**Early Implementation Observation Tool for Reading and Writing**



 **Observer: High-Quality Instructional Resource (HQIR): Date:**

**Highly effective reading and writing classrooms are those in which students:**

* Engage with a **Tier 1 local curriculum and HQIR** regularly and effectively;
* Receive appropriate and timely supports that allow them to spend a majority of their time on-grade-level work; and
* Spend the bulk of their time reading and writing and talking about reading and writing.

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| **Observer Actions**  | **Look-Fors**  | **Teacher 1 (y/n)**  | **Teacher 2 (y/n)**  | **Teacher 3 (y/n)**  |
| **Indicator 1: Students use the HQIR(s) every day.** | **A. Tier 1 local HQIR(s) is present in the classroom.**  |   |   |   |
| **B. Teachers are using the curriculum and HQIR(s) as intended.** During the walk-through, refer to the teacher version of the lesson. Is the teacher following discussion notes or prompts, using examples from the HQIR, and having students engage with rich, grade-level text and respond to text-dependent tasks from the HQIR?  |   |   |   |
| **C. Students are consistently engaging with grade-level texts to the level demanded by the Tier 1 curriculum and HQIR(s).** Examine student materials in use for the day's lesson and also determine if materials from the HQIR have been used consistently over time. |   |   |   |
| **D. Pacing is on schedule according to district/HQIR guidance.**  |   |   |   |



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| **Indicator 2: Students receive appropriate and timely supports that allow them to spend a majority of their time on grade-level work.** | **E. HQIR-recommended supports/scaffolds are being used to ensure all students can engage with grade-level texts and tasks.**   |   |   |   |
| **Indicator 3: Students spend the bulk of their time reading and writing and talking about reading and writing.** | **F. Students do the majority of the thinking about the HQIR’s texts, moving beyond listening to the teacher or writing down responses provided by the teacher.** |   |   |   |
| **G. Students respond to the texts they read in a variety of ways and groupings.** |   |   |   |

**Notes:**