



K-2 Foundational Literacy Walkthrough Tool

Teacher Name & School:	Grade:	Date:	Start & End Time:	Observer:
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The SCS K-2 Foundational Literacy Walkthrough Tool describes the expectations for foundational literacy 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
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COMPONENTS: Whole Group Instruction

NOTE: The whole group components indicated on this tool are not listed sequentially and might not occur daily. The sequence and frequency of instructional components will vary.

<input type="checkbox"/>	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)	
<input type="checkbox"/>	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 <i>reading</i> and <i>writing</i> 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 <i>reading</i> and <i>writing</i> 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 <i>reading</i> and <i>writing</i> activities (in and/or out of context)	
<input type="checkbox"/>	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	
<input type="checkbox"/>	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)	
<input type="checkbox"/>	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)	



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	Students collaboratively practice reading, spelling, and writing HFWs (in and out of context)	
	Students independently practice reading, spelling, and writing HFWs (in and out of context)	
<input type="checkbox"/>	Explicit Grammar Instruction	
	Teacher uses the gradual release of responsibility to give students opportunities to practice applying the grammar skill in <i>speech</i> .	
	Teacher uses the gradual release of responsibility to give students opportunities to practice applying the grammar skill in <i>reading</i> .	
	Teacher uses the gradual release of responsibility to give students opportunities to practice applying the grammar skill in <i>writing</i> .	
<input type="checkbox"/>	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		
<input type="checkbox"/>	Teacher-Led Instruction – Text Reading Lesson	
Choose the text used during observation	<input type="checkbox"/> Leveled Reader <input type="checkbox"/> Decodable Reader <input type="checkbox"/> Genre Passage <input type="checkbox"/> 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 <i>writing</i> activities	
	Teacher provides corrective feedback, when needed	
<input type="checkbox"/>	Teacher-Led Instruction - Skills-Focused Lesson	
	Teacher introduces/explains skills explicitly and directly	
	Teacher models/demonstrates skill application	
	Students practice skills in application.	
	Teacher provides corrective feedback, when needed	
<input type="checkbox"/>	Literacy Work Stations or Centers	
	Students are assigned varied tasks.	
	Students engage in tasks aligned to the current/previously taught literacy skills	
	Stations address literacy skills and strategies (e.g., Phonological/Phonemic Awareness, 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.	



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Yes/Mostly/Somewhat/No	<i>Description</i>	<i>Comments</i>
	Appropriate Time Scheduled for the Comprehensive Literacy Block (120 minutes: see master schedule or teacher's daily schedule)	
	Standards/Objectives (instruction and tasks are aligned to the standards/objectives for the grade)	
	Engagement/Multi-sensory Strategies (e.g., movement, games, activities, songs, chants, digital tools, word cards, etc.)	
	Monitor Progress/CFU (e.g., hand signals, exit tickets, questioning, response boards, learning reflection, TPS, etc.)	
	Tools & Resources used are grade-appropriate and aligned to the curriculum	
Check all that apply.	Overall did this lesson address the three major components of an effective foundational literacy lesson (i.e., whole group, teacher-led small group, and literacy workstations)? <input type="checkbox"/> Whole group instruction <input type="checkbox"/> Teacher-led instruction <input type="checkbox"/> Literacy work stations or centers	
Yes/No	Overall did this lesson reflect the SCS expectations for foundational literacy instruction?	

NOTES:

(Additional notes may be scripted on the back.)