Standards and Elements for the Science of Reading Classroom Walkthrough Observation [3.0]

SoR Standards

Standard 1.0. Instruction that Promotes Oral Language in a Language Rich Classroom
Standard 2.0. Instruction that Promotes Phonological/Phonemic Awareness
Standard 3.0. Instruction that Promotes Phonics and Word Recognition
Standard 4.0. Instruction that Promotes Advanced Word Recognition (PA, Code, Spelling, Morphology)
Standard 5.0. Instruction that Promotes Reading Fluency
Standard 6.0. Instruction that Promotes Vocabulary
Standard 7.0. Instruction that Promotes Text Comprehension
Standard 8.0. Instruction that Promotes Written Expression (to be updated during 2025-2026)

Teacher Being Observed: _____ Observers: _____ Date: _____ **Segment of the Lesson (circle): BEGINNING MIDDLE END Observation Began: _____ Observation Concluded:_____**				
1.0. Instruction that Promotes Oral Language in a Language Rich Classroom	**Fully Implemented** (intentional and successful implementation **of the entire standard** with fidelity as appropriate).	**Partially Implemented** (attempts the implementation of some but not all components of the standard as appropriate; OR, attempts implementation but not fully).	**Not Implemented** (evidence does not **demonstrate** implementation).	**N/A** (the content of the lesson is not applicable or relevant to the **standard** being observed).
The Teacher ...				
1.1. Asks open-ended prompts to engage students in "putting into words what they have learned" (e.g., "What makes you say that?" "Why…?" "Tell me how…?").	**intentionally** asks open-ended prompts to engage students in "putting into words what they have learned."	**attempts** to ask open-ended prompts to engage students in "putting into words what they have learned."	**does not** ask open-ended prompts to engage students in "putting into words what they have learned."	**The context and content of the instruction does not allow teachers to** ask open-ended prompts.
1.2. Plans for students to participate orally by integrating brief, structured partner tasks throughout the lesson (e.g., Purposeful Partners, Turn and Talk, Think-Pair-Share) so that all students have the opportunity to participate.	**intentionally** plans for students to participate orally by integrating brief, structured partner tasks so that all students have the opportunity to participate.	**attempts** to plan for students to participate orally by integrating brief, structured partner tasks throughout the lesson so that all students have the opportunity to participate.	**does not** plan for students to participate orally by integrating brief, structured partner tasks throughout the lesson so that all students have the opportunity to participate.	**The context and content of this specific lesson does not allow teachers to** plan for students to participate orally.
1.3. Plans for students to participate orally through choral response so	**intentionally** plans for students to	**attempts** to plan for students to participate orally by using	**does not** plan for students to participate	**The context and content of this**

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The Teacher …				
1.1. Asks open-ended prompts to engage students in "putting into words what they have learned" (e.g., "What makes you say that?" "Why…?" "Tell me how…?").	**intentionally** asks open-ended prompts to engage students in "putting into words what they have learned."	**attempts** to ask open-ended prompts to engage students in "putting into words what they have learned."	**does not** ask open-ended prompts to engage students in "putting into words what they have learned."	**The context and content of the instruction does not allow teachers to** ask open-ended prompts.
that all students have the opportunity to participate.	engage in choral responses so that all students have the opportunity to participate.	structured choral responses so that all students have the opportunity to participate.	orally by using structured choral responses so that all students have the opportunity to participate.	**specific lesson does not allow teachers to** plan for students to participate in oral response.
1.4. Encourages students to use language orally by promoting shared conversations with groups and with partners, using the vocabulary and language that reflects their learning while scaffolding for students'	**intentionally** facilitates fluent discourse by having students share orally with partners or groups.	**attempts** to facilitate fluent discourse by having students share orally with partners or groups.	**does not** facilitate fluent discourse by having students share orally with partners or groups.	**The context and content of this specific lesson does not allow teachers to** facilitate fluent discourse

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1.0. Instruction that Promotes Oral Language in a Language Rich Classroom	**Fully Implemented** (intentional and successful implementation **of the entire standard** with fidelity as appropriate).	**Partially Implemented** (attempts the implementation of some but not all components of the standard as appropriate; OR, attempts implementation but not fully).	**Not Implemented** (evidence does not **demonstrate** implementation).	**N/A** **(**the content of the lesson is not applicable or relevant to the **standard** being observed).
The Teacher …				
1.1. Asks open-ended prompts to engage students in "putting into words what they have learned" (e.g., "What makes you say that?" "Why…?" "Tell me how…?").	**intentionally** asks open-ended prompts to engage students in "putting into words what they have learned."	**attempts** to ask open-ended prompts to engage students in "putting into words what they have learned."	**does not** ask open-ended prompts to engage students in "putting into words what they have learned."	**The context and content of the instruction does not allow teachers to** ask open-ended prompts.
individual language capabilities.				between/among students.
Observation Notes:				

Teacher Being Observed: _____Observers: _____ Date: _____ **Segment of the Lesson (circle): BEGINNING MIDDLE END Observation Began: _____ Observation Concluded:_____**				
2.0. Instruction that Promotes Phonological/Phonemic Awareness	**Fully Implemented** (intentional and successful implementation **of the entire standard** with fidelity as appropriate).	**Partially Implemented** (attempts the implementation of some but not all components of the standard as appropriate; OR, attempts implementation but not fully).	**Not Implemented** (evidence does not **demonstrate** implementation).	**N/A** **(**the content of the lesson is not applicable or relevant to the **standard** being observed).
The Teacher …				
2.1. Explicitly teaches phonemes by focusing on accurate articulation (e.g., manner-voice-placement, mouth pictures, mirror mouth, sound wall, gestures) and by providing concrete representations of sounds (e.g., chips, blocks, beads, Elkonin boxes, etc.) as appropriate.	**intentionally** teaches phonemes by focusing on accurate articulation and by providing the concrete, accurate, representations of sound(s).	**attempts to** teach phonemes by either focusing on articulation or by providing concrete, accurate representations of sounds OR inaccurately produces the sound(s) and/or representation of the sound(s).	**does not** teach phonemes by focusing on articulation or by providing concrete, accurate representations of sounds.	**The context and content of the instruction does not allow teachers to** teach phonemes.
2.2. Uses a multimodal instructional approach including movement (e.g.,	**intentionally** uses a multimodal instructional	**attempts to** use a multimodal instructional approach.	**does not** use a multimodal instructional approach.	**The context and content of this specific lesson does**

vowel sound gestures, phoneme segmentation using body, etc.).	approach including movement.			**not allow teachers to** use a multimodal instructional approach.
2.3. Provides opportunities for students to actively segment the phonemes in words, auditorily blend phonemes to say words, and/or manipulate phonemes at higher levels (e.g., add, substitute, or delete).	**intentionally** provides opportunities for students to actively segment the phonemes in words, auditorily blend phonemes to say words, and/or manipulate phonemes at higher levels.	**attempts** to provide opportunities for students to actively segment the phonemes in words, auditorily blend-phonemes to say words, and/or manipulate-phonemes at higher levels.	**does not** provide opportunities for students to actively segment the phonemes in words or auditorily blend phonemes to say words, and/or manipulate-phonemes at higher levels.	**The context and content of this specific lesson does not allow teachers to** provide opportunities for students to actively segment or blend.
Observation Notes:				

Teacher Being Observed: _____ Observers: _____ Date: _____ **Segment of the Lesson (circle): BEGINNING MIDDLE END Observation Began: _____ Observation Concluded:_____**				
3.0. Instruction that Promotes Phonics and Word Recognition	**Fully Implemented** (intentional and successful implementation **of the entire standard** with fidelity as appropriate).	**Partially Partially Implemented** (attempts the implementation of some but not all components of the standard as appropriate; OR, attempts implementation but not fully).	**Not Implemented** (evidence does not **demonstrate** implementation).	**N/A** **(**the content of the lesson is not applicable or relevant to the **standard** being observed).
The Teacher ...				
3.1. Links phonemes (sound) to graphemes (letter or letters) and letter formation by teaching that graphemes represent the target phoneme and how those letters are formed (i.e., handwriting).	**intentionally** links phonemes to graphemes and letter formation by ● Teaching the grapheme that represents the target phoneme; and, ● Teaching how those letters are formed.	**attempts** to link either phonemes to graphemes and letter formation by ● Teaching the grapheme that represents the target phoneme; or, ● Teaching how those letters are formed.	**does not** link phonemes to graphemes or teach how letters are formed by neither ● Teaching the grapheme that represents the target phoneme; nor, ● Teaching how those letters are formed.	**The context and content of the instruction does not allow teachers to** link phonemes to graphemes or teach how letters are formed.

3.2. Provides decoding lessons that introduce or review phonics skills by using explicit, systematic instruction, and a gradual release model (i.e., I do, We do, You do) to practice reading words and phrases for accuracy and automaticity.	**intentionally** provides decoding lessons that introduce or review phonics skills by ● Using explicit, systematic instruction; and, ● Following a gradual release model.	**attempts** to provide decoding lessons that introduce or review phonics skills by either ● Using explicit, systematic instruction; or, ● Following a gradual release model.	**does not** provide decoding lessons that introduce or review phonics skills by neither ● Using explicit, systematic instruction; nor, ● Following a gradual release model.	**The context and content of this specific lesson does not allow teachers to** provide decoding lessons that introduce or review phonics skills.
3.3. Explicitly promotes orthographic mapping by decoding, encoding, and connecting to word meaning.	**intentionally** promotes orthographic mapping of the words by decoding, encoding, and connecting to word meaning.	**attempts** to promote orthographic mapping of the words by decoding, encoding, or connecting to word meaning.	**does not** promote orthographic mapping of the words by decoding, encoding, or connecting to word meaning.	**The context and content of this specific lesson does not allow teachers to** promote orthographic mapping of the words students decode in a phonics lesson.
3.4. Incorporates effective instructional practices for teaching morphology (bases, prefixes, suffixes): ● Reviews previously taught morphemes; ● Includes morphemes in decoding and encoding; and,	**intentionally** incorporates effective instructional practices for teaching morphology (bases, prefixes, suffixes): ● Reviews previously taught morphemes; and,	**attempts** to incorporate effective instructional practices for teaching morphology (bases, prefixes, suffixes): ● Reviews previously taught morphemes; or,	**does not** incorporate effective instructional practices for teaching morphology (bases, prefixes, suffixes).	**The context and content of this specific lesson does not allow teachers to** incorporate effective instructional practices for teaching morphology.

● Links morphemes to meaning during instruction and in text.	● Includes morphemes in decoding and encoding; and, ● Links morphemes to meaning during instruction and in text.	● Includes morphemes in decoding and encoding; or, ● Links morphemes to meaning during instruction and in text.		
Observation Notes:				

Teacher Being Observed: _____Observers: _____ Date: _____ **Segment of the Lesson (circle): BEGINNING MIDDLE END Observation Began: _____ Observation Concluded:_____**				
4.0. Instruction that Promotes Advanced Word Recognition (PA, Code, Spelling, Morphology)	**Fully Implemented** (intentional and successful implementation **of the entire standard** with fidelity as appropriate).	**Partially Implemented** (attempts the implementation of some but not all components of the standard as appropriate; OR, attempts implementation but not fully).	**Not Implemented** (evidence does not **demonstrate** implementation).	**N/A** **(**the content of the lesson is not applicable or relevant to the **standard** being observed).
The Teacher …				
4.1. Provides word recognition lessons that introduce or review advanced skills by using explicit, systematic instruction, and a gradual release model (i.e., I do, We do, You do) to practice reading words and phrases for accuracy and automaticity.	**intentionally** provides advanced word recognition lessons that introduce or review multisyllabic skills by ● Using explicit, systematic instruction; and, ● Following a gradual release model.	**attempts** to provide advanced word recognition lessons that introduce or review multisyllabic skills by either ● Using explicit, systematic instruction; or, ● Following a gradual release model.	**does not** provide advanced word recognition lessons that introduce or review multisyllabic skills by neither ● Using explicit, systematic instruction; nor, ● Following a gradual release model.	**The context and content of this specific lesson does not allow teachers to** provide decoding lessons that introduce or review phonics skills.

4.2. Incorporates effective instructional practices for teaching morphology (bases, prefixes, suffixes): ● Reviews previously taught morphemes; and ● Includes morphemes in decoding and encoding; and, ● Links morphemes to meaning during instruction and in text.	**intentionally** incorporates effective instructional practices for teaching morphology (bases, prefixes, suffixes): ● Reviews previously taught morphemes; and ● Includes morphemes in decoding and encoding; and, ● Links morphemes to meaning during instruction and in text.	**attempts** to incorporate effective instructional practices for teaching morphology (bases, prefixes, suffixes): ● Reviews previously taught morphemes; or, ● Includes morphemes in decoding and encoding; or, ● Links morphemes to meaning during instruction and in text.	**does not** incorporate effective instructional practices for teaching morphology (bases, prefixes, suffixes).	**The context and content of this specific lesson does not allow teachers to** incorporate effective instructional practices for teaching morphology.
4.3. Extends effective instructional practices related to morphology by: ● Building networks of word families (i.e., word webs and matrixes); and, ● Using knowledge of cognates (words with similar orthography in both languages) to support MLs.	**Intentionally e**xtends effective instructional practices related to morphology by: ● Building networks of word families; and, ● Using knowledge of cognates to support MLs.	**Attempts to** extend effective instructional practices related to morphology by either: ● Building networks of word families; or, ● Using knowledge of cognates to support MLs.	**Does not** extend effective instructional practices related to morphology by neither ● Building networks of word families; nor, ● Using knowledge of cognates to support MLs.	**The context and content of this specific lesson does not allow teachers to** extend effective instructional practices for teaching morphology.
Observation Notes:				

Teacher Being Observed: _____ Observers: _____ Date: _____ **Segment of the Lesson (circle): BEGINNING MIDDLE END Observation Began: _____ Observation Concluded:_____**				
5.0. Instruction that Promotes Reading Fluency	**Fully Implemented** (intentional and successful implementation **of the entire standard** with fidelity as appropriate).	**Partially Implemented** (attempts the implementation of some but not all components of the standard as appropriate; OR, attempts implementation but not fully).	**Not Implemented** (evidence does not **demonstrate** implementation).	**N/A** **(**the content of the lesson is not applicable or relevant to the **standard** being observed).
The Teacher …				
5.1. Involves students in targeted practice activities advancing along the Fluency Ramp from the grapheme to word, phrase, sentence, and/or passage level within the lesson to support fluency. Examples at each level could include… Fluency at the Word Level: grid, spin-say-write, skill deck, etc.	**intentionally** involves students in targeted practice activities advancing along the Fluency Ramp from grapheme to word, phrase, sentence, and/or passage level within the lesson to support fluency	**attempts** to involves students in targeted practice activities advancing along the Fluency Ramp from grapheme to word, phrase, sentence, and/or passage level within the lesson to support fluency	**does not** involve students in targeted practice activities advancing along the Fluency Ramp from grapheme to word, phrase, sentence, and/or passage level within the lesson to support fluency	**The context and content of the instruction does not allow teachers to** involve students in targeted practice activities advancing along the Fluency Ramp from grapheme to word to phrase, sentence, and/or

Fluency at the Phrase/Sentence Level: grid, scooping, skill deck, etc. Fluency at the Passage Level: scooping, repeated readings, alternate paired passages, Lava, core curriculum fluency passages, etc.				passage level within the lesson to support fluency
5.2. Ensures student understanding of targeted, academic language at the word/phrase, sentence, and discourse levels (orally or in writing) before asking them to engage in fluency practice activities.	**intentionally** ensures student understanding of targeted, academic language at the word/phrase, sentence, and discourse levels before asking them to engage in fluency practice activities.	**attempts** to ensure student understanding of targeted, academic language at the word/phrase, sentence, or discourse levels before asking them to engage in fluency practice activities.	**does not** ensure student understanding of targeted, academic language at the word/phrase, sentence, or discourse levels before asking them to engage in fluency practice activities.	**The context and content of this specific lesson does not allow teachers to** ensure student understanding of targeted, academic language.
5.3. Enhances oral reading fluency by emphasizing intonation and expression through the use of explicit modeling, connected decodable and/or grade-level text, and providing immediate corrective feedback with additional opportunities to practice.	**intentionally** enhances oral reading fluency by emphasizing intonation and expression through the use of ● Explicit modeling; ● Connected decodable text and/or grade level text; and, ● Providing immediate corrective feedback with additional opportunities to practice.	**attempts** to enhance oral reading fluency by emphasizing intonation and expression through the use of ● Explicit modeling; ● Connected decodable text and/or grade level text; or, ● Providing immediate corrective feedback with additional opportunities to practice.	**does not** enhance oral reading fluency by emphasizing intonation and expression neither through the use of ● Explicit modeling; or, ● Connected decodable text and/or grade level text; or, ● Providing immediate corrective feedback with additional opportunities to practice.	**The context and content of this specific lesson does not allow teachers to** enhance oral reading fluency by emphasizing intonation and expression.
Observation Notes:				

Teacher Being Observed: _____ Observers: _____ Date: _____ **Segment of the Lesson (circle): BEGINNING MIDDLE END Observation Began: _____ Observation Concluded:_____**				
6.0. Instruction that Promotes Vocabulary	**Fully Implemented** (intentional and successful implementation **of the entire standard** with fidelity as appropriate).	**Partially Implemented** (attempts the implementation of some but not all components of the standard as appropriate; OR, attempts implementation but not fully).	**Not Implemented** (evidence does not **demonstrate** implementation).	**N/A** **(**the content of the lesson is not applicable or relevant to the **standard** being observed).
The Teacher …				
6.1. Purposefully selects and applies Tier 2 words from read-alouds or texts to promote understanding of vocabulary. Strategies *may* include: ● Contextual examples (e.g., pictures, simple explanations, demonstrations, concrete experiences, realia, models, graphic organizers);	**intentionally** selects and applies Tier 2 words from read-alouds or texts and applies explicit instructional strategies to introduce and to promote understanding of vocabulary. Strategies *may* include: ● Contextual examples (e.g., pictures, simple explanations,	**attempts** to select and apply Tier 2 words from read-alouds or texts but does not apply explicit instructional strategies to introduce and to promote understanding of vocabulary. Strategies *may* include: ● Contextual examples (e.g., pictures, simple explanations, demonstrations, concrete experiences,	**does not** select or apply Tier 2 words from read-alouds or texts and does not apply explicit instructional strategies to introduce and to promote understanding of vocabulary. Strategies *may* include: ● Contextual examples (e.g., pictures, simple	**The context and content of the instruction does not allow teachers to** select or apply Tier 2 words from read-alouds or texts for instruction.

● Student-friendly definitions; ● Point of contact teaching; ● Repeated exposures of word in different contexts (i.e., students' oral use and dramatizing); ● Examples/non-examples; or, ● Creating word networks. ● Using knowledge of cognates (words with similar orthography in both languages) to support MLs.	demonstrations, concrete experiences, realia, models, graphic organizers); ● Student-friendly definitions; ● Point of contact teaching; ● Repeated exposures of word in different contexts (i.e., students' oral use and dramatizing); ● Examples/non-example s; or, ● Creating word networks. ● Using knowledge of cognates (words with similar orthography in both languages) to support MLs.	realia, models, graphic organizers); ● Student-friendly definitions; ● Point of contact teaching; ● Repeated exposures of word in different contexts (i.e., students' oral use and dramatizing); ● Examples/non-examples; or, ● Creating word networks. ● Using knowledge of cognates (words with similar orthography in both languages) to support MLs.	explanations, demonstrations , concrete experiences, realia, models, graphic organizers); ● Student-friendly definitions; ● Point of contact teaching; ● Repeated exposures of word in different contexts (i.e., students' oral use and dramatizing); ● Examples/non-examp les; or, ● Creating word networks. ● Using knowledge of cognates (words with similar orthography in both languages) to support MLs.	
6.2. Provides *appropriate* opportunities for students to HEAR, SAY, READ, and/or WRITE the words being taught.	**intentionally** provides opportunities for students to HEAR, SAY, READ, and/or WRITE the words being taught.	**attempts** to provide opportunities for students to HEAR, SAY, READ, and/or WRITE the words being taught.	**does not** provide opportunities for students to HEAR, SAY, READ, or WRITE the words being taught.	**The context and content of this specific lesson does not allow teachers to** provide opportunities for

				students to HEAR, SAY, READ, and/or WRITE the words being taught.
6.3. Fosters a word-conscious classroom using robust vocabulary by engaging students in maintenance activities to practice new vocabulary in writing and speaking. Strategies *may* include <u>interaction</u> with: ● Vocabulary journal; ● Vocabulary wall; ● Anchor chart(s); ● Picture supports; ● Word play; or, ● Post and tally.	**intentionally** fosters a word-conscious classroom by using robust vocabulary and engaging students in maintenance activities to practice new vocabulary in writing and/or speaking.	**attempts** to foster a word-conscious classroom by using robust vocabulary or engaging students in maintenance activities to practice new vocabulary in writing and/or speaking (i.e., maintenance materials were present but not utilized during portions of lesson observed).	**does not** foster a word-conscious classroom.	**The context and content of this specific lesson does not allow teachers to** foster a word-conscious classroom.
Observation Notes:				

Teacher Being Observed: _____ Observers: _____ Date: _____ **Segment of the Lesson (circle): BEGINNING MIDDLE END Observation Began: _____ Observation Concluded:_____**				
7.0. Instruction that Promotes Text Comprehension	**Fully Implemented** (intentional and successful implementation **of the entire standard** with fidelity as appropriate).	**Partially Implemented** (attempts the implementation of some but not all components of the standard as appropriate; OR, attempts implementation but not fully).	**Not Implemented** (evidence does not **demonstrate** implementation).	**N/A** **(**the content of the lesson is not applicable or relevant to the **standard** being observed).
The Teacher ...				
7.1. Establishes a sound purpose for reading and teaches relevant vocabulary that ● Activates prior knowledge to build new background knowledge and content vocabulary; and, ● Revisits the purpose of reading throughout the lesson (before, during, and after reading).	**intentionally** establishes a sound purpose for reading and teaches relevant vocabulary.	**attempts** to establish a sound purpose for reading by teaching relevant vocabulary.	**does not** establish a sound purpose for reading by teaching relevant vocabulary.	**The context and content of the instruction does not allow teachers to** establish a sound purpose for reading by teaching relevant vocabulary.
7.2. Assists students in organizing and communicating new understandings through	**intentionally** assists students in organizing and communicating new understanding, for	**attempts** to assist students in organizing and communicating new understanding, for	**does not** assist students in organizing and communicating new understanding,	**The context and content of this specific lesson does not allow**

● Explicitly introducing or reviewing text structure (e.g., purpose, organization, connectives or cohesive ties); ● Using graphic organizers to organize narrative text (character/setting, initiating event, internal response, plan, actions/attempts, consequence/resolution); or, ● Organizing expository text using text structure terms appropriate to the type of text (i.e., connectives or cohesive ties, cause and effect, description, problem and solution, compare and contrast, sequential, etc.).	example by ● Explicitly introducing or reviewing text structure; and, ● Using graphic organizers to organize narrative text or organize information from expository text.	example by ● Explicitly introducing or reviewing text structure; and, ● Using graphic organizers to organize narrative text or organize information from expository text.	for example by ● Explicitly introducing or reviewing text structure; and, ● Using graphic organizers to organize narrative text or organize information from expository text.	**teachers to** assist students in organizing and communicating new understanding.
7.3. Purposefully supports the construction of a mental model by engaging students in conversation about the content (before, during, and after reading) and by helping students communicate what they learned, pertinent to the portion of the lesson observed. For example: ● Activating prior knowledge to build new background knowledge and content vocabulary; ● Explicitly introducing or reviewing text structure and	● **intentionally** supports the construction of a mental model by engaging students in conversation about the content (to include inference for challenging syntax) and by helping students communicate what they learned using	**attempts** to support the construction of a mental model by engaging students in conversation about the content (to include inference for challenging syntax) or by helping students communicate what they learned using graphic organizers as support, pertinent to the portion of the lesson observed.	**does not** support the construction of a mental model by neither engaging students in conversation about the content (not including inference for challenging syntax) nor by helping students communicate what they learned using graphic organizers as support, pertinent to the	**The context and content of this specific lesson does not allow teachers to** support the construction of a mental model by engaging students in conversation about the content or by helping students communicate what they learned.

addressing challenging syntax through essential inferences; and, ● Using graphic organizers to map narrative text or organize information from expository text.	graphic organizers as support, pertinent to the portion of the lesson observed.		portion of the lesson observed.	
Observation Notes:				

Teacher Being Observed: _____ Observers: _____ Date: _____ **Segment of the Lesson (circle): BEGINNING MIDDLE END Observation Began: _____ Observation Concluded:_____**				
8.0. Instruction that Promotes Written Expression	**Fully Implemented** (intentional and successful implementation **of the entire standard** with fidelity as appropriate).	**Partially Implemented** (attempts the implementation of some but not all components of the standard as appropriate; OR, attempts implementation but not fully).	**Not Implemented** (evidence does not **demonstrate** implementation).	**N/A** **(**the content of the lesson is not applicable or relevant to the **standard** being observed).
The Teacher: ...				
8.1. Supports text generation at the Word Level by explicitly teaching students how to use robust words that convey meaning more precisely and will aid in the organization of their writing (i.e., Tier 2 vocabulary, connectives, and/or cohesive ties).	**intentionally** supports text generation at the Word Level by explicitly teaching students how to use robust words that convey meaning more precisely and will aid in the organization of their writing (i.e., Tier 2 vocabulary, connectives, and/or cohesive ties).	**attempts** to support text generation at the Word level by explicitly teaching students how to use robust words that convey meaning more precisely and will aid in the organization of their writing (i.e., Tier 2 vocabulary, connectives, and/or cohesive ties).	**does not** support text generation at the Word Level by explicitly teaching students how to use robust words that convey meaning more precisely and will aid in the organization of their writing (i.e., Tier 2 vocabulary, connectives, and/or cohesive ties).	**The context and content of this specific lesson does not allow teachers dto** support text generation at the Word Level by explicitly teaching students how to use robust words that convey meaning more precisely and will aid in the organization of their writing (i.e., Tier 2 vocabulary, connectives, and/or cohesive ties).

8.2. Supports text generation at the Sentence Level by explicitly teaching and allowing students to orally rehearse the production of sentences that are complete, grammatically correct, and increasingly more complex. Using the following strategies as appropriate: ● Sentence Stems; ● Sentence Generation; ● Sentence Combining; ● Sentence Expansion; ● Sentence Types; ● Basic/Subordinating Conjunctions; and/or, ● Transitions/Revisions.	**intentionally** supports text generation at the Sentence Level by explicitly teaching and allowing students to orally rehearse the production of sentences that are complete, grammatically correct, and increasingly more complex by using an appropriate strategy(ies).	**attempts** to support text generation at the Sentence Level by explicitly teaching or allowing students to orally rehearse the production of sentences that are complete, grammatically correct, and increasingly more complex by using an appropriate strategy(ies).	**does not** support text generation at the Sentence Level by neither explicitly teaching nor allowing students to orally rehearse the production of sentences that are complete, grammatically correct, or increasingly more complex by using an appropriate strategy(ies).	**The context and content of this specific lesson does not allow teachers to** support text generation at the Sentence Level by explicitly teaching and allowing students to orally rehearse the production of sentences that are complete, grammatically correct, and increasingly more complex by using an appropriate strategy(ies).
8.3. Supports text generation at the Discourse Level by explicitly teaching students how to organize their writing and allowing students to orally rehearse through generation strategies, formulation of goals, and planning for their writing using the following strategies as appropriate: ● Making Lists; ● Use of a Graphic Organizer; ● Writing Topic/Concluding	**intentionally** supports text generation at the Discourse Level by explicitly teaching students how to organize their writing and/or allowing students to orally rehearse through generation strategies, formulation of goals, and planning for their writing using the following strategies as appropriate:	**attempts** to support text generation at the discourse level by by explicitly teaching students how to organize their writing and/or allowing students to orally rehearse through generation strategies, formulation of goals, and planning for their writing using the following strategies as appropriate:	**does not** support text generation at the Discourse Level by explicitly teaching students how to organize their writing and/or allowing students to orally rehearse through generation strategies, formulation of goals, and planning for their writing.	**The context and content of this specific lesson does not allow teachers to** support text generation at the Discourse Level by explicitly teaching students how to organize their writing and allowing students to orally rehearse.

Sentences; ● Generating Paragraphs; and/or, ● Revision.	● Making Lists; ● Use of a Graphic Organizer; ● Writing Topic/Concluding Sentences; ● Generating Paragraphs; and/or, ● Revision.	● Making Lists; ● Use of a Graphic Organizer; ● Writing Topic/Concluding Sentences; ● Generating Paragraphs; and/or, ● Revision.		
Observation Notes:				