

## Observation Walk-Through for Middle School Reading/English Classrooms

Teacher \_\_\_\_\_ Grade Level \_\_\_\_\_  
Date \_\_\_\_\_ Teacher's edition and lesson number \_\_\_\_\_

### Intervention Skills

- Decoding materials are evident and used.
- Materials to build fluency are evident and used as designed.
- Teacher follows the program lesson for instructing on word attack, fluency, vocabulary, and comprehension.
- Teacher/students use the program resources when reading and writing throughout the day.

### Classroom Environment

- Students are seated to enable active engagement by all students.
- Program wall posters and other visuals are displayed as designed.
- Student work is displayed and reflects a pride of work standard.
- The room is arranged to accommodate small-group and independent work as well as whole class work.

### Small-Group Time

- Rules are introduced and posted.
- Materials are accessible/organized.
- Small-group instruction or time for direct work with individuals is a regular daily activity.
- Students are working on appropriate activities to meet their needs.
- Teacher works with different groups to review, preteach, or assess.
- Teacher provides appropriate and clear instruction for students at risk, including English learners and special education students, and also provides differentiated instruction for advanced learners.

### Teacher Instruction

- The teacher follows the selected program's lessons as designed.
- Pace is appropriate.
- Teacher adjusts instruction to accommodate all learners and is aware of student response.
- Teacher provides appropriate corrective feedback and positive reinforcement.
- Teacher uses direct instruction as noted as well as fosters active student engagement.
- Reading instruction uses effective engagement strategies to build prior knowledge, focus students on deep textual connections, and encourage interaction (rather than ineffective strategies such as round robin reading).
- Teacher models reading and writing strategies.

### Materials and Writing

- Evidence of program materials being used as designed.
- Teacher uses the teacher's edition if applicable during instruction.
- Instruction is focused on the lesson in the teacher's edition if applicable.
- Supplemental materials support the instruction in the base program.