K-2 Foundational Literacy Walkthrough Tool

Teacher Name & School:		Grade:	Date:	Start & End Time:	Observer:

120-Minute Comprehensive Literacy Block

The SCS K-2 Foundational Literacy Walkthrough Tool describes the expectations for teaching and learning during the 120-minute block. With attention to the District-wide Instructional Practices, the components and indicators on this tool align with best practices for effective foundational literacy instruction.

Observed (✔)	Description	Comments
COMPONENTS: Whole Group Instruction		
NOTE: *The whole group components indicated on this tool are not listed sequentially. The sequence of instructional components may vary.*		
☐	**Explicit Phonemic Awareness Instruction**	
	Teacher models orally segmenting, blending, manipulating, or categorizing the speech sounds (phonemes).	
	Teacher engages students in guided practice of orally segmenting, blending, manipulating, or categorizing the speech sounds (phonemes)	
	Students collaboratively practice to orally segmenting, blending, manipulating, or categorizing the speech sounds (phonemes)	
	Students independently practice to orally segmenting, blending, manipulating, or categorizing the speech sounds (phonemes)	
☐	**Explicit Phonics Instruction**	
	Teacher models associating the smallest unit of sound (phonemes) with the smallest unit of writing (graphemes)	
	Teacher engages students in guided practice of associating the smallest unit of sound (phonemes) with the smallest unit of writing (graphemes) in *reading* and *writing* activities (in and/or out of context)	
	Students collaboratively practice associating the smallest unit of sound (phonemes) with the smallest unit of writing (graphemes) in *reading* and *writing* activities (in and/or out of context)	
	Students independently practice associating the smallest unit of sound (phonemes) with the smallest unit of writing (graphemes) in *reading* and *writing* activities (in and/or out of context)	
☐	**Structural Analysis**	
	Teacher models breaking words into their basic parts (e.g., base word, prefixes, suffixes, roots) to determine word meanings	
	Teacher engages students in guided practice of breaking words into their basic parts (e.g., base word, prefixes, suffixes, roots) to determine word meanings	
	Students collaboratively practice breaking words into their basic parts (e.g., base word, prefixes, suffixes, roots) to determine word meanings	
	Students independently practice breaking words into their basic parts (e.g., base word, prefixes, suffixes, roots) to determine word meanings	
☐	**Spelling Instruction**	
	Teacher models applying knowledge of letter-sound correspondence to spell prescribed words	
	Students practice applying knowledge of letter-sound correspondence to spell prescribed words (orally and/or in writing)	
☐	**High-Frequency Words Instruction**	
	Teacher models reading, spelling, and writing HFWs (in and out of context)	
	Teacher engages students in guided practice reading, spelling, and writing HFWs (in and out of context)	
	Students collaboratively practice reading, spelling, and writing	

(Additional notes may be scripted on the back.)   Revised 07142020

	HFWs (in and out of context)	
	Students independently practice reading, spelling, and writing HFWs (in and out of context)	
☐	**Explicit Grammar Instruction**	
	Teacher uses the gradual release of responsibility to give students opportunities to practice applying the grammar skill in *speech*.	
	Teacher uses the gradual release of responsibility to give students opportunities to practice applying the grammar skill in *reading*.	
	Teacher uses the gradual release of responsibility to give students opportunities to practice applying the grammar skill in *writing*.	
☐	**Working with Decodable Readers** (Grade 2 only)	
	Teacher models fluent reading	
	Students practice reading (choral/echo/whisper)	
	Students respond to literal comprehension questions	
	Teacher reviews high frequency words	
	Teacher reviews the words and letter-sounds for the phonics skill	
	Students partner read with a focus on fluency	

	COMPONENTS: Small Group Instruction	
☐	**Teacher-Led Instruction – Text Reading Lesson**	
Choose the text used during observation	☐Leveled Reader ☐Decodable Reader ☐Other _____	
	Teacher models fluent reading	
	Teacher references/models word attack strategies (segmenting & blending, chunking word parts, rereading, etc.)	
	Students practice reading (choral/echo/whisper)	
	Students respond to literal questions about informational or literary texts (about characters, setting, events, key ideas & details)	
	Students practice their knowledge of vocabulary in context or out of context	
	Students are engaged in close reading activities	
	Students practice applying their knowledge of foundational skills in purposeful *writing* activities	
	Teacher provides corrective feedback, when needed	
☐	**Teacher-Led Instruction - Skills-Focused Lesson**	
	Teacher introduces/explains skills explicitly and directly	
	Teacher models/demonstrates skill application	
	Teacher provides corrective feedback, when needed	
☐	**Literacy Work Stations or Centers**	
	Students engage in tasks *strategically* aligned to the current/previously taught literacy skills	
	Stations address literacy skills and strategies (PA, Phonics/Word Study, Fluency, Grammar, Writing, Vocabulary, Comprehension, Technology, Science, Social Studies)	
	Station tasks maintain student engagement for the allotted time & additional tasks are available for early finishers	
	Teacher briefly circulates at the beginning/during stations to ensure accurate student practice.	

Yes/Mostly/Somewhat/No	*Description*	*Comments*
	Appropriate Time Allocated for the Comprehensive Literacy Block (120 minutes)	
	Standards/Objectives (instruction and tasks are grade	

	appropriate)	
	Engagement/Multi-sensory Strategies (movement, games, activities, songs, chants, digital tools, word cards, etc.)	
	Monitor Progress/CFU (hand signals, exit tickets, questioning, response boards, learning reflection, TPS, etc.)	
	Tools & Resources used are grade-appropriate and aligned to the curriculum	

NOTES: