

**Clark County School District**  
**English Language Arts Look-For Tool**  
**Grades 3–5 Houghton Mifflin Harcourt Into Reading**

This tool is used to support and coach educators with the effective implementation of Houghton Mifflin Harcourt (HMH) Into Reading, Tier I instructional materials for Grades 3–5. Based on objective evidence collected with this guide during English language arts (ELA) instruction, the observer and educator work together through a feedback conversation to help the educator understand the current status of implementation in relation to the look-for criteria for effective implementation of high-quality Tier I instruction in ELA. It is not an evaluative tool. It is recommended that the observer participate in the observation using this Look-For Tool alongside the Into Reading instructional resources. Items noted in **bold** are resources found directly within the Into Reading curriculum. Depending upon the time of arrival and focus of the lesson, all components within a section may not be observed.

**Teacher:** \_\_\_\_\_ **Grade:** \_\_\_\_\_

**Date:** \_\_\_\_\_ **Time:** \_\_\_\_\_ **Duration:** \_\_\_\_\_

**Module:** \_\_\_\_\_ **Lesson:** \_\_\_\_\_ **Standard:** \_\_\_\_\_

**Learning Intention:** \_\_\_\_\_

**Success Criteria:** \_\_\_\_\_

**Letter Key:** Y–Yes/Present; P–Partially Present; N–Not Present; NA–Not Applicable

MODULE LAUNCH DAYS		
The following section will apply on the first day of each module and will replace the Vocabulary/Word Study portion of the lesson.		
Build Knowledge and Language (10 minutes)		Time:
Y/P/N/NA	Specific Lesson Components	Notes/Evidence
	Using prompts in the <b>Teaching Pal</b> , the teacher introduces the module topic; engaging students in discussion of the topic and building background knowledge around the topic.	
	The teacher accesses prior knowledge by utilizing the <b>Knowledge Map</b> .	
	The teacher builds background on the full content of the module by engaging students in discussion around the topic. The teacher does this by introducing the <b>Essential Question</b> , utilizing the <b>Get Curious Video</b> , and introducing academic vocabulary through the use of the <b>Big Idea Words</b> .	
	The teacher introduces the key components of the focus genre.	
WHOLE-GROUP, SMALL-GROUP, PARTNERS, AND/OR INDEPENDENT INSTRUCTION (90–100 minutes)		
Foundational Skills (Applicable to HMH Into Reading Lessons) (30 minutes)		Time:
Y/P/N/NA	Specific Lesson Components	Notes/Evidence
	The teacher provides explicit instruction on foundational skills in one or more of the strands listed below.  In Grade 3, the teacher projects and engages students in instructional routines using the <b>Lesson Slides: Foundational Skills</b> .	

<b>Decoding</b> (2 lessons per week)		
	The teacher uses a three-step, gradual release instructional model for the decoding skill of the lesson.	
	The teacher utilizes the <b>Word Cards</b> and the <b>Display and Engage: Decoding</b> resource during instruction.	
	The students demonstrate understanding of the decoding skill using the <b>Know It, Show It</b> workbook.	
<b>Spelling</b> (1 lesson per week)		
	The teacher revisits the review words, using the <b>Printable: Dictation Sentences</b> .	
	The teacher introduces the basic and challenge words by displaying the <b>Printable: Spelling Word Cards</b> , reading each word aloud, and discussing its meaning as needed.	
	The teacher facilitates a word sort and models their thinking, utilizing the blue text within the teacher guide.	
	The students sort the remaining <b>Spelling Word Cards</b> and the teacher guides students to recognize the spelling patterns in the columns, utilizing the blue text within the teacher guide.	
<b>Fluency</b> (1 lesson per week)		
	The teacher uses a gradual release instructional model for fluency strategies using the <b>Printable: Fluency</b> .	
	The teacher models the fluency skill using the <b>Printable: Fluency</b> .	
	The teacher has students apply skills using the <b>Choral Reading, Partner Reading, or Echo Reading Routine</b> .	
	The teacher reminds students that high-frequency words often appear in texts and has students work through the weekly high-frequency word activities found on the <b>Printable: Word Cards</b> .	
<b>95 Phonics Core Program:</b> Please refer to the <a href="#">95 Phonics Look-For Document</a> .		
<b>Vocabulary/Word Study (10–15 minutes)</b>		<b>Time:</b>
<b>Y/P/N/NA</b>	<b>Specific Lesson Components</b>	<b>Notes/Evidence</b>
	The teacher provides explicit instruction on vocabulary using the three-step instructional model (Introduce/Reinforce, Guided Practice, Apply) in one or more of the ways listed below.	
<b>Academic/Critical Vocabulary Lessons</b> (3–4 lessons per week)		
	Introduce <b>Critical Vocabulary:</b> The teacher utilizes the vocabulary routine and <b>Digital Vocabulary Cards</b> to introduce the <b>Critical Vocabulary</b> of the lesson.	
	Students repeat each word, engage in discussions around the word, and provide additional examples of using the word in context. (A clear and concise vocabulary routine.)	

	Students complete additional practice with each word using the <b>Know It, Show It</b> workbook page, <b>Digital Vocabulary Cards</b> , or <b>Vocabulary Interactive Practice</b> and share their thinking following independent work.	
	Review Critical Vocabulary Lesson: The teacher utilizes the <b>Digital Vocabulary Cards</b> , engaging all students through collaborative instructional strategies to review the Critical Vocabulary.	
	The teacher prompts students to complete work in <b>Know It, Show It</b> for additional vocabulary practice.	
	<b>Vocabulary Spiral Review Lesson:</b> The teacher utilizes the <b>Display and Engage: Critical Vocabulary</b> and/or <b>Digital Vocabulary Cards</b> to engage students in a review of Critical Vocabulary learned throughout the year, using collaborative instructional strategies.	
<b>Generative Vocabulary Lessons</b> (1 lesson per week)		
	The teacher projects and utilizes the <b>Display and Engage: Generative Vocabulary</b> to support the instructional vocabulary lesson, providing direct instruction (I do) and modeling for students.	
	The students engage in guided practice (We do) related to the generative vocabulary lesson and then apply the skill in partner work or independently (You do) using the <b>Know It, Show It</b> page.	
<b>Vocabulary Strategy Lessons</b> (1–2 lessons per week)		
	The teacher projects and utilizes the <b>Display and Engage: Vocabulary Strategy</b> to support the instructional vocabulary lesson, providing direct instruction (I do) and modeling for students.	
	The students engage in guided practice (We do) related to the vocabulary strategy lesson and apply the skill (You do) in pairs or independently.	
<b>Reading and Analysis of Complex Text (25–30 minutes)</b>		<b>Time:</b>
<b>Y/P/N/NA</b>	<b>Specific Lesson Components</b>	<b>Notes/Evidence</b>
	The teacher uses the three-step model and instructional vocabulary to introduce or reteach as part of the reading and analysis of complex text.	
<b>Step One: Connect and Teach</b> (Daily)		
	The teacher engages students with the focus skill or strategy using the <b>Anchor Chart</b> to support content knowledge.	
<b>Step Two: Apply to Text</b> (Daily)		
	The teacher guides students to apply the focus skill or strategy to grade-level text within their <b>myBook</b> during shared reading.	
	The students are carrying the lift of reading and decoding text, particularly during a second, third, or fourth read of a text.	
	The teacher uses the lesson-specific, pre-selected blue or purple prompts in the <b>Teaching Pal</b> to elicit student responses, while implementing	

	discourse strategies that relate to the focus skill or strategy in the context of reading.	
	The teacher uses the red <b>Notice and Note</b> prompts in the <b>Teaching Pal</b> to teach explicit, close reading protocols and text analysis lessons to support application to text.	

**Step Three: Engage and Respond** (Daily)

	Students engage in a speaking and listening or written response task, strategically selected and planned by the teacher, as independent practice of the lesson skill, using the student <b>myBook</b> .	
	The teacher utilizes the <b>Teaching Pal</b> to prompt the <b>Collaborative Discussion</b> or writing response.	
	The teacher encourages students to incorporate the <b>Critical Vocabulary</b> into their discussion or written response.	

**Writing (20 minutes)**

**Time:**

Y/P/N/NA	Specific Lesson Components	Notes/Evidence
	The teacher models how to plan, draft, revise, and edit writing through a think-aloud.	
	The teacher uses the blue prompts in the <b>Writing Workshop Teacher's Guide</b> and supports students using the <b>Instructional Vocabulary</b> to facilitate instruction.	
	The teacher engages students with instructional resources, such as writing <b>Anchor Charts, Display and Engage</b> projectables, and <b>Writer's Notebook pages</b> .	
	Students use <b>Writable</b> for explicit writing instructional practice as well as a platform for processing and publishing their written pieces.	
	The teacher utilizes the <b>Focal Text</b> as a tool to inspire students during the creation of their written piece. (The Focal Text is most often used in the first 1–3 lessons of the module, but can be referenced in later lessons.)	
	The teacher regularly confers with individual students and small groups to discuss their writing at different stages.	
	The students use an aspirational writing model for inspiration on text structure, author's craft, and vocabulary in their own writing.	
	The students engage in a step of the writing process during the bulk of the writing time to create a piece of writing in the module's writing form.	
	The teacher provides scaffolds and differentiated supports (such as graphic organizers to engage students in the learning.	

**Communication (10 minutes)**

**Time:**

Y/P/N/NA	Specific Lesson Components	Notes/Evidence
	The teacher engages students in a variety of communication tasks, including Listening Comprehension (Teacher Read-Aloud), Speaking and Listening activities, Make Connections, and Research and Media Literacy.	

	When reading aloud to students, the teacher models fluency and checks for listening comprehension.	
<b>Make Connections</b> (1 lesson per week)		
	The teacher projects the <b>Display and Engage: Knowledge Map</b> and engages students in a discussion to add more information to the knowledge map previously created.	
<b>Project Checkpoint</b> (1–2 lessons per week):		
	<p>The teacher guides students through a collaborative <b>Inquiry and Research Project</b>, with a different focus each week:</p> <p>Week 1: The teacher launches the project, utilizing the <b>Printable: Project.1</b> tool, having students brainstorm and research around the topic.</p> <p>Week 2: The teacher utilizes the <b>Printable: Project.2</b> to support students in the writing and creating portion of the project.</p> <p>Week 3: The teacher engages students in presentation and reflection of the project using the <b>Printable: Project.3</b>.</p>	
<b>Listening Comprehension: Teacher Read-Aloud</b> (1 lesson per module)		
	The teacher focuses on fluency, modeling the fluency skill and engaging students in listening comprehension questions found in the <b>Engage and Respond</b> ; the teacher also uses the <b>Quick Teach Words</b> in context.	
<b>Speaking and Listening</b> (1–2 lessons per module)		
	The teacher uses a gradual release model of instruction, introducing the skills, guiding practice, and engaging students in an application activity of the skill.	
<b>Research and Media Literacy</b> (1–2 lessons per module)		
	<p>The teacher uses a gradual release model of instruction, introducing the skills, guiding practice, and engaging students in an application activity of the skill.</p> <p><i>If time allows, speaking and listening skills and strategies may be taught in Reading and Analysis of Complex Text time. Inquiry and Research Project lessons can also be used for extension activities during small-group lessons or during the acceleration block.</i></p>	
<b>SMALL-GROUP INSTRUCTION (20–30 minutes)</b>		
<b>Teacher-Led Instruction (10–15 minutes per group)</b>		<b>Time:</b>
<b>Y/P/N/NA</b>	<b>Specific Lesson Components</b>	<b>Notes/Evidence</b>
	The teacher provides needs-based instruction to small groups of students, focusing on reading, language support, comprehension skills/strategies, writing, or foundational skills reinforcement.	
	Differentiate Reading Skill: The teacher utilizes the <b>Tabletop Minilessons</b> , and <b>Almost There</b> → <b>Ready for More</b> to provide tailored support to students, reteaching the skill or strategy addressed in the reading lesson. OR	

	<p>Reading Groups: The teacher utilizes the <b>Rigby Library</b> and <b>Take and Teach Lessons</b> to provide targeted instruction for students in need of additional practice with comprehension skills and strategies.</p> <p>OR</p> <p>Foundational Skills Support: the teacher utilizes a decodable text to explicitly teach and reinforce a foundational skill related to word recognition instruction, such as morphology and fluency.</p>	
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<b>Independent or Collaborative Learning Task (10–15 minutes per group)</b>	<b>Time:</b>
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Y/P/N/NA	Specific Lesson Components	Notes/Evidence
	Students engage in independent and collaborative activities that provide practice and application of literacy skills based on their learning needs while the teacher engages in small groups with students.	
	The students complete <b>Engage and Respond</b> activities from shared reading.	
	The students complete <b>Writing Workshop</b> tasks started during the whole-group writing portion of the literacy block.	
	The students engage in additional Skill Practice from the <b>Know It, Show It</b> workbook.	
	The students work independently and collaboratively as they generate ideas, research, complete, and present the module <b>Inquiry and Research Project</b> .	
	The students engage in a variety of standards-based <b>Literacy Center Activities</b> .	
	The students independently engage with their individualized skills practice on <b>Exact Path</b> .	
	The students continue to practice their Foundational Skills on the <b>Word Study Studio</b> .	

<b>MODULE WRAP-UP DAYS</b>
The following will apply on the last day of each module and will replace the Vocabulary/Word Study portion of the lesson.

<b>Module Wrap-Up (10 minutes)</b>	<b>Time:</b>
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Y/P/N/NA	Specific Lesson Components	Notes/Evidence
	The teacher engages students in a discussion comparing and contrasting text selections from the module to reflect on previous learning by utilizing the make connections <b>Anchor Chart</b> , <b>Reading Graphic Organizer</b> , and blue text provided in the teacher guide.	
	The students evaluate texts in the module by utilizing the <b>Selection Review Form</b> .	
	<b>Assessment:</b> The teacher provides the <b>Module Assessment</b> and/or <b>Performance Task</b> aligned to the learning progressions and success criteria from the module.	