

LITERACY LEARNING WALK TOOL

Tennessee Department of Education

TEACHER/GRADE: _____

SCHOOL: _____

DATE/TIME: _____

CLASSROOM CONTEXT: How is the classroom organized? What is on display in the room? Is there a classroom library?

1. CULTURE OF LEARNING: Are all students engaged in the work of the lesson from start to finish?

- Students **complete** instructional tasks, volunteer responses and/or ask appropriate questions.
- Students **follow behavioral expectations** and directions.
- Students **execute transitions, routines and procedures** in an orderly and efficient manner.
- Students are **engaged in the work of the lesson** from start to finish; there is a **sense of urgency** about how time is used.
- Students and their teacher demonstrate a **joy for learning** through positive relationships and strong classroom culture that is responsive to student interests, experiences, and approaches to learning.

- 1 Not Yet
- 2 Somewhat
- 3 Mostly
- 4 Yes

2. USE OF TIME: Is time used effectively within the literacy block?

- a. Total number of **minutes observed** _____
- b. Total number of **minutes spent reading** _____
- c. Time spent in the following structures:
- | | |
|--|-----------------------------------|
| Teacher modeling or direct instruction _____ | Center rotations _____ |
| Whole group read aloud _____ | Small group or partner work _____ |
| Shared reading (could include close reading) _____ | Independent reading _____ |
| Small group, teacher led guided reading _____ | Independent writing _____ |
| Small group, teacher led instruction (other) _____ | Independent work (other) _____ |

- N No
- Y Yes

READING FOUNDATIONAL SKILLS: Were foundational reading skills targeted in this lesson? (Yes/No)

If yes, rate this Core Action (RFS). If no, skip to next section.

3. READING FOUNDATIONAL SKILLS: Does instruction explicitly and systematically provide all students with the opportunity to master foundational skills?

- a. The foundational skills being taught are **aligned to the standards** for this grade. _____
- b. Foundational skills **instruction is explicit**, including teacher modeling and student practice. _____
- c. Students have **sufficient opportunities to practice** their newly acquired foundational skills with authentic reading and writing experiences. _____
- d. Students connect acquisition of foundational skills to **making meaning** from connected text(s). _____
- e. Students spend time on skills they are still working to develop, not those they have already mastered. _____

- 1 Not Yet
- 2 Somewhat
- 3 Mostly
- 4 Yes

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READING/LISTENING COMPREHENSION: Was reading or listening comprehension targeted in this lesson? (Yes/No)

If yes, rate these Core Actions (Texts, Questions & Tasks, Ownership). If no, skip to next section.

4. TEXTS: Is the lesson centered on a high-quality text or texts?

- a. A majority of the lesson is spent listening to, reading, writing, or speaking **about text(s)**. _____
- b. The text(s) are **at or above the complexity level expected** for the grade and time in the school year. *Note:* Texts read aloud in K-2 are above the complexity level of what students can read on their own. Texts read independently or in small groups are appropriate for the purpose. _____
- c. The text(s) are worthy of student time and attention. They exhibit **exceptional craft and thought and/or provide useful information**; where appropriate, the texts are richly illustrated. _____

N No
Y Yes

Text Title(s): _____

- | | |
|---|---|
| <ul style="list-style-type: none"> <input type="checkbox"/> This text(s) reinforces negative assumptions or stereotypes about specific cultural groups, racial groups, ethnic groups or genders. <input type="checkbox"/> This text(s) was written by an author or features a protagonist from an underrepresented cultural, racial, or ethnic group. | <p>Indicate for which purpose(s) this text(s) was used:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read aloud <input type="checkbox"/> Shared reading <input type="checkbox"/> Teacher-led guided reading <input type="checkbox"/> Independent reading <input type="checkbox"/> Other. Please specify _____ |
|---|---|

5. QUESTIONS AND TASKS: Do questions and tasks, both oral and written, integrate the standards and build students' comprehension of the text(s) and its meaning?

- a. Questions and tasks reflect the **depth of textual analysis** required by grade-level standards and integrate these standards in service of deep understanding of text(s) and topics. _____
- b. Questions and tasks address the specific text(s) at hand by attending to its particular **structure, concepts, ideas, events and/or details**. _____
- c. Questions and tasks require students to **use details from the text** to demonstrate understanding and/or support their ideas about the text. _____
- d. Questions and tasks attend to **words (academic vocabulary), phrases and sentences** within the text focus that matter most to build students' vocabulary and deepen understanding of the text. _____
- e. Questions are **skillfully crafted and sequenced** to deepen students' understanding of the text, the author's craft, and/or the topic under consideration. _____
- f. Questions and tasks **elicit responses in age-appropriate ways** (e.g. drawing, dictating, labeling, in addition to writing in Kindergarten). _____
- g. Questions and tasks **address the varying needs of students** in accessing grade-level work (i.e. those who read, write, speak or listen below or above grade level). _____

1 Not Yet
2 Somewhat
3 Mostly
4 Yes

6. OWNERSHIP: Are students responsible for doing the thinking in this classroom?

- a. Students display **persistence with challenging tasks**, particularly when providing textual evidence to support answers and responses, both orally and in writing. _____
- b. Students provide **precise responses**. When responses are imprecise, the teacher probes understanding but students do the complex thinking. _____
- c. Students **share their developing thinking** about the content of the lesson. _____
- d. Students **explain their thinking**, orally and/or in writing, using evidence from the text(s). _____
- e. Students build on or respectfully question each other's responses, using evidence from the text to **defend their thinking**. _____
- f. Students demonstrate **progress toward independence** in reading and writing. _____

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2 Somewhat
3 Mostly
4 Yes