

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 phonics 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**

- Observe the entire Literacy Block using the Classroom Observation Protocol. Record observations. Be specific with examples of behavior and language.
- Note assessments the teacher administers during the Literacy Block.

**Tuesday – Phonemic Awareness/Phonics**

- Take an accuracy check of one child from assigned group during familiar reading.
- Record student and teacher behavior during the Explicit Phonics/Spelling portion of the block.
- Observe the assigned group of students during the entire Literacy Block, carefully watching for evidence of independent student processing and application of 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.

**Wednesday – Vocabulary/Fluency**

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.

### 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. **Resource F1 Fluency in the Literacy Block – Second and Third Grades** may be used.
- 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.

### **Thursday** -- Comprehension

- Take an accuracy check of one child from assigned group during familiar reading.
- Ask the student to retell some of what he or she has read. Listen for any use of comprehension strategies, such as "I made a connection, I had a question, I think..." Ask some questions about the content and record the student's responses.
- Record a few anecdotal notes that reflect his use or non-use of higher order thinking.
- Pay particular attention to the comprehension instruction during the Strategy Based Mini-Lesson and look for modeling of comprehension during the Read Aloud.
- Record student and teacher behavior during the discussion of the Guided Reading text as well as whole group instruction.
- Observe the assigned group of students in the entire block, carefully watching for evidence of independent student processing.
- Collect samples of written responses from the student's Reader's Response journal.

### **Friday** – Literature Response

- Take an accuracy check of one child during familiar reading. Record anecdotal notes reflecting the child's understanding of the text based on a quick discussion or retelling.
- Pay particular attention to the Strategy Based Mini-Lesson portion of the Literacy Block.
- Record student and teacher behavior.
- Observe the assigned group of students in the entire block, carefully watching for evidence of independent student processing.
- Collect sample of student's written response in Independent Reading time.