



OWL

OBSERVATIONAL WALKTHROUGH FOR LITERACY



1. Evidence-based Instruction: *The content of the lesson integrates essential components of literacy instruction, and that instruction is delivered explicitly, systematically, and responsively.*

Check any that are observed:

- ☐ Isolated sounds: phonological structure and/or phonemic awareness
- ☐ Sound-symbol correspondences: phonics and/or word recognition
- ☐ Encoding: word structure, patterns and/or morphology
- ☐ Vocabulary
- ☐ Fluency: reading with appropriate accuracy, rate, and prosody
- ☐ Grammatical and/or text structure
- ☐ Comprehension (oral and/or reading): making meaning from a connected text
- ☐ Writing

A. The lesson is grounded in current research with systematic, explicit instruction.

- ☐ Yes ☐ Mostly ☐ Somewhat ☐ No

Evidence: _____

B. The teacher's instruction includes clear, concise, and accurate modeling for phonemes, for blending and segmenting to decode and spell, and/or for other language skills.

- ☐ Yes ☐ Mostly ☐ Somewhat ☐ No

Evidence: _____

C. The teacher responds to student practice and provides prompt affirmative and corrective feedback to ensure students practice with accuracy.

- ☐ Yes ☐ Mostly ☐ Somewhat ☐ No

Evidence: _____

D. The teacher monitors students' understanding of skills and acts on this knowledge to provide supports and/or promote independence.

- ☐ Yes ☐ Mostly ☐ Somewhat ☐ No

Evidence: _____

Notes: _____

2. Student Practice: *Teacher provides opportunities for all students to accurately practice targeted skills, and students engage in the practice.*

A. Students participate with interactive practice that demonstrates reading skill(s).

- ☐ Yes ☐ Mostly ☐ Somewhat ☐ No

Evidence: _____

B. Students discuss each other's thinking and ask questions in response to the teacher's questions/prompts.

- ☐ Yes ☐ Mostly ☐ Somewhat ☐ No

Evidence: _____

C. Students practice targeted foundational word reading and language skill(s) in decodable text.

- ☐ Yes ☐ Mostly ☐ Somewhat ☐ No

Evidence: _____

D. Student practice of foundational skill(s) connects to meaning making through speaking and/or writing.

- ☐ Yes ☐ Mostly ☐ Somewhat ☐ No

Evidence: _____

E. Students of all abilities practice targeted skill(s) and are supported with appropriate differentiated instruction as needed.

- ☐ Yes ☐ Mostly ☐ Somewhat ☐ No

Evidence: _____

F. Students persevere through challenging tasks.

- ☐ Yes ☐ Mostly ☐ Somewhat ☐ No

Evidence: _____

Notes: _____



Reflection & Feedback

Coaching Questions to ask Teachers:

- *Thinking about the observed lesson, what reflections do you have on your instructional moves as connected to your students' learning?*
- *What went well? What might you have changed about the lesson? (Tell me more; How did that impact student learning? How would the change improve student learning?)*
- *What goal might you develop from your reflection? What strategy/action steps might you use to reach that goal? How might you know that you have reached your goal? How can I support you as you improve?*

1. Evidence-based Instruction

Strength:

High-leverage Area for Improvement:

Evidence:

Evidence:

Goal & Next Step(s):

Resource(s):

Follow-up date:

2. Student Practice

Strength:

High-leverage Area for Improvement:

Evidence:

Evidence:

Goal & Next Step(s):

Resource(s):

Follow-up date:

Notes: _____

