

# ALM CLASSROOM LOOK-FORS

Below outlines the Elements of Content Literacy with sample look-fors.

		Element of Literacy	Look-Fors
Lesson Implementation & Teacher Behavior		The lesson includes opportunities for structured student-to-student dialogue.	<ul style="list-style-type: none"> <li>• Are students familiar with the structures or provided sufficient scaffolding to be successful with the strategy?</li> <li>• Are students asked to apply collaborative norms as both a listener and a responder?</li> <li>• Are students asked to come to discussions prepared for content conversations?</li> </ul>
		The lesson includes opportunities for students to develop/deepen vocabulary understanding.	<ul style="list-style-type: none"> <li>• Are students engaged in strategies to use vocabulary explicitly and intentionally?</li> <li>• Are students using vocabulary for authentic, meaningful purposes?</li> <li>• Are students engaging with analysis of vocabulary including prefix/suffix/root?</li> <li>• Is there evidence of intentional vocabulary instruction through use of current Word Walls, Alphablocks, etc.?</li> </ul>
		The lesson includes opportunities for students to use writing as a learning process.	<ul style="list-style-type: none"> <li>• Do all students begin the writing process routinely and efficiently?</li> <li>• Are students familiar with the process enough to use the time efficiently, or are they provided additional scaffolding to be successful?</li> <li>• Are students asked to reflect on what they know, make connections to previous learning, or organize their thinking as a focus?</li> </ul>
		The lesson includes opportunities for students to read challenging content text.	<ul style="list-style-type: none"> <li>• Are students reading grade-level text?</li> <li>• If students are below grade-level readers, are they given opportunities to access text at or slightly above their comfort level?</li> </ul>
		The lesson includes opportunities for students to read relevant content text.	<ul style="list-style-type: none"> <li>• Are students able to see themselves in the characters or content of the text?</li> <li>• Are texts culturally relevant?</li> <li>• Are students given a choice of texts?</li> </ul>
		The lesson includes opportunities for students to read varied content text.	<ul style="list-style-type: none"> <li>• Are students presented with content that represents a variety of text types (charts, graphs, art, media, poems, stories, informational, etc.)?</li> </ul>

		<b>Element of Literacy</b>	<b>Look-Fors</b>
<b>Lesson Implementation &amp; Teacher Behavior</b>		The teacher provides sufficient scaffolding to support students in using strategies effectively.	<ul style="list-style-type: none"> <li>• Do students receive sufficient scaffolding to be successful with the strategy/task?</li> <li>• Are all students familiar with the routine, indicating the teacher has previously supported the development of expectations?</li> <li>• Does the teacher monitor student progress, providing support as needed for students who may be struggling?</li> </ul>
		The teacher uses higher level questioning to engage students in rich dialogue about content.	<ul style="list-style-type: none"> <li>• Does the teacher ask open-ended and probing questions that require students to think at higher levels?</li> <li>• Are students provided time to process questions?</li> <li>• Are structures in place for students to collaboratively discuss answers before sharing with the whole group?</li> </ul>
		The teacher responds to ongoing evidence of learning and process needs by adjusting the instructional approach.	<ul style="list-style-type: none"> <li>• Does the teacher gather evidence from students before, during, or after a lesson to identify if student learning is sufficient to provide constructive feedback?</li> <li>• Does the teacher adjust instructional supports for students who would benefit from additional scaffolds, while allowing those who are able to proceed?</li> </ul>
		The teacher holds high expectations for all students.	<ul style="list-style-type: none"> <li>• Are all students engaged in learning activities?</li> <li>• Are students asked to perform higher level learning tasks?</li> <li>• Does the teacher call on a variety of students, not just those who raise their hands?</li> </ul>
		The teacher offers constructive and respectful feedback about learning.	<ul style="list-style-type: none"> <li>• Does the teacher provide routine opportunities for students to receive feedback on their learning?</li> <li>• Is the feedback provided in a timely manner? Corrective? Criterion-referenced?</li> <li>• Does the teacher walk around the room to monitor learning and provide just-in-time feedback?</li> </ul>

		<b>Element of Literacy</b>	<b>Look-Fors</b>
<b>Student Learning &amp; Activity</b>		The students are actively engaged in the literacy strategies being used.	<ul style="list-style-type: none"> <li>• Are students reading, writing, speaking, and listening focused on the content of the lesson?</li> <li>• Are students familiar with the processes of the strategy so they are able to devote maximum effort to learning?</li> </ul>
		The students interact with one another during dialogue in content discussions effectively.	<ul style="list-style-type: none"> <li>• Do students take turns speaking and listening intently to one another during conversations focused on the content of the lesson?</li> <li>• Do students probe and challenge one another to think more deeply about the content?</li> <li>• Are students accustomed to classroom dialogue and adhere to expectations set forth by the teacher?</li> </ul>
		The students actively engage in reading of text to support comprehension of information.	<ul style="list-style-type: none"> <li>• Are students provided a strategy/process for during reading activity?</li> <li>• Are students aware of the purpose for the reading?</li> <li>• Are students reading for details or for understanding?</li> </ul>
		The students ask informed questions about content.	<ul style="list-style-type: none"> <li>• Are students given the opportunity to ask questions?</li> <li>• Are structures in place for students to ask questions? Refine questions?</li> <li>• Are students provided think-time to formulate questions about content?</li> </ul>
		The students actively respond to questions and directions at high levels.	<ul style="list-style-type: none"> <li>• Are students familiar with instructional routines so they are able to focus on thinking rather than understanding processes?</li> <li>• Does the teacher ask clarifying/probing questions?</li> <li>• Do students hold each other accountable for small group roles and responsibilities?</li> </ul>

Element of Literacy		Look-Fors
Physical Space & Resources	The space allows for students to work both individually and in small groups.	<ul style="list-style-type: none"> <li>• Can seating be easily changed to accommodate working individually or in groups?</li> <li>• Do students frequently change who they are talking/working with?</li> </ul>
	The space includes current displays of student work for instructional purposes.	<ul style="list-style-type: none"> <li>• Is there evidence of students interacting with the student work as a resource?</li> <li>• Are rubrics, standards, or feedback posted alongside student work?</li> <li>• Do students produce work that shows their ability to communicate in the discipline they are studying?</li> </ul>
	The space is a print-rich environment focused on timely content.	<ul style="list-style-type: none"> <li>• Does the classroom contain relevant learning resources?</li> <li>• Do posted materials provide examples of discipline-specific literacy?</li> <li>• Are posters and displays of content current and relevant to the learning?</li> <li>• Are current Word Walls, Alphablocks, anchor charts, etc. present?</li> </ul>
	Resources in the room are readily available for student use.	<ul style="list-style-type: none"> <li>• Do students have access to paper, writing utensils, and other tools of the discipline?</li> <li>• Do students access materials with ease (showing routine usage)?</li> </ul>