



Consortium on Reading Excellence®

Your Implementation Partner  
for Literacy Achievement

# Program Resource Packet



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Harcourt Collections, 2003

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# Introduction

Elementary schools are working hard to implement new reading programs. The textbook publishers have done a wonderful job developing research-based materials to support effective reading instruction. However, implementing these programs can be a daunting task. This packet contains resources aligned to your program that can be used by administrators, coaches, and classroom teachers to assist with this implementation. Inside this packet you will find the following implementation tools:

- 10- or 15-minute walk-through observation forms to help administrators and coaches quickly gauge instructional needs. These forms may also be used by classroom teachers.
- Specific grade-by-grade observation checklists for more detailed classroom observation.
- Assessment and Pacing Guides to be used by administrators, coaches, and teachers to develop a school assessment plan using the program assessment resources and to lay out a pacing calendar to align instruction and testing.
- A small-group instruction planner to be used by all staff to assist in effective program implementation.

We hope you will find these resources useful as you implement your reading program.

In addition to these resources CORE provides site implementation to assist you to effectively use your program. We provide classroom demonstration lessons, observation and feedback, and grade-by-grade work sessions to ensure teachers develop program expertise. In addition, CORE offers a Leader Institute and Coach Institute for principals and coaches to support full implementation of an effective reading program.



# Observation Checklists



# Harcourt Collections Observation Checklist 10-Minute Form

Teacher \_\_\_\_\_ Date \_\_\_\_\_

Observer \_\_\_\_\_

Observer should have *Harcourt Collections* teacher's edition opened to lesson being viewed.

## CLASSROOM ENVIRONMENT

- Students are seated so that every child can easily see instruction.
- A variety of seating is evident; such as carpet, desks, or tables.
- A classroom library for reading at individual levels is present.
- Word Wall/Pattern Board is up and visible to students (K–2).
- Word Builder and Word Builder Cards are available and easy to use (1).
- Teaching charts are displayed where visible and easy to use (1).

## GENERAL TEACHER BEHAVIORS

- Teacher refers to and/or holds teacher's edition during instruction.
- Instruction is focused on the lesson in the teacher's edition.
- Pacing is appropriate for the time of year and lesson being taught.
- Direct, explicit instruction from the teacher is evident.
- Teacher moves around room and watches for struggling students.
- Teacher elicits active participation from students when appropriate.
- Whole group responses are encouraged and classroom signals are used when appropriate.

## UNIVERSAL ACCESS PLANS

- Rules for Universal Access time are introduced or reviewed.
- Students are working on appropriate activities to meet their needs.
- Universal Access teacher and student handbooks are being used.
- The teacher is working with small groups or individuals to reteach, preteach, or assess.

## Harcourt Collections MATERIALS

- There is evidence that Harcourt Collections teacher materials (e.g., teacher's editions, teaching transparencies, teaching charts, big books, Read-Aloud Anthology, universal access guides, Intervention Reader Teacher's Guide, ESL Manual, etc.) are being used.
- There is evidence that Harcourt Collections student materials (e.g., Phonics Practice Readers, Get Ready Books, Theme Books, Reader's Choice Library books, Letter and Sound Charts, Literature/Story cassettes, Language Handbook, Practice Books, etc.) are being used.

Theme # _____	
<i>Check parts observed.</i>	<i>Page reference</i>
_____ Literature for Sharing (K)	_____
_____ Phonics (K)	_____
_____ Phonics Workshop (K)	_____
_____ Shared Reading (K)	_____
_____ Shared Writing (K)	_____
_____ Learning Centers (K)	_____
_____ Warm Up (1)	_____
_____ Word Work (1)	_____
_____ Reading (1)	_____
_____ Language Arts (1)	_____
_____ Wrap Up (1)	_____
_____ Skills & Strategies (2–6)	_____
_____ Writing (2–6)	_____
_____ Grammar (2–6)	_____
_____ Spelling (2–6)	_____