

# Monthly Reading Program Fidelity Walkthrough

*All About Reading • SRA Student Readers • Kilpatrick / PAST*

|                |       |                  |       |
|----------------|-------|------------------|-------|
| Teacher:       | _____ | Classroom/Grade: | _____ |
| Observer/Date: | _____ | Time/Length:     | _____ |

**Rating Scale: 3 = Consistently Implemented | 2 = Partially Implemented | 1 = Beginning Implementation | N/O = Not Observed | N/A = Not Applicable**

## A. All About Reading – Core Reading Instruction

| Fidelity Indicator                                                                              | 3                        | 2                        | 1                        | N/O                      | N/A                      | Notes |
|-------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------|
| All About Reading is used during the designated reading instructional block.                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Instruction follows the planned All About Reading lesson sequence.                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Appropriate All About Reading materials are used for the lesson.                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Previously taught skills are reviewed as appropriate.                                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| The targeted phonics/reading skill is taught explicitly and modeled accurately.                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Students have multiple opportunities to practice the targeted skill.                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Students are prompted to decode using taught skills rather than guess from pictures or context. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Teacher provides immediate, supportive corrective feedback.                                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Instruction is appropriately paced and students are actively engaged.                           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |

## B. SRA Student Readers – Connected Text & Fluency Practice

| Fidelity Indicator                                                         | 3                        | 2                        | 1                        | N/O                      | N/A                      | Notes |
|----------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------|
| Students use assigned SRA student readers/materials as scheduled.          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Reading material is appropriate to identified instructional needs.         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Students receive regular opportunities to read connected text.             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Teacher monitors oral reading accuracy and provides corrective feedback.   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Students practice accurate and increasingly fluent word recognition.       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Student progress is monitored to guide additional practice or advancement. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |

## C. Kilpatrick / PAST – Phonemic Awareness & Fluent Word Recognition

Resource: Equipped for Reading Success by David A. Kilpatrick; PAST data and step-by-step phonemic-awareness activities are used to guide instruction.

| Fidelity Indicator                                                                  | 3                        | 2                        | 1                        | N/O                      | N/A                      | Notes |
|-------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------|
| PAST results or other student data identify phonemic-awareness needs.               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Students receive instruction at the appropriate phonemic-awareness level.           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Phonemic-awareness activities are provided regularly for students who need support. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |

| Fidelity Indicator                                                                                              | 3                        | 2                        | 1                        | N/O                      | N/A                      | Notes |
|-----------------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------|
| Instruction includes appropriate sound manipulation (blending, segmenting, deleting, or substituting phonemes). | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Activities emphasize listening to and manipulating sounds in spoken words.                                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Teacher models tasks clearly and provides multiple student response opportunities.                              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Teacher provides immediate corrective feedback.                                                                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Instruction progresses based on student mastery.                                                                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| PAST/progress-monitoring data are periodically reviewed to evaluate growth and adjust instruction.              | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |

## D. Overall Reading Block

| Fidelity Indicator                                                                                    | 3                        | 2                        | 1                        | N/O                      | N/A                      | Notes |
|-------------------------------------------------------------------------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-------|
| Reading instruction is explicit, systematic, and sequential.                                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Instruction connects phonemic awareness, phonics/decoding, and connected-text practice.               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Students spend the majority of instructional time actively reading, responding, or practicing skills. | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Instruction is differentiated using assessment and progress-monitoring data.                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |
| Classroom routines support consistent reading instruction with minimal interruptions.                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |       |

## Monthly Fidelity Summary

**All About Reading:** ☐ Consistently Implemented ☐ Partially Implemented ☐ Needs Support ☐ N/O ☐ N/A

**SRA Student Readers:** ☐ Consistently Implemented ☐ Partially Implemented ☐ Needs Support ☐ N/O ☐ N/A

**Kilpatrick / PAST:** ☐ Consistently Implemented ☐ Partially Implemented ☐ Needs Support ☐ N/O ☐ N/A

**Strengths Observed:**

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**Area(s) for Continued Growth:**

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**Specific Next Step / Coaching Support:**

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**Overall implementation this month:** ☐ Meeting Fidelity Expectations ☐ Progressing Toward Fidelity ☐ Additional Support Needed

**Follow-up Date:** \_\_\_\_\_ **Observer Initials:** \_\_\_\_\_

### **School Director SMART Goal**

By May 2027, the director will conduct monthly reading fidelity walkthroughs in 80% of applicable classrooms using the SRMCS Reading Program Fidelity Walkthrough, with at least 70% of classrooms meeting fidelity expectations for All About Reading, SRA Student Readers, and Kilpatrick/PAST implementation.