Science of Reading Checklist: Early Elementary

Classroom Environment

Print-Rich Environment

- ☐ Are alphabet charts, word walls, and high-frequency word lists displayed prominently?

- ☐ Are a variety of books, including decodable texts and leveled readers, easily accessible to students?

- ☐ Is there a comfortable, dedicated reading space that encourages independent and guided reading?

Oral Language Development

- ☐ Are daily opportunities provided for students to engage in rich oral language activities (e.g., class discussions, partner talks, storytelling)?

- ☐ Do teachers model and encourage the use of precise language and vocabulary in various contexts?

Listening

- ☐ Are listening skills actively developed through read-alouds, activities with multistep directions, and listening comprehension activities?

- ☐ Are students encouraged to listen attentively and respond appropriately during class discussions and activities?

Curriculum and Instruction

Phonemic Awareness

- ☐ Is explicit instruction provided in identifying, segmenting, blending, and manipulating phonemes?

- ☐ Are advanced phonemic awareness skills, such as phoneme deletion and substitution, included in the curriculum?

Phonics

- ☐ Are systematic, explicit phonics lessons provided that include instruction on letter–sound relationships, blending sounds, and decoding words?

- ☐ Are phonics skills applied in reading and writing activities, such as building words with manipulatives or decoding sentences?

Fluency

- Are students regularly engaged in activities that promote fluency, such as repeated readings of familiar texts and phrased reading?

- Are there opportunities for students to practice reading with expression and appropriate pacing?

Vocabulary Development

- Are new vocabulary words explicitly taught and reinforced across various subjects and contexts?

- Are vocabulary-building activities, such as word webs, context clues, and morphemic analysis, incorporated into daily lessons?

Comprehension

- Are comprehension strategies, such as predicting, questioning, summarizing, and making connections, explicitly taught?

- Are students encouraged to engage in both literal and inferential comprehension activities during and after reading?

Oral Language

- Are oral language skills integrated into daily instruction, with opportunities for students to articulate their thoughts, retell stories, and explain their reasoning?

- Are discussions and presentations used to build students' ability to use academic language effectively?

Writing

- Are students provided with regular opportunities to write for various purposes, including narrative, informational, and opinion writing?

- Are phonics and spelling instruction connected to writing activities to reinforce the application of skills?

Instructional Strategies

Differentiated Instruction

- Are assessments used to guide differentiated instruction and meet the diverse needs of students?

□ Are instructional strategies varied to support students at different stages of literacy development?

Interactive and Multisensory Learning

□ Are multisensory approaches, such as using manipulatives, movement, and visual aids, integrated into literacy instruction?

□ Are students actively engaged in literacy activities through hands-on, interactive experiences?

Integrated Learning

□ Is literacy instruction connected across all content areas, reinforcing skills in subjects like math, science, and social studies?

□ Are thematic units used to create meaningful connections between literacy skills and other curricular areas?

Assessment and Progress Monitoring

Formative Assessments

□ Are informal assessments, such as running records, anecdotal notes, and checklists, regularly used to monitor student progress?

□ Are assessment results used to adjust instruction and provide targeted interventions as needed?

Data-Driven Instruction

□ Is data from assessments used to identify students who need additional support and to plan individualized interventions?

□ Are progress-monitoring tools in place to track students' growth in key literacy skills over time?

Family Engagement

Home Literacy Environment

□ Are resources and strategies, such as reading logs, sight-word lists, and phonics practice activities, shared with families to support literacy development at home?

□ Are families encouraged to engage in literacy activities with their children, such as reading together, discussing books, and practicing writing?

Communication With Families

□ Are regular updates provided to families regarding their child's progress in literacy, along with suggestions for home support?

□ Are workshops or meetings offered to educate families on the importance of early literacy, the science of reading, and ways to support their child's learning at home?