacher performance but to focus observations on key indicators of effective curriculum implementation.

The **What Do You See? Walkthrough Document** was designed to be used when doing a building walkthrough. It provides some general, yet important, elements that should be in place to promote integrity of implementation. Use the walkthrough document to inform professional development—celebrating what is working well.

The **Lesson Look-Fors** are more explicit and designed to be used when visiting an individual classroom. The indicators are NOT exhaustive, so it is important to consider school and district priorities as well. Once you have collected information from several classrooms, reflect on the evidence gathered and identify trends. Note both strengths of implementation as well as areas where support may be needed.

The Look-For documents are divided into lesson type and grade band (e.g., Grades K–1 Whole-Group Reading). We've done this so you will need to bring or use only a single document. We recommend meeting with the teacher before and after the visit.

Again, we remind you these checklists are not intended as tools to evaluate teacher performance.

Implementing a new program is hard and takes time.

We're here to help!

Benchmark Education Team



PAGE 2: MONKEY BUSINESS IMAGES / SHUTTERSTOCK

What Do You See? Walkthrough Document

Benchmark-Aligned Materials, for example:	Comments
☐ Student consumables ☐ Decodables/Knowledge-Building Topic Libraries ☐ Manipulatives ☐ Anchor charts	
Integration of Technology, for example:	
☐ Materials are displayed on the SmartBoard. ☐ Students use devices to complete assignments, read, complete book reviews, or play interactive phonics games.	
Explicit Teacher Language and Modeling, for example:	
☐ Integration of academic vocabulary (annotate, blending) ☐ Evidence of lesson structure (model, guided practice, application) ☐ Teacher prompts students to explain their thinking.	
Integration of Differentiation, for example:	
☐ Multilingual scaffolds are utilized as needed. ☐ Scaffolds for students below, on, and above expectations are utilized as needed.	
Student to Student Engagement, for example:	
☐ Use of unit vocabulary ☐ Use of constructive conversation protocols ☐ Use of BEC material	
Next Steps:	

Grades K–1 Whole-Group Phonics & Word Study Lesson Look-Fors

Teacher: _____ Grade Level: _____ School: _____

Date: _____ Duration of Visit: _____ Unit/Lesson: _____

	Beginning Implementation	Developing Implementation	Robust Implementation
FOCUS: RESOURCES	❑ Teacher's Resource System (TRS) is not referenced. ❑ <i>My Reading and Writing</i> student books and decodable texts are visible but may not be referenced and/or used during instruction or practice. ❑ Phonics resources (e.g., cards, workmats, magnetic letter tiles/board) are visible in the classroom but may not be integrated into the lesson.	❑ Teacher's Resource System (TRS) is referenced. ❑ <i>My Reading and Writing</i> student books and decodable texts are referenced during instruction or practice (when needed). ❑ Phonics resources (e.g., cards, workmats, magnetic letter tiles/board) and supplemental components (sound wall posters, anchor charts, digital resources) are used for instruction and practice.	❑ A variety of phonics and supplemental resources (including intervention materials) are used to support robust, differentiated, collaborative practice. ❑ Targeted phonics skills are applied across multiple texts (student books, decodables, small-group texts, etc.).
FOCUS: PACING/DELIVERY	❑ Most sections of the lesson are completed within the recommended time frame. ❑ Suggested teacher language and/or examples from the lesson are not included during instruction. ❑ Applicable phonics resources (e.g., <i>Letter Songs/Videos</i>, <i>Sound-Spelling Cards</i>, <i>Sound Wall Cards</i>) are not utilized to reinforce sound-spelling correspondences. ❑ Lesson may be read directly from the Teacher's Resource System.	❑ The lesson is completed within the recommended time frame, including spiral review. ❑ Suggested teacher language and/or examples from the lesson are included during instruction. ❑ Applicable phonics resources (e.g., <i>Letter Songs/Videos</i>, <i>Sound-Spelling Cards</i>, <i>Sound Wall Cards</i>) are utilized to reinforce sound-spelling correspondences. ❑ Lesson is referenced and presented effectively, but not directly read.	❑ Phonics instruction and practice are scaffolded to meet all students' needs (e.g., Multilingual Learners, advanced learners, or students with special needs). ❑ Students build skills through multimodal collaborative and independent practice, including aligned writing (encoding) activities.
FOCUS: ROUTINES/STRATEGIES	❑ Instructional routines are not used within the lesson (e.g., phonological awareness, letter-sound correspondence, blending, word building, high-frequency words). ❑ Articulation video(s) are not used to model and practice accurate sound formation.	❑ Instructional routines are used within the lesson (e.g., phonological awareness, letter-sound correspondence, blending, word building, high-frequency words). ❑ Articulation video(s) are used to model and practice accurate sound formation.	❑ Instructional routines are integrated throughout to scaffold or extend instruction and practice. ❑ Articulation video(s) are replayed to scaffold practice, as needed, for Multilingual Learners or students with special needs.

(continued on next page)

Grades K–1 Whole-Group Phonics & Word Study Lesson Look-Fors

	Beginning Implementation	Developing Implementation	Robust Implementation
FOCUS: STUDENT ENGAGEMENT	❑ Students have access to print and/or digital resources aligned to the phonics focus skill(s). ❑ Students ask and answer questions related to the phonics focus skill(s).	❑ Students engage with print and digital resources aligned to the phonics focus skill(s). ❑ Students apply phonics skill(s) to new words or text, with prompting.	❑ Collaboratively and independently, students engage a variety of print and digital resources aligned to the phonics focus skill(s). ❑ Students apply taught phonics skill(s) to new words or text, without prompting.
FOCUS: DIFFERENTIATION	❑ Embedded lesson supports are not referenced to guide instruction for Multilingual Learners (iELD) and/or students with special needs (Key Access) when needed. ❑ Corrective feedback is general when students ask questions.	❑ Embedded lesson supports and formative assessment data are used to guide differentiated instruction when needed. ❑ Corrective feedback is provided during practice activities, along with additional resources as needed, to address student needs.	❑ Informal/formative assessment and embedded lesson supports guide differentiated instruction and practice for all students. ❑ Appropriate resources (including supplemental and intervention materials) are integrated to support all students, including multilingual students, students with special needs, and/or advanced learners.
FOCUS: ASSESSMENT (may not apply)	❑ Phonics Cumulative Assessments (located in the Teacher's Resource System Additional Resources) may not be administered as recommended. ❑ Program assessments are not administered at the end of each week or unit. ❑ Quick Check assessments are not used to identify students requiring intervention.	❑ Phonics Cumulative Assessments (located in the Teacher's Resource System Additional Resources) are administered as recommended. ❑ Program assessments are administered at the end of each week or unit. ❑ Quick Check Assessments are used to identify students requiring intervention.	❑ The <i>Benchmark eAssessment and Reporting</i> platform is used to record information to inform instructional grouping and/or differentiated instruction and practice. ❑ Data from various informal and program assessments are used to select appropriate practice and/or intervention materials to address all students' needs.

COMMENTS & NEXT STEPS: Identify 1–2 highlights (strengths) of the lesson and 1–2 considerations for further growth.

HIGHLIGHTS

THINGS TO CONSIDER

Please note: The purpose of this checklist is to help guide implementation of Benchmark Advance ©2022. This is not intended as a tool to evaluate teacher performance.

Grades K–1 Whole-Group Reading Lesson Look-Fors

Teacher: _____ Grade Level: _____ School: _____

Date: _____ Duration of Visit: _____ Unit/Lesson: _____

	Beginning Implementation	Developing Implementation	Robust Implementation
FOCUS: RESOURCES	❑ Teacher’s Resource System (TRS), Mentor Read-Alouds, or Extended Read books are not referenced during instruction or practice. ❑ Student support resources (anchor charts aligned to the lesson) are visible but may not be integrated into the lesson.	❑ Teacher’s Resource System (TRS), Mentor Read-Alouds, or Extended Read books, are referenced and/or used during instruction and practice. ❑ Student support resources (anchor charts aligned to the lesson) are modeled and integrated during instruction and practice.	❑ Reading resources (Mentor Read-Alouds, Extended Reads, Knowledge-Building Topic Libraries, and/or unit-aligned trade books) are easily accessible and used to scaffold and extend instruction and practice. ❑ A Knowledge Blueprint is used to record information relating the unit texts to the Essential Question or Enduring Understandings (either as shared writing or independently).
FOCUS: PACING/DELIVERY	❑ Most sections of the lesson are completed within the recommended fifteen minutes. ❑ Key vocabulary and concepts may not be explicitly taught or reviewed prior to reading. ❑ Suggested teacher language and/or examples from the lesson are not included during instruction. ❑ Lesson may be read directly from the Teacher’s Resource System.	❑ The lesson is completed within the recommended fifteen minutes. ❑ Key vocabulary and concepts are explicitly taught or reviewed prior to reading. ❑ Suggested teacher language and/or examples from the lesson are included during instruction.	❑ Instruction based on one text across consecutive days is connected through constructive conversation to foster deeper comprehension of vocabulary and concepts. ❑ Embedded lesson and supplemental resources (Constructive Conversation or Think-Speak-Listen resources) support participation of Multilingual Learners and students with special needs.
FOCUS: ROUTINES/STRATEGIES	❑ Instructional routines are not used to teach or review unit vocabulary (see Define/Example/Ask and Academic Vocabulary routines in the Additional Resources). ❑ Metacognitive strategies may not be modeled or explained clearly to foster comprehension.	❑ Instructional routines are used to teach or review unit vocabulary (see Vocabulary Routines in the Additional Resources). ❑ Metacognitive strategies are modeled and explained to foster comprehension, as applicable to the lesson.	❑ Instructional routines and metacognitive strategies are applied consistently to scaffold and extend instruction and practice. ❑ Student responses to teacher prompts indicate initial understanding and/or independent application of routines/strategies.

(continued on next page)

Grades K–1 Whole-Group Reading Lesson Look-Fors

	Beginning Implementation	Developing Implementation	Robust Implementation
FOCUS: STUDENT ENGAGEMENT	❑ Students are distracted during the read-aloud. ❑ Students answer questions when prompted by the teacher.	❑ Students are attentive during the read-aloud. ❑ Students answer questions and reference additional resources (e.g., digital resources, anchor charts, decodable books, etc.) during instruction or practice.	❑ Students engage with the text by asking questions or sharing relevant text observations. ❑ Students engage with differentiated resources (e.g., Knowledge-Building Topic Library texts, digital resources, etc.) to scaffold and extend practice.
FOCUS: DIFFERENTIATION	❑ Embedded lesson supports are not used to differentiate instruction for Multilingual Learners (iELD) and/or students with special needs (Key Access) when needed. ❑ Corrective feedback is general when students ask questions.	❑ Embedded lesson supports are used to differentiate instruction for Multilingual Learners (iELD) and/or students with special needs (Key Access) when needed. ❑ Corrective feedback and additional resources are provided, as needed, to address students' needs.	❑ Informal/formative assessment and embedded lesson supports guide differentiated instruction and practice for all students. ❑ Appropriate resources (including supplemental and intervention materials) are integrated to support all students, including multilingual students, students with special needs, and/or advanced learners.
FOCUS: ASSESSMENT (may not apply)	❑ Weekly and/or unit assessments are not used to monitor student progress in reading skills. ❑ Additional program assessments (e.g., <i>Print Concepts</i>, <i>Phonological Awareness</i>, and <i>Fluency Quick Checks</i>) are not utilized when needed.	❑ Weekly and/or Unit assessments (including <i>eAssessments</i>) are used to monitor student progress in reading skills. ❑ Data from various informal and program assessments (including <i>Quick Checks</i>) is documented when needed.	❑ The <i>Benchmark eAssessment and Reporting</i> platform is used to record data to inform differentiated whole-group and small-group instruction, as well as independent practice. ❑ Data from various informal and program assessments is used to select appropriate practice and/or intervention materials to address students' needs.

COMMENTS & NEXT STEPS: Identify 1–2 highlights (strengths) of the lesson and 1–2 considerations for further growth.

HIGHLIGHTS

THINGS TO CONSIDER

Please note: The purpose of this checklist is to help guide implementation of Benchmark Advance ©2022. This is not intended as a tool to evaluate teacher performance.

Grades K-1 Whole-Group Build Vocabulary Lesson Look-Fors

Teacher: _____ Grade Level: _____ School: _____

Date: _____ Duration of Visit: _____ Unit/Lesson: _____

	Beginning Implementation	Developing Implementation	Robust Implementation
FOCUS: RESOURCES	❑ Teacher's Resource System (TRS), Mentor Read-Alouds, or Extended Read books are visible but may not be referenced during instruction or practice. ❑ Student support resources (anchor charts or graphic organizers aligned to the lesson) are visible but may not be integrated into the lesson.	❑ Teacher's Resource System, Mentor Read-Alouds, or Extended Read books are referenced and/or used during instruction and practice. ❑ Student support resources (anchor charts or graphic organizers aligned to the lesson) are modeled and used during instruction.	❑ Additional materials (digital resources, graphic organizers, <i>ePocket Chart</i>) are used to differentiate vocabulary instruction for all students (including students with special needs or advanced learners). ❑ Language Transfer and Integrated English Language Development (iELD) supports, the Multilingual Glossary, and/or the Contrastive Analysis are used to differentiate vocabulary instruction for multilingual learners.
FOCUS: PACING/DELIVERY	❑ Most sections of the lesson are completed within the recommended fifteen minutes. ❑ Key vocabulary and concepts may not be explicitly taught or reviewed prior to reading. ❑ Suggested teacher language and/or examples from the lesson are not included during instruction. ❑ Lesson may be read directly from the Teacher's Resource System.	❑ All sections of the lesson are completed within fifteen minutes. ❑ Key vocabulary and concepts are explicitly taught or reviewed prior to reading. ❑ Suggested teacher language and/or examples from the lesson are included during instruction.	❑ Instruction based on the same text is connected across consecutive days to foster comprehension of vocabulary and content. ❑ Embedded lesson supports and supplemental resources (Constructive Conversation or Think-Speak-Listen resources) support participation of Multilingual Learners and students with special needs when applying new vocabulary in oral response.
FOCUS: ROUTINES/STRATEGIES	❑ Instructional routines may not be used or clearly followed to introduce or review vocabulary (see Vocabulary Routines in the Additional Resources). ❑ Vocabulary strategies, such as using context clues to confirm understanding, are not modeled to support comprehension.	❑ Instructional routines are used to introduce or review vocabulary (see Vocabulary Routines in the Additional Resources). ❑ Vocabulary strategies, such as using context clues to confirm understanding, are modeled and applied to support comprehension.	❑ Instructional routines and vocabulary strategies are integrated throughout instruction and practice to deepen comprehension. ❑ Student responses during instruction and/or practice indicate initial understanding and/or independent application of vocabulary routines and/or strategies.

(continued on next page)

Grades K-1 Whole-Group Build Vocabulary Lesson Look-Fors

	Beginning Implementation	Developing Implementation	Robust Implementation
FOCUS: STUDENT ENGAGEMENT	❑ Students have their <i>My Reading and Writing</i> books on their desks during instruction and practice. ❑ Students answer questions when prompted by the teacher.	❑ Students refer to their <i>My Reading and Writing</i> books during instruction and practice. ❑ Students answer questions and engage with additional resources (e.g., digital resources, graphic organizers, etc.) during instruction and practice.	❑ Students annotate texts and interact with their <i>My Reading and Writing</i> books during instruction/practice. ❑ Students engage a variety of resources (e.g., digital resources, graphic organizers, etc.) to scaffold or extend instruction or practice.
FOCUS: DIFFERENTIATION	❑ Embedded lesson supports may not be referenced to guide instruction for Multilingual Learners (iELD) and/or students with special needs (<i>Key Access</i>) when needed. ❑ Corrective feedback is general when students ask questions.	❑ Embedded lesson supports are utilized to differentiate instruction for Multilingual Learners (iELD) and/or students with special needs (<i>Key Access</i>) when needed. ❑ Corrective feedback and additional resources are used during practice activities to address student needs.	❑ Informal/formative assessment and embedded lesson supports are used to guide differentiated instruction/practice for all students. ❑ Additional resources are used to support all students, including multilingual students, students with special needs, and/or advanced learners.
FOCUS: ASSESSMENT (may not apply)	❑ Weekly and/or unit assessments are not used to monitor student progress in vocabulary development. ❑ Additional program assessments (e.g., <i>Language Quick Checks</i>) are not utilized when needed.	❑ Weekly and/or Unit assessments (including <i>eAssessments</i>) are used to monitor student progress in vocabulary development. ❑ Data from various informal and program assessments (including <i>Language Quick Checks</i>) is gathered and documented when needed.	❑ The <i>Benchmark eAssessment and Reporting</i> platform is used to record data to inform differentiated whole-group and small-group vocabulary instruction. ❑ Data from various informal and program assessments is used to select appropriate practice and/or intervention materials to address students' needs.

COMMENTS & NEXT STEPS: Identify 1–2 highlights (strengths) of the lesson and 1–2 considerations for further growth.

HIGHLIGHTS

THINGS TO CONSIDER

Please note: The purpose of this checklist is to help guide implementation of Benchmark Advance ©2022. This is not intended as a tool to evaluate teacher performance.

Grades K–1 Whole-Group Writing Lesson Look-Fors

Teacher: _____ Grade Level: _____ School: _____

Date: _____ Duration of Visit: _____ Unit/Lesson: _____

	Beginning Implementation	Developing Implementation	Robust Implementation
FOCUS: RESOURCES	❑ Teacher’s Resource System (TRS) (lesson and/or Additional Resources) is not referenced or used during instruction or practice. ❑ Student support materials (anchor charts, graphic organizers) are visible but may not be used during instruction or practice. ❑ Grammar instruction is not included in the writing lesson.	❑ Teacher’s Resource System (TRS) (lessons and/or Additional Resources) is referenced and used during the lesson. ❑ Student support materials (anchor charts, graphic organizers) are used during instruction and practice. ❑ Grammar instruction is included in the writing lesson.	❑ Teacher’s Resource System (TRS), Additional Resources, and/or supplemental resources (graphic organizers, rubrics, or checklists) are used to scaffold and/or extend instruction. ❑ Grammar Modeling and Practice texts are used to extend grammar instruction beyond what is included in the lesson.
FOCUS: PACING/DELIVERY	❑ Most sections of the lesson are completed within the recommended twenty minutes. ❑ Suggested teacher language and/or examples from the lesson are not included during instruction. ❑ Spelling (encoding) and/or grammar conventions are not modeled during Shared Writing. ❑ Lesson may be read directly from the Teacher’s Resource System.	❑ The lesson is completed within the recommended twenty minutes. ❑ Suggested teacher language and/or examples from the lesson are included during instruction. ❑ Spelling (encoding) strategies and/or grammar conventions are modeled and applied during Shared Writing.	❑ Process writing instruction is connected across consecutive days to foster deeper comprehension of strategies and conventions. ❑ Spelling (encoding) strategies and grammar conventions are reviewed and extended across consecutive days during Shared Writing.
FOCUS: ROUTINES/STRATEGIES	❑ Instructional routines (e.g., word building and spelling routines) are not followed consistently during Shared Writing (see Additional Resources - Instructional Routines and Strategies). ❑ Writing strategies may not be clearly modeled or explained.	❑ Instructional routines (e.g., word building and spelling routines) are followed consistently during Shared Writing (see Additional Resources - Instructional Routines and Strategies). ❑ Writing strategies are clearly modeled and explained.	❑ Instructional routines and writing strategies are modeled, explained, and applied throughout instruction and Shared Writing to support transfer to independent writing. ❑ Student responses during guided practice indicate initial understanding and/or independent application of routines/strategies.

(continued on next page)

Grades K–1 Whole-Group Writing Lesson Look-Fors

	Beginning Implementation	Developing Implementation	Robust Implementation
FOCUS: STUDENT ENGAGEMENT	❑ Students answer questions when prompted by the teacher.	❑ Students answer questions and use additional resources (e.g., digital resources, anchor charts, graphic organizers, etc.) during guided and/or independent practice.	❑ Student resources (e.g., digital resources, anchor charts, graphic organizers, etc.) are used to differentiate and/or extend guided and/or independent practice.
FOCUS: DIFFERENTIATION	❑ Embedded lesson supports for Multilingual Learners (iELD) and Sample Conferring Prompts are not used to guide instruction or independent conferring. ❑ Additional resources (graphic organizers, rubrics, and checklists) are not used to support writing tasks.	❑ Embedded lesson supports for Multilingual Learners (iELD) and Sample Conferring Prompts are used to differentiate instruction and independent conferring. ❑ Additional resources (graphic organizers, rubrics, and checklists) are used to support writing tasks.	❑ A variety of informal assessment, embedded lesson supports, and supplemental resources (graphic organizers, rubrics/checklists, and/or intervention resources) inform differentiated instruction and practice for all students, including multilingual students, students with special needs, and/or advanced learners.
FOCUS: ASSESSMENT (may not apply)	❑ Rubrics and checklists may not be provided or modeled to support writing tasks and metacognitive reflection. ❑ Informal Assessments and student writing samples are not used to monitor student progress.	❑ Rubrics and checklists are modeled and used to support writing tasks and metacognitive reflection. ❑ Informal Assessments and student writing samples are used to monitor student progress.	❑ The <i>Benchmark Reporting Suite</i> is used to track and report students' progress in skills that support writing development, including grammar and spelling. ❑ Student portfolios of writing samples are maintained and used for reflection on writing progress.

COMMENTS & NEXT STEPS: Identify 1–2 highlights (strengths) of the lesson and 1–2 considerations for further growth.

HIGHLIGHTS

THINGS TO CONSIDER

Please note: The purpose of this checklist is to help guide implementation of Benchmark Advance ©2022. This is not intended as a tool to evaluate teacher performance.

Grades 2–6 Whole-Group Phonics & Word Study Lesson Look-Fors

Teacher: _____ Grade Level: _____ School: _____

Date: _____ Duration of Visit: _____ Unit/Lesson: _____

	Beginning Implementation	Developing Implementation	Robust Implementation
FOCUS: RESOURCES	❑ Teacher's Resource System (TRS) is not referenced. ❑ <i>Texts for Close Reading</i> student books and decodable texts (if appropriate) are visible but not used during instruction or practice. ❑ Phonics resources (e.g., <i>Phonics and Word Study Resource Book</i>, <i>ePocket Chart</i>, manipulatives, digital resources) are visible but not integrated into the lesson.	❑ Teacher's Resource System (TRS) is referenced. ❑ <i>Texts for Close Reading</i> student books and decodable texts (if appropriate) are used during instruction or practice. ❑ Additional phonics resources (e.g., <i>Phonics and Word Study Resource Book</i>, <i>ePocket Chart</i>, manipulatives, digital resources, etc.) are used during instruction and practice.	❑ A variety of phonics and supplemental resources (print and digital) are used to support differentiated, collaborative, independent practice. ❑ Targeted phonics skills are applied across multiple texts (student books, decodables, etc.).
FOCUS: PACING/DELIVERY	❑ Most sections of the lesson are completed within the recommended time frame. ❑ Suggested teacher language and/or examples from the lesson are not included during instruction. ❑ Applicable phonics resources (e.g., <i>Letter Songs/Videos</i>, <i>Sound-Spelling Cards</i>, <i>Sound Wall Cards</i>) are not used to support accurate modeling and sound articulation when needed.	❑ The lesson is completed within the recommended time frame, including spiral review. ❑ Suggested teacher language and/or examples from the lesson are included during instruction. ❑ Applicable phonics resources (e.g., <i>Letter Songs/Videos</i>, <i>Sound-Spelling Cards</i>, <i>Sound Wall Cards</i>) are used to support accurate modeling and sound articulation when needed.	❑ Phonics and word study instruction and practice are scaffolded to meet all students' needs (e.g., English Learners, advanced learners, or students with special needs). ❑ Students build skills through multimodal collaborative and independent practice, including aligned writing (encoding) activities.
FOCUS: ROUTINES/STRATEGIES	❑ Instructional routines are not used within the lesson (e.g., sound-spelling correspondence, word building, high-frequency words, reading big words strategy).	❑ Instructional routines are used within the lesson (e.g., sound-spelling correspondence, word building, high-frequency words, reading big words strategy).	❑ Instructional routines are integrated throughout to scaffold and/or extend instruction and practice.

(continued on next page)

Grades 2–6 Whole-Group Phonics & Word Study Lesson Look-Fors

	Beginning Implementation	Developing Implementation	Robust Implementation
FOCUS: STUDENT ENGAGEMENT	❑ Students have access to print and/or digital resources aligned to the phonics or word study skill(s). ❑ Students ask and answer questions related to the target skill(s).	❑ Students engage with various instructional resources aligned to the phonics or word study skill(s). ❑ Students apply target skill(s) to new words or text, with prompting.	❑ Collaboratively and independently, students engage a variety of print and digital resources aligned to the phonics or word study skill. ❑ Appropriate resources (including supplemental and intervention materials) are integrated to support all students, including multilingual students, students with special needs, and/or advanced learners.
FOCUS: DIFFERENTIATION	❑ Embedded lesson supports are not referenced to guide instruction for Multilingual Learners (iELD) and/or students with special needs (Key Access) when needed. ❑ Corrective feedback is general when students ask questions.	❑ Embedded lesson supports and formative assessment data are used to guide differentiated instruction when needed. ❑ Corrective feedback and additional resources are provided, as needed, to address students' needs.	❑ Informal/formative assessment and embedded lesson supports guide differentiated instruction and practice for all students. ❑ Appropriate resources (including supplemental and intervention materials) are integrated to support all students, including multilingual students, students with special needs, and/or advanced learners.
FOCUS: ASSESSMENT (may not apply)	❑ <i>Phonics Cumulative Assessments</i> (located in the Teacher's Resource System Additional Resources) are not administered as recommended. (Grade 2 only) ❑ Program assessments are not administered at the end of each week or unit. ❑ <i>Quick Check Assessments</i> are not used to identify students requiring intervention when needed.	❑ <i>Phonics Cumulative Assessments</i> (located in the Teacher's Resource System Additional Resources) are administered as recommended. (Grade 2 only) ❑ Program assessments are administered at the end of each week or unit. ❑ <i>Quick Check Assessments</i> are used to identify students requiring intervention when needed.	❑ The <i>Benchmark eAssessment and Reporting</i> platform is used to record data to inform differentiated whole-group and small-group instruction, as well as independent practice. ❑ Data from various informal and program assessments is used to select appropriate practice and/or intervention materials to address all students' needs.

COMMENTS & NEXT STEPS: Identify 1–2 highlights (strengths) of the lesson and 1–2 considerations for further growth.

HIGHLIGHTS

THINGS TO CONSIDER

Please note: The purpose of this checklist is to help guide implementation of Benchmark Advance ©2022. This is not intended as a tool to evaluate teacher performance.

Grades 2–6 Whole-Group Reading Lesson Look-Fors

Teacher: _____ Grade Level: _____ School: _____

Date: _____ Duration of Visit: _____ Unit/Lesson: _____

	Beginning Implementation	Developing Implementation	Robust Implementation
FOCUS: RESOURCES	❑ Teacher's Resource System (TRS) is not referenced. ❑ <i>Texts for Close Reading</i> student books and decodable texts (if appropriate) are not referenced and/or used during instruction or practice. ❑ Student support resources (e.g., anchor charts, Knowledge Blueprint graphic organizer) may not be integrated into the lesson or used to support practice.	❑ Teacher's Resource System (TRS) is referenced. ❑ <i>Texts for Close Reading</i> student books are used during instruction and practice. ❑ Student support resources (e.g., anchor charts, Knowledge Blueprint graphic organizer) are integrated into the lesson and used to support practice.	❑ Additional reading resources (Knowledge-Building Topic Libraries and/or unit-aligned trade books) are easily accessible and used to extend instruction and practice. ❑ The Knowledge Blueprint is frequently referenced and used to record information relating the unit texts to the Essential Question or Enduring Understandings.
FOCUS: PACING/DELIVERY	❑ Most sections of the lesson are completed within the recommended twenty minutes. ❑ Key vocabulary and concepts are not explicitly taught or reviewed prior to reading. ❑ Suggested teacher language and/or examples from the lesson are not included during instruction. ❑ Lesson may be read directly from the Teacher's Resource System.	❑ The lesson is completed within the recommended twenty minutes. ❑ Key vocabulary and concepts are explicitly taught or reviewed prior to reading. ❑ Suggested teacher language and/or examples from the lesson are included during instruction.	❑ Instruction is scaffolded to meet all students' needs (e.g., Multilingual Learners, advanced learners, and/or students with special needs). ❑ Instruction based on one text across consecutive days is connected through constructive conversation to foster deeper comprehension of vocabulary and concepts.
FOCUS: ROUTINES/STRATEGIES	❑ Instructional routines are not used to teach or review vocabulary (see Define/Example/Ask and Academic Vocabulary Routines in the Additional Resources). ❑ Metacognitive strategies are not modeled or explained to foster comprehension.	❑ Instructional routines are used to teach or review vocabulary (see Vocabulary Routines in the Additional Resources). ❑ Metacognitive strategies are modeled and explained to foster comprehension.	❑ Instructional routines and metacognitive strategies are used consistently to deepen comprehension. ❑ Student responses to teacher prompts indicate initial understanding and/or independent application of routines/strategies.

(continued on next page)

Grades 2–6 Whole-Group Reading Lesson Look-Fors

	Beginning Implementation	Developing Implementation	Robust Implementation
FOCUS: STUDENT ENGAGEMENT	❑ Students have their <i>Texts for Close Reading</i> books (print or digital format) on their desks during instruction and practice. ❑ Students answer questions about texts when prompted by the teacher.	❑ Students refer to their <i>Texts for Close Reading</i> books (print or digital format) during instruction and practice. ❑ Students ask and answer questions about texts during instruction and practice, with and without prompting.	❑ Students annotate texts and interact with their <i>Texts for Close Reading</i> books (print or digital format) during instruction and practice. ❑ Students engage a variety of additional resources (e.g., Knowledge-Building Library Texts, Think-Speak-Listen resources, etc.) to scaffold and/or extend practice.
FOCUS: DIFFERENTIATION	❑ Embedded lesson supports are not used to guide instruction for Multilingual Learners (iELD) and/or students with special needs (<i>Key Access</i>) when needed. ❑ Corrective feedback is general when students ask questions.	❑ Embedded lesson supports are used to differentiate instruction for Multilingual Learners (iELD) and/or students with special needs (<i>Key Access</i>) when needed. ❑ Corrective feedback and additional resources are provided, as needed, to address students' needs.	❑ Informal/formative assessment and embedded lesson supports guide differentiated instruction and practice for all students. ❑ Additional resources support differentiated practice for all students, including multilingual students, advanced learners, and students with special needs.
FOCUS: ASSESSMENT (may not apply)	❑ Weekly and/or Unit assessments (including eAssessments) are not used to monitor student progress in reading skills. ❑ Additional program assessments (e.g., <i>Print Concepts</i>, <i>Phonological Awareness</i>, and <i>Fluency Quick Checks</i>) are not utilized when needed.	❑ Weekly and/or Unit assessments (including eAssessments) are used to monitor student progress. ❑ Data from additional informal and program assessments (including <i>Quick Checks</i>) is documented when needed.	❑ The <i>Benchmark eAssessment and Reporting</i> platform is used to record data to inform differentiated whole- and small-group instruction, as well as independent practice. ❑ Data from additional informal and program assessments is used to select appropriate practice and/or intervention materials to address students' needs.

COMMENTS & NEXT STEPS: Identify 1–2 highlights (strengths) of the lesson and 1–2 considerations for further growth.

HIGHLIGHTS

THINGS TO CONSIDER

Please note: The purpose of this checklist is to help guide implementation of Benchmark Advance ©2022. This is not intended as a tool to evaluate teacher performance.

Grades 2–6 Whole-Group Grammar & Vocabulary Lesson Look-Fors

Teacher: _____ Grade Level: _____ School: _____

Date: _____ Duration of Visit: _____ Unit/Lesson: _____

	Beginning Implementation	Developing Implementation	Robust Implementation
FOCUS: RESOURCES	❑ Teacher’s Resource System (TRS) is not referenced. ❑ Aligned student resources (e.g., <i>Texts for Close Reading</i> student books) are visible but may not be referenced or used during instruction or practice. ❑ Student support resources (anchor charts or graphic organizers aligned to the lesson) are visible but may not be integrated into the lesson.	❑ The Teacher’s Resource System (TRS) is referenced. ❑ Aligned student resources (e.g., <i>Texts for Close Reading</i> student books) are referenced during instruction. ❑ Student support resources (anchor charts or graphic organizers aligned to the lesson) are modeled and used in the lesson.	❑ Additional materials (digital resources, graphic organizers, <i>ePocket Chart</i>, etc.) are used to scaffold and/or extend vocabulary instruction for all students. ❑ Language Transfer and iELD supports, the Multilingual Glossary, and/or the Contrastive Analysis are used to differentiate vocabulary instruction for multilingual learners when needed.
FOCUS: PACING/DELIVERY	❑ Most sections of the lesson are completed within the recommended fifteen minutes. ❑ Key vocabulary and concepts are not explicitly taught or reviewed prior to reading. ❑ Suggested teacher language and/or examples from the lesson are not included during instruction. ❑ Lesson may be read directly from the Teacher’s Resource System.	❑ The lesson is completed within the recommended fifteen minutes. ❑ Key vocabulary and concepts are explicitly taught or reviewed prior to reading. ❑ Suggested teacher language and/or examples from the lesson are included during instruction.	❑ Instruction based on the same text is connected across consecutive days through constructive conversation to foster comprehension of vocabulary and concepts. ❑ Embedded lesson and supplemental resources (Constructive Conversation or Think-Speak-Listen resources) support participation of Multilingual Learners and students with special needs when applying new vocabulary in oral response.
FOCUS: ROUTINES/STRATEGIES	❑ Instructional routines may not be used or clearly followed to introduce or review vocabulary (see Vocabulary Routines in the Additional Resources). ❑ Vocabulary strategies, such as using context clues to confirm understanding, are not integrated to support comprehension.	❑ Instructional routines are clearly followed to introduce or review vocabulary (see Vocabulary Routines in the Additional Resources). ❑ Vocabulary strategies, such as using context clues to confirm understanding, are modeled to support comprehension.	❑ Instructional routines and vocabulary strategies are used consistently throughout instruction and practice to deepen comprehension. ❑ Student responses during instruction and/or practice indicate initial understanding and/or independent application of vocabulary routines and/or strategies.

(continued on next page)

Grades 2–6 Whole-Group Grammar & Vocabulary Lesson Look-Fors

	Beginning Implementation	Developing Implementation	Robust Implementation
FOCUS: STUDENT ENGAGEMENT	❑ Students have their <i>Texts for Close Reading</i> books on their desks during instruction and practice. ❑ Students answer questions when prompted by the teacher.	❑ Students answer questions and reference their <i>Texts for Close Reading</i> books during instruction and practice. ❑ Additional student resources (e.g., digital resources, graphic organizers, etc.) are used to support instruction and practice.	❑ Students annotate texts and interact with their <i>Texts for Close Reading</i> books during instruction/practice. ❑ Additional student resources (e.g., digital resources, graphic organizers, etc.) are used to differentiate and/or extend instruction or practice.
FOCUS: DIFFERENTIATION	❑ Embedded lesson supports are not referenced to guide instruction for Multilingual Learners (iELD) and/or students with special needs (<i>Key Access</i>). ❑ Corrective feedback is general when students ask questions.	❑ Embedded lesson supports are used to differentiate instruction for Multilingual Learners (iELD) and/or students with special needs (<i>Key Access</i>). ❑ Corrective feedback and additional resources are provided to address students' needs.	❑ "On the spot" informal assessment and embedded lesson supports guide differentiated instruction and practice for all students. ❑ Appropriate resources support differentiated practice for all students, including multilingual students, students with special needs, and/or advanced learners.
FOCUS: ASSESSMENT (may not apply)	❑ Weekly and unit assessments are not used to monitor student progress in vocabulary development. ❑ Additional program assessments (e.g., <i>Language Quick Checks</i>) are not utilized when needed.	❑ Weekly and Unit assessments (including <i>eAssessments</i>) are used to monitor student progress in vocabulary development. ❑ Data from various informal and program assessments (including <i>Language Quick Checks</i>) is documented when needed.	❑ The <i>Benchmark eAssessment and Reporting</i> platform is used to record data to inform differentiated whole-group and small-group instruction. ❑ Data from various informal and program assessments is used to select appropriate practice and/or intervention materials to address all students' needs.

COMMENTS & NEXT STEPS: Identify 1–2 highlights (strengths) of the lesson and 1–2 considerations for further growth.

HIGHLIGHTS

THINGS TO CONSIDER

Please note: The purpose of this checklist is to help guide implementation of Benchmark Advance ©2022. This is not intended as a tool to evaluate teacher performance.

Grades 2–6 Whole-Group Writing Lesson Look-Fors

Teacher: _____ Grade Level: _____ School: _____

Date: _____ Duration of Visit: _____ Unit/Lesson: _____

	Beginning Implementation	Developing Implementation	Robust Implementation
FOCUS: RESOURCES	❑ Teacher's Resource System (TRS) (lesson and/or Additional Resources) is not referenced or used during instruction or practice. ❑ Student support materials (anchor charts, graphic organizers) are visible but not used during instruction or practice. ❑ Grammar instruction is not included in the writing lesson.	❑ Teacher's Resource System (TRS) (lessons and/or Additional Resources) is used during instruction and practice. ❑ Student support materials (anchor charts, graphic organizers) are used during instruction and practice. ❑ Grammar instruction is included in the writing lesson.	❑ Additional and supplemental resources (graphic organizers, rubrics, and checklists) are used to scaffold and/or extend instruction for all students. ❑ Grammar Modeling and Practice texts are used to extend grammar instruction beyond what is included in the lesson.
FOCUS: PACING/DELIVERY	❑ Most sections of the lesson are completed within the recommended twenty minutes. ❑ Suggested teacher language and/or examples from the lesson are not included during instruction. ❑ Visual writing samples are not provided to support understanding.	❑ The lesson is completed within the recommended twenty minutes. ❑ Suggested teacher language and/or examples from the lesson are included during instruction. ❑ Visual writing samples are provided to support understanding.	❑ Process writing instruction is connected across consecutive days through constructive conversation and/or review to foster deeper comprehension of strategies. ❑ Spelling (encoding) strategies and grammar conventions are reviewed and/or extended as appropriate to the lesson.
FOCUS: ROUTINES/STRATEGIES	❑ Instructional routines (e.g., word building and spelling routines) are not followed consistently during teacher modeling (if applicable). ❑ Writing strategies may not be clearly modeled or explained.	❑ Instructional routines (e.g., word building and spelling routines) are followed consistently during teacher modeling (if applicable). ❑ Writing strategies are clearly modeled and explained.	❑ Instructional routines and writing strategies are modeled, explained, and applied consistently throughout instruction to support transfer to independent writing. ❑ Student responses indicate initial understanding and/or independent application of routines/strategies.

(continued on next page)

Grades 2–6 Whole-Group Writing Lesson Look-Fors

	Beginning Implementation	Developing Implementation	Robust Implementation
FOCUS: STUDENT ENGAGEMENT	❑ Students have a source text (e.g., mentor text) on their desks during instruction and practice (if applicable to the lesson). ❑ Students answer questions when prompted by the teacher.	❑ Students refer to a source text (e.g., mentor text) during instruction and practice (if applicable to the lesson). ❑ Students answer questions and reference additional resources (e.g., digital resources, anchor charts, graphic organizers, etc.) during guided and/or independent practice.	❑ Students annotate a source text (e.g., mentor text) and/or engage in writing activities during guided and independent practice. ❑ Student resources (e.g., digital resources, anchor charts, graphic organizers, etc.) are used to scaffold and/or extend practice for all students.
FOCUS: DIFFERENTIATION	❑ Embedded lesson supports for Multilingual Learners (Integrated English Language Development [iELD]) and Sample Conferring Prompts are not used to guide instruction or independent conferring. ❑ Additional resources (graphic organizers, rubrics, checklists) are not used to support writing tasks.	❑ Embedded lesson supports for Multilingual Learners (iELD) and Sample Conferring Prompts are used to guide instruction and independent conferring. ❑ Additional resources (graphic organizers, rubrics, and checklists) are used to support writing tasks.	❑ Informal/formative assessment, embedded lesson supports, and supplemental resources (graphic organizers, rubrics/checklists, and/or intervention resources) are used to scaffold and/or extend instruction and practice for all students, including multilingual students, students with special needs, and/or advanced learners.
FOCUS: ASSESSMENT (may not apply)	❑ Rubrics and checklists may not be provided or modeled to support writing tasks. ❑ <i>Informal Assessments</i>, writing tasks in the <i>Unit Assessments</i>, and student writing samples are not used to monitor student progress.	❑ Rubrics and checklists are modeled and used to support writing tasks. ❑ <i>Informal Assessments</i>, writing tasks in the <i>Unit Assessments</i>, and student writing samples are used to monitor student progress.	❑ Students use rubrics and checklists to plan and self-evaluate writing, both collaboratively and independently, offering and receiving constructive feedback throughout the writing process. ❑ The <i>Benchmark Reporting Suite</i> in <i>Benchmark Universe</i> is used to record data about students' progress in writing skills, including grammar and spelling. Data is used to inform instructional grouping and differentiation.

COMMENTS & NEXT STEPS: Identify 1–2 highlights (strengths) of the lesson and 1–2 considerations for further growth.

HIGHLIGHTS

THINGS TO CONSIDER

Please note: The purpose of this checklist is to help guide implementation of Benchmark Advance ©2022. This is not intended as a tool to evaluate teacher performance.

Grades K–6 Small-Group or Independent Practice Look-Fors

Teacher: _____ Grade Level: _____ School: _____

Date: _____ Duration of Visit: _____ Unit/Lesson: _____

	Beginning Implementation	Developing Implementation	Robust Implementation
FOCUS: RESOURCES	❑ Teacher’s Resource System (TRS), consumables, and/or small-group texts (e.g., Knowledge-Building Topic Libraries, decodable texts) are not referenced or used. ❑ Supplemental resources (e.g., <i>Creating Classroom Book Clubs</i> reproducibles, phonics resources, writing rubrics/checklists, etc.) are not used in small-group instruction.	❑ Teacher’s Resource System (TRS), consumables, and small-group texts (e.g., Knowledge-Building Topic Libraries, decodable texts) are referenced and/or used during small-group instruction and practice. ❑ Supplemental resources (e.g., <i>Creating Classroom Book Clubs</i> reproducibles, phonics resources, writing rubrics/checklists, etc.) and/or intervention materials are provided but may not be fully utilized during small-group instruction or practice.	❑ Small-group resources within the Teacher’s Resource System (TRS) are used to select appropriate Knowledge-Building Texts (and/or decodables) for differentiated instruction and to support student choice for all students. ❑ Supplemental resources, phonics resources, writing rubrics/checklists, and/or intervention materials are used to scaffold or extend small-group collaborative practice.
FOCUS: PACING/DELIVERY	❑ Time is not equally distributed among small groups or individuals. ❑ Embedded lesson supports and/or supplemental resources are not used to guide planning for small-group instruction and/or independent conferring.	❑ Time is equally distributed among small groups or individuals. ❑ Embedded lesson supports and/or supplemental resources are used to guide planning for small-group instruction and/or independent conferring.	❑ Time spent with each small group or individual is productive. ❑ A variety of program resources are used to differentiate small-group instruction and/or independent conferring for all students.

(continued on next page)

Grades K–6 Small-Group or Independent Practice Look-Fors

	Beginning Implementation	Developing Implementation	Robust Implementation
FOCUS: STUDENT ENGAGEMENT	❑ Students have aligned resources available during instruction and practice. ❑ Students answer questions when prompted by the teacher.	❑ Students refer to their aligned resources during instruction and practice. ❑ Students answer questions and use additional resources (e.g., digital resources or phonics manipulatives) during instruction or practice.	❑ Students annotate texts and/or interact with a variety of resources during instruction and practice. ❑ Multilingual students and/or students with special needs have appropriate resources to support their participation and learning.
FOCUS: ASSESSMENT (may not apply)	❑ Assessment data is not used to plan and deliver small-group instruction and/or independent conferring.	❑ Assessment data is used to plan and deliver small-group instruction and/or independent conferring.	❑ The <i>Benchmark eAssessment and Reporting</i> platform is used to record data to inform instructional grouping and differentiation for all students.

COMMENTS & NEXT STEPS: Identify 1–2 highlights (strengths) of the lesson and 1–2 considerations for further growth.

HIGHLIGHTS

THINGS TO CONSIDER

Please note: The purpose of this checklist is to help guide implementation of Benchmark Advance ©2022. This is not intended as a tool to evaluate teacher performance.