



K-2 Foundational Skills Walkthrough Tool

School:	Grade:	Date/Time:	Program:	Observer:
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60-Minute Foundational Skills Block: Comprehensive Review

The SCS K-2 Foundational Skills Walkthrough Tool describes the expectations for teaching and learning during the 60-minute block. The components and indicators on this tool align with best practices for explicit, systematic foundational skills instruction and the IPG for Foundational Skills.

Observed (✓)	Description	Comments
	Appropriate Time Allocated for the Block (60 minutes)	
	Standards/Objectives (instruction and tasks are grade appropriate) [IPG Indicator A]	
	Standards/Objectives (instruction and tasks are consistent with posted info) [IPG Indicator A]	
	Content Alignment (attends to phonological awareness, print concepts, letter recognition, phonics, word study/composition, grammar) [IPG Indicator B]	

COMPONENTS: Whole Group Instruction

	Opening Routine or Warm Up	
	Explicit Phonics and Phonemic Awareness Instruction	
	Students practice orally identifying and manipulating the speech sounds (phonemes)	
	Students practice applying their knowledge of phonics and skills in purposeful <i>reading</i> activities (in and/or out of context) [IPG Indicator C]	
	Students practice applying their knowledge of phonics and skills in purposeful <i>writing</i> activities [IPG Indicator C]	
Working with Decodable Readers (Optional: Use of decodable readers may occur during teacher-led small group instruction.)		
	Students practice applying their knowledge of phonics and skills in purposeful <i>reading</i> activities [IPG Indicator C]	
	Students practice making meaning from reading connected texts (phrases, sentences, decodable readers) [IPG Indicator D]	
	Explicit Grammar Instruction	
	Students practice identifying the grammar skill in speech	
	Students practice applying knowledge of grammar skills in purposeful <i>reading</i> activities (in context)	
	Students practice applying knowledge of grammar skills in in purposeful <i>writing</i> activities	

NOTE: *The whole group components indicated on this tool are not listed sequentially. The sequence of instructional components may vary.*

COMPONENTS: Small Group Instruction

	Teacher-Led Instruction - Decodable Reader Lesson	
	Teacher models fluent reading	
	Teacher references/models word attack strategies (sounding out words, chunking word parts, rereading, etc.)	
	Students practice reading (choral, echo, whisper)	
	Students practice responding to literal questions (about characters, setting, events, key ideas & details)	



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	Students practice applying newly taught phonetic patterns/skills to word reading in context	
	Students practice identifying the grammar skill in context	
	Teacher-Led Instruction - Skills-Focused Lesson	
	Teacher introduces & explains skills explicitly and directly	
	Teacher models/ demonstrates skill application	
	Teacher references/ models word attack strategies (sounding out words, chunking word parts, rereading, etc.)	
	Materials match students' instructional needs	
	Literacy Work Stations or Centers	
	Students engage in tasks aligned to the current and/or previously taught foundational/grammar skills	
	Stations address literacy components (PA, Phonics/Word Study, Fluency, Grammar, Writing, Comprehension, Technology)	
	Teacher briefly circulates at the beginning and/or during stations to ensure accurate student practice.	
	Engagement/Multi-sensory Strategies (movement, games, activities, songs, chants, literacy manipulatives, etc.)	
	Monitor Progress/CFU (hand signals, exit tickets, questioning, response boards, learning reflection, physical gestures, etc.) [IPG Indicator E]	
	Tools & Resources used are grade-appropriate and aligned to the curriculum (Journeys, EL Skills Block, or other)	

NOTES: