

What Matters Most:
A Guide to Walk Throughs in Literacy Classrooms
Walk Through 1
Classroom climate and environment including materials

Is there evidence of rituals or routines that are used for specific purposes, i.e., to delineate transitions from group work to independent work? Do the rituals and routines increase opportunities for student learning, build capacity for group/independent work, maximize learning time?

Is there evidence of on-going study focused on cognitive strategies, authors or genres? Briefly note at least one strategy observed, author, genre.

Is the room set up in a way that permits the whole class to gather (Crafting and Reflecting sessions), small groups to work with the teacher (Invitational Groups) and for students to work independently? Are there spaces in which small groups of students might meet independently?

Is there abundant evidence of children's work in the room? In what ways, including student work, is children's thinking and learning captured and made public?

Is the classroom library abundant, attractive, accessible to all children? Are the books varied with respect to level, genres, author and interest?

Does the classroom reflect a love for language and learning? In what ways?

What do you observe that characterizes the teacher's respect for children's thinking and his/her expectations that they will think at high levels?

What Matters Most:
A Guide to Walk Throughs and
Observations in Literacy Classrooms
Walk Through 2

Content and Instruction

Is there evidence that *Crafting Sessions and Composing* occur daily? Is there evidence that *Invitational Groups* are scheduled as needed and that students have time to engage in sharing and *Reflection* time every week?