



**Fidelity of Emergent Literacy Instruction  
Observation Walk-through  
for Preschool Classrooms**

Teacher: \_\_\_\_\_

Classroom: \_\_\_\_\_

Date: \_\_\_\_\_

Start time: \_\_\_\_\_ End Time: \_\_\_\_\_

**Directions:** During a 10-15 minute observation, check boxes for observed activities. Examples of observed activities may be described in the comment box.

**Phonological Awareness**

- Teacher provided explicit instruction\* in:
  - Rhyming
  - Alliteration
  - Segmenting (syllables)
  - Letter-Sound relationship
- Children actively engaged with phonological awareness activity/materials (e.g., sound lotto game, matching rhyming word cards, pointing out rhyming words during read aloud)
- Evidence of phonological awareness activities or materials (e.g., posters, games, lesson plans)

Comments:

**Print Awareness**

- Teacher provided explicit instruction\* in:
  - Concepts about print
  - Alphabet knowledge
- Children actively engaged with print activity/materials
- Evidence of print awareness activities or materials (other than picture books)

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Comments:

**Language Development**

- Teacher provided explicit instruction\* in:
  - Vocabulary
  - Background knowledge
  - Semantics (e.g., conventions of speech )
  - Communication (e.g., turn-taking, decontextualized conversation, greetings)
- Children actively engaged with language development activity/materials (e.g., engaging in extended conversations, telling stories)
- Evidence of language development activities or materials (e.g., new objects in dramatic play area that increase vocabulary, books related to theme, lesson plans)

**Writing**

- Teacher modeled writing for children
- Children actively engaged with writing activity/materials
- Evidence of children's independent writing (e.g., journals, children's work displays)

Comments:

\*Explicit instruction: The teacher engages in a planned activity with the purpose of teaching specific concepts or skills related to an emergent literacy component.