



CSDE K-2 Literacy Learning Walk Form

Adapted from K-2 Literacy Protocols by Literacy How, Inc.

Classroom and Grade Level	Classroom 1 Grade: __	Classroom 2 Grade: __	Classroom 3 Grade: __	Classroom 4 Grade: __	Classroom 5 Grade: __
Literacy Fundamentals					
Goal of lesson is clear					
Student(s) can articulate why they are engaged in the work					
Pace of lesson allows multiple opportunities for students to respond					
Student understanding is monitored					
Timely feedback is provided					
Instructional Structures (write initials of those that apply):					
Lesson Part: Opening Routine (OR), Guided Practice (GP), Independent Practice (IP), Mini-lesson (ML), Closing Routine (CR)					
Format: Whole Group (WG), Small Group (SG), Station Work (SW), Individual Work (IW)					
Modality: Auditory (A), Visual (V), Kinesthetic (K), Tactile (T)					
Other:					
Students Engaging in Oral Language Development (check those that apply):					
Processing questions/information and responding (e.g., "think time")					
Involved in routines (e.g. students making eye contact, maintaining an appropriate tone, taking turns, and returning on call-back signal)					
Discoursing with others in brief, structured partner tasks					
Other:					
Students Engaging in Phonological/Phonemic Awareness Instruction (check those that apply):					
Identifying, blending and manipulating units of sound (e.g., Picture/Sound Sort)					
Responding to teacher with the correct pronunciation of vowel and consonant phonemes					
Other:					



Students Engaging in Phonics and Word Recognition Instruction (check those that apply):					
Applying sound and spelling patterns to written words and verbally sounding-out words (decoding)					
Breaking-up words into their component syllables to read words					
Dividing words into their component syllables to read multi-syllabic words					
Applying letter/sound knowledge and phonemic awareness when writing words (encoding: e.g. tapping sounds or sounding out letters)					
Practicing decoding using connected text					
Other:					
Students Engaging in Vocabulary Instruction (check those that apply):					
Using contextual examples (e.g., pictures, simple explanations, demonstrations, concrete experiences, realia, models, graphic organizers)					
Using student-friendly definitions					
Accessing tools to maintain previously taught vocabulary words (e.g., word logs, class vocabulary wall with picture supports)					
Other:					
Students Engaging in Comprehension Instruction (check those that apply):					
Building background knowledge (e.g., anticipation guides, bundling, lists)					
Using graphic organizers					
Using text features (e.g. headings, index, glossary)					
Other:					
Students Engaging in Writing (check those that apply):					
Writing in response to text					
Engaging in the writing process (e.g., planning/organizing, drafting, revising, editing and publishing/presenting)					
Using transcription skills (e.g., letter formation, proper spacing, developmental or conventional spelling)					
Other:					



Notes	
Classroom 1	
Classroom 2	
Classroom 3	
Classroom 4	
Classroom 5	