

The following assignments are for each morning observation.

Each Day

- Observe the Literacy Block and record observations on the Classroom Observation Protocol. Be specific with examples of observed teacher and student behaviors and language.
- Note how explicit phonics/spelling instruction develops across the week as it builds on the previous days' learning.
- During Familiar Reading, administer progress monitoring measure as directed by the Master Coach.
- Analyze observation and data to plan intervention for the following day.

Monday – Assessment/Explicit Teaching/Oral Language

- Observe the entire Literacy Block using the Classroom Observation Protocol. Record observations. Be specific with examples of behavior and language.
- Record student and teacher interactions, paying close attention to oral language.
- Record teacher language that scaffolds students' oral language.
- Observe assigned student(s), recording and categorizing specific language using **Resource OL 1 Continuum of Oral Language Development Observation** as your guide.

Tuesday – Phonemic Awareness and Letter Identification

- Record both student and teacher behavior during the Explicit Phonics/Spelling portion of the block, focusing on the Phonological/Phonemic Awareness instruction.
- Observe the assigned group of students in the entire block, carefully watching for evidence of independent student processing and application of phonemic awareness and phonics skills.
- Collect a sample of student writing to analyze.

Wednesday – Explicit Phonics/Spelling

- Take an accuracy check of one child during Familiar Reading.
- Record student and teacher behavior during the Explicit Phonics/Spelling portion of the block.
- Observe the assigned group of students in the entire block, carefully watching for evidence of independent student processing and application of phonemic awareness and phonics skills.
- Watch for evidence of students either working ahead or behind class instruction. Does teacher provide interventions on the student's phonics level?
- Collect a sample of student writing to analyze.

Thursday – Fluency

- Fluency includes automatic word reading, reading at a reasonable rate and prosody or expression. Notice how the teacher addresses each of these areas.
- Record evidence of how fluency is taught in each of the components of the Literacy Block.
- Use **Resource F2 Multidimensional Fluency Scale** during familiar reading to assess students' level of fluency while another participant or the teacher is taking an oral fluency check.

Friday –Vocabulary/Comprehension

Vocabulary

- Pay particular attention to how vocabulary is taught in the Literacy Block.
- Record examples of teacher use of rich vocabulary.
- Record examples of student vocabulary including use of vocabulary in writing.
- Record any examples of student use of vocabulary explicitly taught in the lesson.
- Listen for confusions that could be caused by lack of vocabulary; think about how their vocabulary relates to reading difficulties.
- Notice if children are using book language in speaking and writing, in their discussion of books and in conversations.

Comprehension

- Observe the entire Literacy Block. Pay particular attention to the Read Aloud, Shared Reading and Guided Reading portions of the Literacy Block.
- Record teacher behavior to develop comprehension.
- Record student behavior and take note of any comprehension strategies used independently or after being prompted by the teacher.
- Record any evidence of lack of understanding.

