3–12 Reading Walkthrough Tool

One question tells you whether reading is happening in a 3–12 classroom: **who is doing the reading?** When teachers or audio read for students, their reading muscles don't grow. This tool helps you see it in 5–10 minutes, in any subject.

How to use it

1. **Drop in for 5–10 minutes** while a text is in use: ELA, science, social studies, math, CTE, or electives.
2. **Check what you see**, not what you were told. This is a look-for, not an evaluation.
3. **Time the reading.** Note how many minutes students spent reading the text themselves.
4. **Leave one glow and one grow** within 24 hours.
5. **Look for patterns** after 10 or more walkthroughs. Patterns tell you where PD should go.

The look-fors

Teacher: _____ Subject/grade: _____ Date: _____ Minutes: _____

Look-for	What it looks like	Seen	Not yet
WHO IS READING			
Students read the text themselves	Choral, echo, or partner reading. Audio and video are off.	☐	☐
Every student is reading	All eyes on the text, not one student reading while others listen.	☐	☐
Scaffolds are temporary	Teacher models a chunk, then hands the reading back to students.	☐	☐
BEFORE READING			
Background knowledge is built	A short description, image, map, video, or discussion sets up the topic.	☐	☐
Key words are previewed	Teacher says multi-syllabic and unfamiliar words; students repeat them.	☐	☐
DURING READING			
Students annotate	Marking main ideas, questions, and key words on the text.	☐	☐
The text is broken down	Long texts are chunked by paragraph or section.	☐	☐
Students monitor understanding	They stop to check, reread, ask questions, or summarizes.	☐	☐
AFTER READING			
Students think, write, and talk	Summaries, partner questions, or written responses using the text.	☐	☐
VOCABULARY			
Words are taught through parts	Syllables, sounds, morphemes, and meaning, with content words.	☐	☐
THE TEXT			
Grade-level, age-respectful text	Grade-level text, not only summaries or slides.	☐	☐

The reading-minutes tally

Students read the text themselves for _____ of _____ minutes observed.

The more minutes students read, the more words they meet. Students who read 20 minutes a day meet about 1.8 million words a year; students who read 1 minute meet about 8,000 (Nagy & Herman, 1987).

Red flags

- The teacher reads the whole text aloud while students follow along.
- Audio or video replaces the reading.
- Round-robin or popcorn reading: one student reads, the rest wait.
- Students copy glossary definitions instead of working with the word.
- No text in sight, only slides or notes about the text.

Feedback note

Glow (one thing that worked): _____

Grow (one next step): _____

Want help bringing this to every classroom?

Engaging Learners provides Science of Reading PD for grades K–12 teachers in every content area, in-classroom literacy coaching, and leadership support for Tier 1–3 planning and reading walkthroughs.

Dr. Jenny French · jenny@engaginglearners.com · 765-776-2853 · engaginglearners.com