K-2 Comprehensive Literacy Walkthrough Tool

Teacher Name & School:	Grade:	Date:	Start Time:	Observer:
Teacher email address:			End Time	Co-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, including Comprehension.

Yes (+), No (–) or Not Observed (N/Ob)	*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 Phonological/Phonemic Awareness Instruction**	
	Teacher models orally segmenting, blending, manipulating, or categorizing the speech sounds (phonemes). **(IP3)**	
	Teacher engages students in guided practice of orally segmenting, blending, manipulating, or categorizing the speech sounds (phonemes) **(IP3)**	
	Students collaboratively practice to orally segmenting, blending, manipulating, or categorizing the speech sounds (phonemes) **(IP3)**	
	Students independently practice to orally segmenting, blending, manipulating, or categorizing the speech sounds (phonemes) **(IP3)**	
☐	**Explicit Phonics Instruction**	
	Teacher models associating the smallest unit of sound (phonemes) with the smallest unit of writing (graphemes) **(IP3)**	
	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) **(IP3)**	
	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) **(IP3)**	
	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) **(IP3)**	
☐	**Spelling Instruction**	
	Teacher models applying knowledge of letter-sound correspondence to spell prescribed words **(IP3)**	
	Students practice applying knowledge of letter-sound correspondence to spell prescribed words (orally and/or in writing) **(IP3)**	
☐	**Structural Analysis**	
	Teacher models breaking words into their basic parts (e.g., base word, prefixes, suffixes, roots) to determine word meanings **(FS3, IP2 STR4, IP3)**	
	Teacher engages students in guided practice of breaking words into their basic parts (e.g., base word, prefixes, suffixes, roots) to determine word meanings (**FS3, IP2 STR4, IP3**)	
	Students collaboratively practice breaking words into their basic parts (e.g., base word, prefixes, suffixes, roots) to determine word meanings (**FS3, IP2 STR4, IP3**)	
	Students independently practice breaking words into their basic parts (e.g., base word, prefixes, suffixes, roots) to determine word meanings (**FS3, IP2 STR4, IP3**)	

☐	High-Frequency Words Instruction	
	Teacher models reading, spelling, and writing HFWs (in and out of context) (**IP3, IP2 STR 7**)	
	Teacher engages students in guided practice reading, spelling, and writing HFWs (in and out of context) (**IP3, IP2 STR 7**)	
	Students collaboratively practice reading, spelling, and writing HFWs (in and out of context) (**IP3, IP2 STR 7**)	
	Students independently practice reading, spelling, and writing HFWs (in and out of context) (**IP3, IP2 STR 7**)	
☐	Explicit Grammar Instruction	
	Teacher uses the gradual release of responsibility to give students opportunities to practice applying the grammar skill in *speech*. (**IP3**)	
	Teacher uses the gradual release of responsibility to give students opportunities to practice applying the grammar skill in *reading*. (**IP3**)	
	Teacher uses the gradual release of responsibility to give students opportunities to practice applying the grammar skill in *writing*. (**IP3**)	
☐	Working with Decodable Readers	
	Teacher models fluent reading (**IP3**)	
	Students practice reading (choral/echo/whisper) (**FS1, IP3**)	
	Students respond to literal comprehension questions (**IP3**)	
	Teacher reviews high frequency words (**IP2, STR 7**)	
	Teacher reviews the words and letter-sounds for the phonics skill (**FS1. IP3**)	
	Students partner read with a focus on fluency (**FS1, IP3**)	
☐	Comprehension	
	Teacher introduces/explains comprehension strategy/skill explicitly and directly (**IP3**)	
	Teacher models/demonstrates comprehension strategy/skill (**IP3**)	
	Students practice applying the strategy/skill (**IP3**)	
	Students practice word solving strategies and apply foundational skills to make meaning from text (HFW, spelling pattern, decoding, chunking word parts-roots, affixes) (**FS1, FS3, iP3**)	
	Students respond to literal *and* inferential questions about informational or literary texts (literal: characters, setting, events, key details; inferential: author's purpose, character analysis, compare/contrast) (**IP3**)	
	Students practice their knowledge of vocabulary in context or out of context (**IP3**)	
	Students are engaged in close reading activities (**IP3**)	
	Students practice applying their knowledge of comprehension & foundational literacy strategy/skill in *writing* (encoding) (**FS2, IP3**)	
	Teacher provides scaffolds (prompt/cue) to support deeper understanding and/or corrective feedback, when needed (**IP3**)	
Yes/Mostly/Somewhat/No	**Educational Epiphany Classroom Walkthrough Protocol & Debriefing Questions** (during meaning-based instruction)	
	FS1: Does the teacher take advantage of opportunities to teach students to **decode** (pronounce words)?	
	FS2: Does the teacher take advantage of opportunities to teach students to **encode** (spell)?	
	FS3: Does the teacher take advantage of opportunities for students to use base words, roots, and affixes to create meaning before and during reading?	

(Additional notes may be scripted on the back.)   Revised 07072022

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COMPONENTS: Small Group Instruction	
☐ **Teacher-Led Instruction – Text Reading Lesson**	
Choose the text used during observation ☐ Decodable Reader ☐ Leveled Reader ☐Other _____	
Teacher models fluent reading (**IP3**)	
Teacher references/models word solving strategies (decoding, chunking word parts, rereading, etc.) (**FS1, IP3**)	
Students practice reading (choral/echo/whisper/paired/staggered) (**FS1, IP3**)	
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 (*IP2* STR 5)	
Students are engaged in close reading activities (IP3. (IP2 STR 2, STR 5, STR 6)	
Students practice applying their knowledge of foundational skills in purposeful *writing* activities (**FS2, IP3**)	
Teacher provides corrective feedback, when needed (**IP3**)	
☐ **Teacher-Led Instruction - Skills-Focused Lesson**	
Teacher introduces/explains skills explicitly and directly (**FS1, FS2, FS3, IP3**)	
Teacher models/demonstrates skill application (**FS1, FS2, FS3, IP3**)	
Students practice skills in application (**FS1, FS2, FS3, IP3**)	
Teacher provides corrective feedback, when needed (**IP3**)	
☐ **Literacy Workstations or Centers**	
Students are assigned varied tasks (**IP3**)	
Students engage in tasks *strategically* aligned to the current/previously taught literacy skills (**IP3**)	
Stations address literacy skills and strategies (PA, Phonics/Word Study, Fluency, Grammar, Writing, Vocabulary, Comprehension, Technology, Science, Social Studies) (**IP3**)	
Station tasks maintain student engagement for the allotted time & additional tasks are available for early finishers (**IP3**)	
Teacher briefly circulates at the beginning/during stations to ensure accurate student practice. (**IP3**)	

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	
Check all that apply.	**Overall did this lesson address the three major components of an effective literacy lesson (i.e., whole group, teacher led small group, and literacy workstations)?** ☐ whole group instruction ☐ teacher-led small group instruction ☐ literacy workstations or centers	
☐Yes/☐No	**Overall, did the lesson reflect the SCS expectations for comprehensive literacy instruction?**	