

Content-based Literacy Administrator Cohort Learning Walk

Core Action/Criteria	Walk Through Example	Notes From Debrief
Core Action 1--Focus each lesson on a high-quality text (or multiple texts)		
A majority of the lesson is spent listening to, reading, writing, or speaking about text(s)		
The anchor text(s) are at or above the complexity level expected for the grade and time in the school year.		
The text(s) exhibit exceptional craft and thought and/or provide meaningful information in the service of building knowledge; where appropriate, the texts are richly illustrated.		
Core Action 2--Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards.		
Questions and tasks address the text by attending to its particular qualitative features: its meaning/purpose and/or language, structure(s), or knowledge demands.		
Questions and tasks require students to use evidence from the text to demonstrate understanding and to support their ideas about the text. These ideas are expressed through a variety of means (e.g., drawing, writing, dramatic play, speaking).		
Questions and tasks attend to the words (academic vocabulary), phrases, and sentences within the text.		
Questions and tasks are sequenced to build knowledge by guiding students to delve deeper into the text and graphics.		
Core Action 3--Provide all students with opportunities to engage in the work of the lesson		
The teacher poses questions and tasks for students to do the majority of the work:		

<p>speaking/listening, reading, and/or writing. Students do the majority of the work of the lesson.</p>		
<p>The teacher cultivates reasoning and meaning making by allowing students to productively struggle. Students persevere through difficulty</p>		
<p>The teacher expects evidence and precision from students and probes students' answers accordingly. Students provide text evidence to support their ideas and display precision in their oral and/or written responses.</p>		
<p>The teacher creates the conditions for student conversations where students are encouraged to talk about each other's thinking. Students talk and ask questions about each other's thinking, in order to clarify or improve their understanding.</p>		
<p>The teacher deliberately checks for understanding throughout the lesson and adapts the lesson according to student understanding. When appropriate, students refine written and/or oral responses.</p>		
<p>Students demonstrate use of language conventions and decoding skills, activating such strategies as needed to read, write, and speak with grade-level fluency and skill.</p>		