Literacy Look-For Tool

The Literacy Walkthrough Tool[1] articulates the vision for skillful literacy teaching and learning, grounded in research about how students best learn to make sense of what they read. Purposes for use include: 1) preparing lessons; 2) reflecting on instructional practices; 3) developing professional learning on standards-aligned practice; and 4) providing feedback on classroom practice/identifying schoolwide trends.

Once your team has identified a focus for the walkthrough and literacy domain, the team will look for evidence of what students are being asked to do, including is the content grade-level appropriate, are the tasks appropriately challenging, aligned to both HQCM and RI standards, and finally, are students doing most of the thinking.

As the team works towards calibration, **please note that you are not rating the individual indicators (individual bullets), but rather providing an overall score.** The indicators guide the team in determining the overall ratings. Based on the instruction and length of the walkthrough, the team may not see and/or have the opportunity to see all of the indicators. Remembering, the team may choose to focus on a particular domain or set of indicators for the walkthrough.

Culture of Learning
Literacy Instruction: Language Comprehension and Written Expression
Literacy Instruction: Word Recognition
Student Ownership

Not yet	The teacher's practice does not yet reflect the demands of the standards for any students
Somewhat	The teacher incorporates some instructional elements of practice, and practice is successful for **few** students.
Mostly	The teacher incorporates some elements of practice successfully for **some or most students**
Yes	The teacher incorporates many elements of practice successfully for **most or all students**

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[1] This tool draws heavily from Student Achievement Partners' Instructional Practice Guide Coaching Tools (IPGs) and the Culture of Learning competency of the TNTP Core Teaching Rubric.

Domain 1: Culture of Learning

Date: **Time:** **Grade:** **Unit/Lesson:**

Grouping Format: ☐ Whole ☐ Small Group/Partner Work ☐ Independent Work Time

Do classroom culture, routines, and relationships ensure that all students are engaged in rigorous, purposeful learning from start to finish?	
Indicator:	**Evidence:**
1. Students complete grade level **rigorous** instructional tasks, volunteer responses, and/or ask on-task questions.	
2. Students follow classroom expectations and directions.	
3. Students execute transitions, routines, and procedures in a safe and efficient manner.	
4. Students are **engaged in the learning/ work** of the lesson from start to finish; there is a **sense of purpose** and **intentionality** about **how time is used**.	
5. Students and their teacher demonstrate an enthusiasm for learning through positive relationships and strong classroom culture.	
6. Classroom culture fosters a **sense of belonging and agency for ALL students** to strengthen the classroom community.	

Not yet	Somewhat	Mostly	Yes

Domain 2: Literacy Instruction - Language Comprehension and Written Expression

Date: **Time:**   **Grade:**   **Unit/Lesson:**

Grouping Format: ☐ Whole   ☐ Small Group/Partner Work   ☐ Independent Work Time

Does instruction intentionally build and support students' ability to understand complex, grade-level texts and communicate their thinking through purposeful discussion and writing?

Students are provided opportunities to **grapple with text** by listening to, reading, writing, and/or speaking about HQCM complex text(s).
- HQCM text(s) are **at or above the complexity level** expected[2] for the grade
- The text(s) are **worthy** of student **time and attention**.

☐ Yes   ☐ No

Indicator:	Evidence:
1. Literacy Instruction is **aligned** to Rhode Island **Standards**, **HQCM** and is **intentionally sequenced**.	
2. **Intentional supports** are provided within instruction for **all students** needing greater support to access literacy skills and knowledge.	
3. Students **demonstrate understanding** and/or **support their ideas** regarding classroom discourse and/or text both **orally** and in **writing**	
4. Questions are sequenced to **deepen students' understanding** of the text, content, and/or skill of the lesson.	
5. Literacy instruction incorporates **fluency**-building activities and utilizes techniques that build reading fluency as appropriate	
6. Explicit **vocabulary** instruction and opportunities are provided for students to practice building lexicon	
7. Instruction provides opportunities for explicit instruction and practice of higher-order language components of the **Writing** (critical thinking, syntax, text structure, writing craft)	
8. Systematic writing instruction in **transcription** skills is aligned to grade level expectations and HQCM sequence	
9. **Evidence-based literacy instructional decisions** are made throughout the lesson to improve/influence student learning outcomes	
10. **In-the-moment support and feedback** is provided to students so that they are able to grapple with grade level literacy content and skills within the lesson.	

Not yet	Somewhat	Mostly	Yes

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[2] See The Supplemental Information for Appendix A of the Common Core Standards for English Language Arts and Literacy: New Research on Text Complexity (page 8, figure 3) for grade-level complexity expectations. Note that Read-Aloud texts should be 2-3 grade levels above the target audience.

Domain 3: Literacy Instruction - Word Recognition

Date: **Time:**   **Grade:**   **Unit/Lesson:**

Grouping Format: ☐ Whole   ☐ Small Group/Partner Work   ☐ Independent Work Time

Does instruction intentionally and explicitly build students' foundational skills while ensuring they apply these skills to meaningful, connected text?	
Indicator:	**Evidence:**
1. Systematic, explicit, and cumulative concept/skills instruction, per HQCM, is provided with continuous student/teacher interaction	
2. Opportunities to **practice** foundational skills acquisition within **connected text**, while building meaning are present throughout instruction.	
3. Science of Reading/Structured Literacy knowledge informs **immediate, evidence-based instructional decisions** to influence student learning outcomes.	
4. **In-the-moment support** and **feedback** are provided to students to ensure engagement with grade level content and skills.	

Not yet	Somewhat	Mostly	Yes

Domain 4: Student Ownership

Date: **Time:**   **Grade:**   **Unit/Lesson:**

Grouping Format: ☐ Whole   ☐ Small Group/Partner Work   ☐ Independent Work Time

Do students take ownership of their learning by engaging in the productive struggle, discourse, and reasoning that drive deep understanding of complex texts and ideas?	
Indicators:	**Evidence:**
1. Students do the **majority of the work** of the lesson: speaking/listening, reading, and/or writing.	
2. Students reason and make meaning of texts to **persevere** through challenging tasks, concepts,and ideas. When teachers provide support, students still **own the complex thinking**.	
3. Students write, talk and ask questions about each other's thinking in order to **clarify** their **understanding** about the text or topic.	
4. Students **provide text evidence to support** their ideas and use topic or text-specific language in their oral and/or written responses.	
5. Students have **multiple opportunities to demonstrate their learning** through deliberate checks for understanding and/or formative assessments	
6. Students engage in **intentional practice** of targeted skills and content in alignment with the lesson content and language objective	
7. Students make **connections to prior learning** and communicate **goals for future learning** based on their understanding of the skills and knowledge covered within the unit of study.	

Not yet	Somewhat	Mostly	Yes