# Read to be Ready Literacy Observation Walk-through Tool

## Priority Focus: Text Selection, Questions, and Tasks

### Date: __________________________  Observer: __________________________

#### Observation Time Usage

- A majority of the lesson is spent listening to, reading, writing, or speaking about text(s).

  - **Time in Classroom:** ________________
  - **Time Engaged in Text that includes:**
    - Reading, Listening to, Speaking about text: ___________
    - Writing about text: ___________

#### Strategies Observed:

- Interactive Read Aloud
- Shared Reading
- Small Group Reading
- Independent Reading
- Modeled Writing
- Shared/Interactive Writing
- Small Group Writing
- Independent Writing

#### Text Selection: Is the lesson centered on high-quality text or texts?

- **Text Title:** __________________________________________
- **Lexile:** ________________

  - The text(s) are at or above the complexity level expected for the grade and time in the school year.
  - Text(s) demonstrate:
    - Quantitative complexity
    - Qualitative complexity
  - Text(s) are appropriately paired with an instructional strategy [i.e., interactive read aloud (above grade level), shared reading (on grade level), small group reading (appropriately complex for instructional purpose)]
  - The text(s) are worthy of student time and attention.
  - Text(s) provide useful information as part of a unit that builds knowledge.
  - The knowledge built is related to grade-level content standards.

#### QUESTIONS: Do questions integrate the standards, build students' comprehension of the text(s) and its meaning, and support students in the completion of rigorous task(s)?

- Questions integrate the standards in service of deep understanding of text(s) and concept(s).
- Questions support students in enacting multiple ELA standards as they make meaning of the text(s).
- Questions are sequenced to deepen students' understanding of the text and the concept(s) for the unit.
- Questions require students to use evidence from the text to demonstrate understanding and/or support their ideas about the text.
- Questions reflect the depth of textual analysis required by grade-level standards.
- Questions address the specific text(s) at hand by attending to its particular structure, language conventions, concepts, ideas, events, and/or details that support understanding of the text(s) and concept(s).
- Questions attend to words (academic and content specific vocabulary), phrases, and sentences within the text that matter most to build students' vocabulary and deepen understanding of the text(s) and concept(s).
- Questions prepare students for daily and/or end-of-unit task(s).

#### TASKS: Do tasks integrate the standards, utilize students' comprehension of the text(s) meaning, and maintain high expectations for all learners?

- Tasks require an integration of standards as students demonstrate deep understanding of texts and concepts.
- Tasks are connected in ways that support students in revisiting and making connections within and between texts, and demonstrating increased knowledge around the concept(s).
- Tasks exemplify the rigor of the grade-level standards.
- Tasks require students to use evidence from the text(s) to demonstrate understanding and/or support their ideas about the text and concept(s).
- Tasks require the application of vocabulary gained through experiences in text(s).
- Tasks elicit responses in age-appropriate ways (e.g., drawing, dictating, labeling, in addition to writing in kindergarten).
- Tasks maintain high expectations for all learners.
- Task expectations are clearly communicated to all students and provide opportunities for all learners to meet the rigor of the standards.
- Rigorous expectations related to the task are maintained and address the varying needs of all students (without too much or too little scaffolding).