

Observer:

Curriculum:

Date:

Grade Level:

The Curriculum Implementation Observation Tool is designed to be a quick check for indicators of effective instruction. This tool should be used to drive conversations between the observer and the teacher on methods to improve curriculum implementation in the classroom.

Highly effective K-2 literacy classrooms are those in which students:

- Receive explicit phonics instruction
- Develop language and literacy skills while building background knowledge
- Engage with a **Tier 1 curriculum** regularly and effectively

Effective K-2 classrooms are multifaceted. Observers **should not** expect to see every indicator or look-for listed during a single walk-through.

Teacher Actions	Look-Fors	Teacher 1 (y/n)	Teacher 2 (y/n)	Teacher 3 (y/n)
Which facet of ELA instruction is being observed? <ul style="list-style-type: none"> • Foundations of Reading: Respond to Indicator 1 • Language and Literacy: Respond to Indicator 2 				
Indicator 1: Students receive explicit phonics instruction. (Foundations of Reading)	A. Tier 1 curricular materials are being used in the classroom.			
	B. Teacher models letter-sound relationships for students. <i>(If yes, answer B-1 and B-2)</i>			
	B-1. Teacher models how to orally blend and segment letter sounds in words.			
	B-2. Teacher models writing (how words are sounded out and spelled).			
	C. Students practice letter-sound skills. <i>(If yes, answer C-1, C-2, C-3, and C-4)</i>			
	C-1. Students read words with the target letter sounds.			

	C-2. Students read a text with words that focus on the letter sounds that they are learning (independent or in small group).			
	C-3. Teacher provides feedback to students on targeted skills as they are practicing.			
	C-4. Students write using the targeted letter sounds.			
Indicator 2: Students read and express understanding of complex, grade-level appropriate texts. (Language and Literacy)	D. Tier 1 curricular materials are being used in the classroom.			
	E. Students read complex text from the Tier 1 curriculum. <i>(If yes, answer E-1 and E-2)</i>			
	E-1. Students engaging in a text from the Tier 1 curriculum being read aloud.			
	E-2. Students read texts from the Tier 1 curriculum (independently, in pairs or in small groups).			
	F. Students respond to texts through discussion. <i>(If yes, answer F-1 and F-2)</i>			
	F-1. Students engage in whole class discussions about the text.			
	F-2. Students engage in partner or small group discussions about the text.			
	G. Students respond to text in writing. <i>The guidance below is the end of year target; it should not dictate every assignment.</i> <ul style="list-style-type: none"> Kindergarteners write words using invented spelling (that is, letters to represent words and sounds, such as iz for is, or kak for cake). 1st graders write sentences (using a combination of invented and conventional spelling). 2nd graders write a paragraph or paragraphs (using mostly conventional spelling). 			