

HMH READING/WRITING WALKTHROUGH TOOL *

Teacher:

Date/Time:

Grade:

Observer:

K-6- Into Reading

Evidence			
Literacy Component & Look-For	<i>Instructional delivery</i>	<i>Student learning</i>	<i>Instructional materials</i>
Building Knowledge			
Module Launch- Instruction is provided on module topic to help students access prior knowledge and build necessary background knowledge.			
Vocabulary			
Vocabulary Routine- Explicit vocabulary instruction			
Introduce Power Words- All-purpose academic words are taught			
Academic Vocabulary (We Do, I Do)- Opportunities are provided for students to use new vocabulary in a variety of contexts, including discussion, writing, and reading.			
Generative Vocabulary- Instruction develops morphology skills, such as instruction in roots, prefixes, suffixes, Greek and Latin roots, and syllabication patterns.			
Build Vocabulary- For English learner students, a variety of activities are used to provide instruction in a small set of academic vocabulary words.			
Shared Reading			
Connect and Teach- Explicit instruction is provided on specific skills, reading behaviors, and/or close reading protocols, i.e. <i>Notice & Note</i> signposts.			
Apply to Text- Time is provided for guided practice in using comprehension strategies with a variety of texts.			

*Note that components vary from lesson to lesson and are informed by unit pacing. Therefore, all components may not be present in one lesson.

Literacy Centers- Time is provided for independent practice in using comprehension strategies with a variety of texts.			
Tabletop MiniLessons- Small group instructional interventions are provided to students who are struggling with literacy skills.			
Small Group Instruction- Small group instruction is differentiated, focusing on areas of need.			
Apply to Text- Instruction includes opportunities for students to answer questions and complete tasks that require them to use text-based evidence.			
Engage and Respond- Instruction includes opportunities for students to answer questions and perform tasks that require them to analyze information and evidence focused on the meaning of texts.			
Teaching Pal Prompts- Formative assessments are used to check for student understanding.			
Writing			
Writing Workshop- Instruction is provided on the writing process.			
Focal Text- Modeling and mentor texts are used to provide instruction in writing for a variety of purposes.			
Grammar Mini Lessons- Instruction is provided in spelling and sentence construction.			
Differentiated Instruction- For students who are struggling, language-based supports are provided.			
Speaking and Listening			
Introduce Oral Language/Read Aloud- Opportunities are provided for students to build oral language/fluency and listening skills.			
Turn and Talk- Opportunities are provided for students to discuss texts in whole and small groups.			

**Note that components vary from lesson to lesson and are informed by unit pacing. Therefore, all components may not be present in one lesson.*

Teacher:

Date/Time:

Grade:

Observer:

6-12- Into Literature

Evidence			
Literacy Component & Look-For	Instructional delivery	Student learning	Instructional materials
Building Knowledge			
Spark Your Learning- Instruction introduces unit topics and engages students in discussion on topic, and previews the texts.			
Engage Your Brain- Instruction is provided on unit topic to help students access prior knowledge and build necessary background knowledge.			
Vocabulary			
Expand your Vocabulary- Opportunities are provided for students to use new vocabulary in a variety of contexts.			
Vocabulary Strategy- Instruction develops morphology skills, such as instruction in roots, prefixes, suffixes, Greek and Latin roots, and syllabication patterns.			
Vocabulary in Context- Instruction is provided in using context to help students become independent vocabulary learners.			
Differentiated Instruction- For students who are struggling, a variety of activities are used to provide instruction in a small set of academic vocabulary words.			
Reading			
Teach- Explicit instruction is provided on specific skills and/or close reading protocols, i.e. <i>Notice & Note</i> signposts.			
Collaborate & Compare- Time is provided for guided practice in using comprehension strategies with a variety of texts.			

*Note that components vary from lesson to lesson and are informed by unit pacing. Therefore, all components may not be present in one lesson.

Reader's Choice- Time is provided for independent practice in using comprehension strategies with a variety of texts.			
Differentiated Instruction- Small group instructional interventions are provided to students who are struggling with literacy skills.			
Flexible Grouping Options- Small group instruction is differentiated, focusing on areas of need.			
Analyze the Text- Instruction includes opportunities for students to answer text-dependent questions.			
Quick Check- Formative assessments are used to check for student understanding.			
Choices/ Reflect & Extend- Instruction includes opportunities for students to answer questions and perform tasks that require them to analyze information focused on text meaning.			
Writing			
Writable Lessons- Instruction is provided on the writing process.			
Mentor Text- Modeling and mentor texts are used to provide instruction in writing for a variety of purposes.			
Watch Your Language!- Instruction is provided in spelling and sentence construction (grammar).			
Differentiated Instruction- Language-based supports are provided to students that are struggling.			
Speaking and Listening			
End of Unit Tasks- Opportunities are provided for students to continue to build fluency and listening skills.			
Turn and Talk/Independent Learning- Opportunities are provided for students to discuss texts in whole and small groups.			

**Note that components vary from lesson to lesson and are informed by unit pacing. Therefore, all components may not be present in one lesson.*

PRE-WALKTHROUGH MEETING GUIDE

Teacher:

Grade:

Walkthrough will take place on (date/time):

Post walkthrough meeting will take place (date/time):

Guiding Question	Notes
Which of the following literacy components will be observed during the walkthrough? ☐ Building Knowledge ☐ Vocabulary ☐ Reading ☐ Writing ☐ Speaking and Listening	
Which standard(s) is this lesson designed to help students attain and how will students be asked to demonstrate that they have achieved the learning objective?	
What prior knowledge or skill is related to the learning objective of this lesson?	
Are there any specific instructional strategies that will be implemented? Are there any instructional strategies aligned with professional learning or instructional coaching?	
Which instructional materials will be used? Are they designed to be universally accessible to all types of learners?	
What format or classroom organization will be used (for example, whole group, small group), and how will instruction be differentiated to meet the needs of all students?	
How will the outcomes of this lesson and student learning impact subsequent instruction?	
Does the teacher have any questions?	
Are there any specific contextual factors that should be noted before the walkthrough?	

**Note that components vary from lesson to lesson and are informed by unit pacing. Therefore, all components may not be present in one lesson.*

POST-WALKTHROUGH MEETING GUIDE

Teacher: _____ Grade: _____ Class: _____

School Leader Reflection Questions	Evidence/ Reflection Notes
How did students demonstrate they learned the skills or concepts targeted by lesson?	
Were additional instructional practices implemented beyond those that would support skills and concepts on the checklist?	
Which instructional practice(s) can be continued, refined, or scaffolded to achieve literacy learning goals (that is, student mastery of skills and concepts listed on the checklist)?	
What coaching strategies can support the teacher’s use or enhancement of the above noted key instructional practices? ☐ Demonstration Lesson ☐ Subsequent Observation ☐ Analysis of Student Work ☐ Collaborative Planning ☐ Co-teaching ☐ Other	

Reflection and Planning Meeting

Meeting date/time: _____

School Leader & Teacher Discussion Questions	Notes
How do you think the lesson went? Which data demonstrated that students achieved the learning objective? <i>(Mention strengths noted for question 1 in table above.)</i>	
Did you implement additional instructional practices beyond that that would support the look-fors on the checklist? <i>(Mention practices noted for question 2 in the table above.)</i>	
What are the next learning goals for students for them to continue making progress?	
What support do you need? <i>(Mention coaching strategies from question 4 in table above.)</i>	

Action Planning

Teacher Next Steps	Due Date	School Leader Next Steps	Due Date	Literacy Coach Next Steps	Due Date

**Note that components vary from lesson to lesson and are informed by unit pacing. Therefore, all components may not be present in one lesson.*