Early Word Recognition Learning Walk Tool

The Early Word Recognition Learning Walk Tool is a companion for the **Early Word Recognition Lesson Plan Tool** and is intended to support the teaching and learning shifts educators make to provide equitable and excellent education for all students. We encourage educators to partner with their colleagues, coaches, and school leaders and use this learning walk tool to identify trends at the classroom, school, and district levels. Consider this tool a starting place for understanding students' opportunities to learn.

Educator: Partner:

Date: Time: Lesson Structure: Whole group   Small group

For details on grouping best practices, read **NWEA guidance for student grouping**.

OVERVIEW	EDUCATOR CONSIDERATIONS	STUDENT CONSIDERATIONS
Organization	Total minutes observed Minutes of explicit instruction	Opportunities to respond as a class Opportunities to respond individually
Alignment	Skills align to scope and sequence.	Skills reflect individual student needs.
Materials	Materials: Effective Engaging Equitable Materials align to the targeted skills. Materials reflect grade-level standards.	Text title: Text is decodable (not predictable). Materials are easily accessible.

FOCUS AREA	EDUCATOR CONSIDERATIONS	STUDENT CONSIDERATIONS
Review minutes	Previously learned skills reviewed: Educator models previously learned skills. Pacing is brisk and engaging.	Focus is on skills still in development. Students practice previously learned skills. Students receive corrective, positive feedback.
New skill introduction minutes	New skill introduced: Articulation is accurate and clear. Routines focus on individual sounds.	Expectations are clear and consistent. Students' funds of knowledge are included.
Spelling and word chaining minutes	Educator identifies and models target skill. Sound-spelling connections are explicit.	Decoding and encoding are connected. Practice is immediate and integrated.
Decoding minutes	Educator gives prompt, targeted feedback. Educator intentionally sequences words.	Error correction focuses on orthographic or phonological knowledge.

FOCUS	EDUCATOR CONSIDERATIONS	STUDENT CONSIDERATIONS
Irregular words minutes	Educator prioritizes knowledge of previously learned skills. Educator discusses irregularity on a continuum.	Irregular pattern practice is diagnostic. Word focus is at the grapheme-phoneme level.
Connected text minutes	Text builds word knowledge. Educator monitors and supports new skills. Educator checks for comprehension.	All students read text simultaneously. Students have ample opportunities to practice. Students refer to text when answering questions.
Partner reading minutes	Partnering is strategic, and roles are intentional. Educator provides focused monitoring and support.	Students have access to scaffolding as needed. All students engage in a text-based task to demonstrate comprehension.
Reflections on teaching and learning		

Learning walks are intended to be educative, <u>not</u> evaluative.

What questions do you have about what you observed in the lesson?

How might you share your observations and insights with the educator during a coaching conversation?

Keep

Start

Stop