



K-2 Literacy Learning Walk Debrief Discussion Guide

Purpose

The purpose of the *CSDE K-2 Literacy Learning Walk Form* is to assist a team of district and school leaders and educators in gaining a snapshot of the teaching and learning occurring on a certain day, at a certain time, across certain classrooms. The purpose of the *CSDE K-2 Literacy Learning Walk Form* is not to determine if implementation of a certain reading program is being implemented effectively or to serve as a means of evaluating individual teachers, but rather to assist districts and schools in analyzing teaching practices and learning tasks to increase the inclusion of evidence-based literacy practices that have shown the highest impact in successfully teaching students how to read. Additionally, walkthroughs provide leadership and staff the opportunity to collaborate through shared experiences regarding evidence-based literacy practices. The resulting insights can help clarify and focus the work that is needed to help all students achieve at their fullest potential.

Explicit and Systematic Literacy Instruction

Students in grades K-2 require explicit and systematic literacy instruction to develop strong foundational skills in five (5) areas of reading: phonemic awareness, phonics, fluency, vocabulary, and text comprehension. The terms explicit and systematic are defined below:

- Explicit: intentional instruction in which teacher clearly states goals and effectively models reading skills. Teachers follow the “I do, we do, you do” instructional strategy.
- Systematic: instruction in which skills are taught sequentially. Lessons are purposely planned and guided by objectives clearly written in student-friendly “can do” statements. Students are engaged in tasks that provide multiple opportunities for them to apply what they have learned and they are assessed continuously.

Walkthrough Steps

Before

- Team members should understand the purpose of the walkthrough and be familiar with the *CSDE K-2 Literacy Learning Walk Form*.
- Staff should understand the purpose of the walkthrough and be familiar with the *CSDE K-2 Literacy Learning Walk Form*.
- Team members should agree to the goals of shared learning, collaboration, and increasing teaching and learning.



During

- Team members should use the *CSDE K-2 Literacy Learning Walk Form* to guide the gathering of data.
- Team members should wait to discuss data until after the walkthroughs have been completed.

After

- Team members should meet to discuss data gathered using the following questions as conversation guides:
 - What patterns/trends/themes emerged today across the classroom literacy environments?
 - What components of foundational reading instruction were evident?
 - What skills and strategies are students learning?
 - What did we learn today?
 - If you were a student in this school and you did everything the teacher asked you to do, what would you know and be able to do?
 - How does what I learned today affect my role and my practice back in my office/building/classroom?
- Use the *CSDE Evidence-Based Practice Guide for Reading and the CSDE Systems for Effective Reading Instruction* to guide next steps:
 - Do we have all of the necessary evidence-based literacy structures in place?
 - Are we using evidence-based literacy instructional methods and strategies?
 - Do our students receive daily, explicit, systematic literacy instruction?
 - What varied opportunities do students have to practice newly taught skills? Do they have five or more opportunities to independently practice new skills?
 - What opportunities are provided for students who need more practice?
 - What opportunities are provided for students who are reading above grade level to engage more deeply with grade-level or above-grade level texts?
 - What foundational skill area needs focus?
- Engage staff in identifying ways in which to support evidence-based literacy teaching and learning.
- Develop a process to monitor implementation of action steps and gauge impact on student learning.