

Advanced Word Recognition Learning Walk Tool

The Advanced Word Recognition Learning Walk Tool is a companion for the [Advanced Word Recognition Lesson Components](#) and is intended to support the teaching and learning shifts educators make to provide an 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:

Colleague:

Date:

Time:

Lesson structure:

Whole group

Small group

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	Effective Engaging Equitable Materials align to the targeted skill. Materials reflect grade-level standards. Materials are easily accessible.	Text title: Text includes opportunities to practice the newly introduced skill.

FOCUS AREA	EDUCATOR CONSIDERATIONS	STUDENT CONSIDERATIONS
Warm-up: Set for variability minutes	Target words practiced: Pacing is brisk and engaging. Educator uses all-student response methods. Educator gives positive, corrective feedback.	Students use a strategy such as "Say, Think, Replace, Check." All students actively respond.
Morphology review minutes	Previously learned morphemes reviewed: Materials focus on the skills still in development. Pacing is brisk and engaging. Educator uses all-student response methods.	Students read aloud morphemes. All students have opportunities to discuss meaning and pronunciation.
New skill introduction minutes	New skill(s) introduced: Spelling and pronunciation are connected. Educator teaches the meaning clearly and concisely and gives appropriate examples.	All students actively respond. Students discuss meanings and pronunciations.

FOCUS AREA	EDUCATOR CONSIDERATIONS	STUDENT CONSIDERATIONS
Decoding practice minutes	<p>Educator appropriately scaffolds instruction (guides students to read affixes, then roots, then whole word).</p> <p>Educator includes opportunities to build fluency.</p> <p>Educator gives prompt, targeted feedback.</p>	<p>Students use a strategy for decoding multisyllabic words, such as “Vowels, Break, Read, Think” or “Affixes, Roots, Read, Check.”</p> <p>All students actively respond.</p>
Word building practice minutes	<p>Educator guides students to spell words part by part.</p> <p>Words involve a combination of new skill(s) and previously learned skills.</p> <p>Educator gives prompt, targeted feedback.</p>	<p>Students use a strategy for spelling long words, such as “Say, Stretch, Chop, Dash, Spell, Check.”</p> <p>All students actively respond.</p>
Connected text minutes	<p>Text includes appropriate practice of new skill(s) and previously learned skills.</p> <p>Educator monitors and supports new skills.</p> <p>Educator checks for comprehension.</p> <p>Educator uses routines for all students to read at all times (whisper and choral reading).</p>	<p>Students point to the words as they read them aloud.</p> <p>All students actively respond.</p>
Partner or independent practice minutes	<p>Partnering is strategic, and the roles are intentional.</p> <p>Educator provides monitoring and support.</p>	<p>Students understand a routine for partner or independent practice time.</p> <p>All students are engaged in a text-based task to demonstrate comprehension.</p>

Additional notes

Learning walks are intended to be educative, not evaluative.

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

How might you share your observations and insights on this lesson during a coaching conversation?

Keep

Start

Stop



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