FOR PRINCIPALS + COACHES · CLASSROOM VISITS

Just Right Reader

K–2 Decodable Lesson Look-Fors



A short visit won't show all five. Mark what you see.

Look-for	The teacher…	Students…	Seen?
Teach the sound	Names the sound-spelling and models words	Say, blend, and read skill words	☐ Seen ☐ Not yet
Read the book	Has every student read; listens in to each	Read the whole book with the pattern	☐ Seen ☐ Not yet
Sound it out	Points back to the letters, then try again	Sound out and reread, not guess	☐ Seen ☐ Not yet
Talk about it	Asks about the story or a word's meaning	Answer with details from the book	☐ Seen ☐ Not yet
Write + reread	Dictates skill words, then has students reread	Spell the pattern; reread more smoothly	☐ Seen ☐ Not yet

Recommended implementation check

- ☐ Box scanned + unpacked
- ☐ Students know the High Five
- ☐ Groups meeting 4 days/week
- ☐ Books ready to go home on date

Talk about it

1. Were students using the new sound to read the book?
2. What will you teach or practice next?

Notes

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Grade 3 Lesson Look-Fors



A short visit won't show all five. Mark what you see.

Look-for	The teacher…	Students…	Seen?
Teach phonics	Explicitly teaches the syllable type or phonics pattern: model, guide, practice	Read and spell multisyllabic words with the pattern	☐ Seen ☐ Not yet
Teach morphology	Explicitly teaches prefixes or suffixes and their meanings	Identify affixes and explain how they change a word's meaning	☐ Seen ☐ Not yet
Read the book	Has every student read; listens in and gives feedback	Read the whole text, then reread for fluency	☐ Seen ☐ Not yet
Break it up	Prompts LOOK, BREAK, BLEND, CHECK on tricky words	Break words apart and keep reading for meaning	☐ Seen ☐ Not yet
Show understanding	Models the graphic organizer and discussion	Record details and write with text evidence	☐ Seen ☐ Not yet

Recommended implementation check

- ☐ Box scanned + unpacked
- ☐ Students know the reread tracker
- ☐ Groups meeting 4 days/week
- ☐ Books ready to go home on date

Talk about it

1. Were students breaking longer words into parts?
2. What will you teach or practice next?

Notes