

Logistics	Evident	Work in Progress	Not Observed	Notes
Group consists of 3–6 students.				
Small-group table is clear of clutter unrelated to lesson.				
Process and procedures for small-group time are clear.				
All steps (1–3) of the lesson were completed.				
Total time does not exceed 10–12 minutes.				

STEP 1 (Days 1 and 3): Learning Letters/Phonemic Awareness 1–2 Minutes	Evident	Work in Progress	Not Observed	Notes
<p>At least ONE of the following activities is present (check one). Teacher is correctly facilitating the activity. It is clear students are familiar with and comfortable utilizing processes and procedures for the activity.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifying Sounds and Letters <input type="checkbox"/> Bella and Rosie Letter Book <input type="checkbox"/> Thumbs Up, Thumbs Down <input type="checkbox"/> Sorting Letters <input type="checkbox"/> Blending <input type="checkbox"/> Segmenting <input type="checkbox"/> Adding/Deleting <input type="checkbox"/> Substituting 				

STEP 1 (Days 2 and 4): Sight Word Review 1–2 Minutes	Evident	Work in Progress	Not Observed	Notes
Teacher has students review previously taught sight words using cards from the Sight Word Box Set and/or has students write the words on dry-erase boards.				

STEP 2 (Days 1–4): Phonics 2–3 Minutes	Evident	Work in Progress	Not Observed	Notes
<p>At least ONE of the following activities is present (check one). Teacher is correctly facilitating the phonics activity. It is clear students are familiar with and comfortable utilizing processes and procedures for the activity.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Picture Sorting <input type="checkbox"/> Making Words <input type="checkbox"/> Sound Boxes <input type="checkbox"/> Emergent Breaking Words <input type="checkbox"/> Breaking Words <input type="checkbox"/> Writing Words <input type="checkbox"/> Analogy Chart <input type="checkbox"/> Breaking Big Words <input type="checkbox"/> Make a Big Word <input type="checkbox"/> Reading and Writing Words <input type="checkbox"/> Advanced Breaking Big Words <input type="checkbox"/> Write a Big Word 				

STEP 3 (Days 1 and 3): Applying Phonics 5–7 Minutes	Evident	Work in Progress	Not Observed	Notes
Teacher maps the new sight word prior to facilitating the book introduction (Day 1 only).				
A brief book introduction is provided.				
Students are on task and reading independently.				
Teacher is checking in with each student and providing differentiated prompting.				
Reading prompting guides are out and being utilized as needed by the teacher.				
Teacher is facilitating the discussion as indicated on the lesson card (Day 1 only).				
Teacher is facilitating an appropriate teaching point as indicated on the lesson card and/or by the needs of the small group (Day 3 only).				



STEP 3 (Days 2 and 4): Applying Phonics 5–7 Minutes	Evident	Work in Progress	Not Observed	Notes
Student materials are present and effectively utilized.				
Teacher is correctly facilitating dictated sentence(s).				
Teacher is using sound boxes as needed to assist students as they write.				
Teacher is providing support and differentiated prompting to students as they are writing.				
Students are held accountable for correct spelling if words include past or present phonics skills/sight words.				