LITERACY WALK-THROUGH TOOL

The purpose of this observational tool is to support administrators, teachers, and reading specialists in the implementation of evidence-based literacy instruction to improve student learning. This tool is not designed for evaluative purposes. Follow-up instructional conversations should be prioritized.

Evidence-based literacy practice: **Explicit Instruction and Gradual Release Model**

Observable evidence of practice:

- Follows gradual release of responsibility model (I Do, We Do, You Do)
- Expectations are clear and concise
- Teacher provides models and multiple examples
- Teacher implements research-based instructional routines for the literacy component(s) observed
- Teacher provides meaningful feedback
- The pace of the lesson is brisk and appropriate for student engagement

Observed   Not Observed

If observed, component of literacy:

Phonemic Awareness   Phonics

Fluency   Vocabulary   Comprehension

Notes:

Evidence-based literacy practice: **Scaffolding/Differentiation**

Observable evidence of practice:

- Scaffolding and differentiation are appropriately aligned with student needs
- Classroom structures are in place that support students who need more
- Effective use of small group and whole group formats
- Instruction is responsive to culturally and linguistically diverse students

Observed   Not Observed

If observed, component of literacy:

Phonemic Awareness   Phonics

Fluency   Vocabulary   Comprehension

Notes:

Evidence-based literacy practice: **Effective Use of Resources**

Observable evidence of practice:

- Effective use of curriculum materials
- Effective use of support staff or volunteers
- Effective use of time
- Additional resources support and enhance the lesson objective
- Resource use is modeled for students
- Instructional resources are responsive to culturally and linguistically diverse students

Observed   Not Observed

If observed, component of literacy:

Phonemic Awareness   Phonics

Fluency   Vocabulary   Comprehension

Notes:

Evidence-based literacy practice: **Student Engagement and Opportunities for Practice**

Observable evidence of practice:

- The teacher provides frequent opportunities for practice
- Opportunities for practice are varied so that students can respond in multiple ways
- The teacher provides immediate corrective and affirmative feedback
- Opportunities for practice are accessible to culturally and linguistically diverse students

Observed   Not Observed

If observed, component of literacy:

Phonemic Awareness   Phonics

Fluency   Vocabulary   Comprehension

Notes:

Evidence-based literacy practice: **Use of Assessment Data**

Observable evidence of practice:

- Formative assessment is utilized throughout instruction
- The teacher modifies or adjusts instruction in response to formative assessment data
- Assessment is responsive and appropriate for culturally and linguistically diverse students

Observed   Not Observed

If observed, component of literacy:

Phonemic Awareness   Phonics

Fluency   Vocabulary   Comprehension

Notes: