

# Building Fluent Readers Learning Walk Tool

The Building Fluent Readers Learning Walk Tool is a companion for the [Building Fluent Readers 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. Because the repeated reading routine is mainly delivered individually, consider observing multiple students at different steps in the routine to better understand implementation.

Educator:

Partner:

Date:

Time:

Lesson structure:

Small group

Individual

OVERVIEW	EDUCATOR CONSIDERATIONS	STUDENT CONSIDERATIONS
<b>Organization</b>	Total minutes observed Minutes of explicit instruction	Opportunities to respond as a class Opportunities to respond individually
<b>Alignment</b>	Skills align to scope and sequence.	Skills reflect individual student needs.
<b>Materials</b>	Effective Engaging Equitable Materials align to targeted skill. Materials reflect grade-level standards. Students who are not engaged in repeated reading have appropriate instructional materials for independent, partner, or small-group work.	Text is brief and appropriate for developing reading fluency. Text is accessible in terms of complexity and content knowledge. Text is aligned to individual student needs based on prior data.

FOCUS AREA	EDUCATOR CONSIDERATIONS	STUDENT CONSIDERATIONS
<b>Introduction</b> minutes	Educator introduces or reviews components of reading fluency. Educator introduces or reviews the goal and structure of a repeated reading routine. Educator introduces the text. Educator asks a text-specific, knowledge-based question.	Student is actively engaged. Student demonstrates appropriate content knowledge to access the text.
<b>First read</b> minutes	Educator has a copy of the text. Educator marks errors while timing student. Educator selects new text or moves forward with feedback based on words correct per minute (WCPM).	Student has a copy of the text. Student reads for one minute. Words correct per minute:

FOCUS AREA	EDUCATOR CONSIDERATIONS	STUDENT CONSIDERATIONS
<b>Feedback</b> minutes	<p>Educator identifies all errors with student and elicits student response.</p> <p>Educator makes connections to skills and strategies for improving reading fluency.</p> <p>Educator focuses explicit modeling and feedback on:</p> <ul style="list-style-type: none"> <li>Accuracy</li> <li>Prosody</li> <li>Rate</li> <li>Comprehension</li> </ul>	<p>Student verbally corrects all errors.</p> <p>How does the student engage with feedback?</p>
<b>Goal setting</b> minutes	<p>Educator introduces or reviews the purpose of goal setting and how to graph.</p> <p>Educator calculates and shares a goal.</p> <p>Educator empowers student ownership.</p>	<p>Student records their WCPM and goal.</p> <p>Student graphs baseline WCPM.</p> <p>Student engages in goal setting and graphing with their later reads and extensions.</p>

FOCUS AREA	EDUCATOR CONSIDERATIONS	STUDENT CONSIDERATIONS
<b>Independent practice</b> minutes	<p>Educator clearly outlines strategies and their purpose in improving reading fluency.</p> <p>Educator creates an environment with clear procedures and minimal distractions.</p>	<p>Student applies strategies as they practice.</p> <p>How does the student engage with strategies?</p>
<b>Later reads</b> minutes	<p>Educator facilitates later reads on a consistent timeline for progress monitoring.</p> <p>Educator responds to results by moving forward with feedback, celebrating the goal being met, or reevaluating the goal and text.</p>	<p>Student reads, engages with feedback, and graphs progress toward their goal.</p> <p>How does the student engage in later reads?</p>
<b>Celebration</b> minutes	<p>Educator focuses on the goal being met.</p> <p>Educator leads reflection on strategies that were used.</p> <p>Educator acknowledges the effort required to grow.</p>	<p>Student feels successful in meeting their goal.</p> <p>Student recognizes the power of repeated reading and connected strategies.</p> <p>Student understands the connection between short- and long-term growth goals.</p>

FOCUS AREA	EDUCATOR CONSIDERATIONS	STUDENT CONSIDERATIONS
<b>Extensions</b>  minutes	There is evidence of extensions being applied with the repeated reading protocol:  Partner reading Varied practice Repeated oral-assisted reading Data mountain Other  Educator clearly introduces and explains the extension, its purpose, and its processes.	Students have access to explicit instructions and procedures for the extension.  How do students engage with extensions?

**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 with the educator during a coaching conversation?

**Keep**

**Start**

**Stop**



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