

Component	Observation Indicators
Introduce/Build/Extend the Concept (Whole Group) <i>Wonders</i>	- Teacher presents and discusses the Essential Question with students to set the stage for learning. - Teacher presents Vocabulary using the appropriate Vocabulary Routine. - Students participate in Collaborative Conversations using the appropriate instructional routine. - Language and vocabulary supports are utilized as necessary.
Listening Comprehension (Whole Group) <i>Wonders</i>	- Teacher creates an Anchor Chart with students to support skill development and connect concepts. - Students have the opportunity to Retell and Write (primary) or Read and Respond (intermediate) to the read aloud selection to make learning connections.
Shared Read/Comprehension/Anchor Text/Paired Text (Whole Group) <i>Wonders</i>	- Reading Writing Companion is utilized fully during the Close Reading (Read, Reread, Integrate), Respond to Text, and Respond to Reading routines; students reading significantly below grade level have text to speech resources to access text. - Teacher utilizes the questions available in the core program to support students in understanding the skills being explored during the lesson. - Vocabulary is specifically taught to support students in engaging in oral communication, reading, and writing tasks. - Comprehension strategies are specifically taught and modeled to assist in building student skills. - Students are provided regular opportunities to discuss content and skills with peers throughout the lesson. - Differentiated Reading suggestions are used to support meeting a variety of student needs. - Access Complex Text suggestions are used to deepen student learning and concept mastery. - Teacher utilizes instructional routines outlined in the instructional routines handbook to support alignment and articulation.
Research and Inquiry –(Whole/Small) Wonders	Skills in this section are specifically taught to assist students and explicitly connected to the Reading and Writing Companion.
Writing/Language Arts (Whole/Small Group) <i>Wonders</i>	- Shared writing and grammar activities are completed with students and are connected to daily learning objectives (primary). - Teachers use the “expert model” to analyze the genre and inform instruction in writing - Process and analytical writing, grammar, spelling and expand vocabulary activities are completed with students and are connected to daily learning objectives (intermediate). - Teacher utilizes the independent writing activities to support students writing to text. - Students have the opportunity to evaluate and critique writing through a peer review process. - Students make use of the program rubrics/school checklists during the writing process. - Differentiation and scaffolding are provided to students requiring support to attain learning targets.
Integrate Ideas (Whole Group) <i>Wonders</i>	- Teacher and students discuss/write about the Essential Question to gain deeper understanding. - Teacher and students discuss/write about the texts they have explored this week to gain a deeper understanding and make broader connections. - Weekly wrap-up is used to summarize the weekly learning.

Word Work (Small Group/Whole Group) <i>Wonders</i>	- Word work content is strategically utilized based upon ongoing formative assessment data; Wonders word work is used whole group when 80% or more of the class is demonstrating proficiency in grade-level decoding skills. When less than 80% is demonstrating grade-level decoding, Wonders word work is moved to small group instruction for students <i>at or above grade level performance</i>. Decoding intervention is provided for students demonstrating word work skills below grade-level (OG, Wonders small group intervention, etc). - Teacher utilizes the appropriate instructional routine for each section (see Instructional Routines Handbook). - Heggerty Phonemic Awareness is utilized daily in K-2 classrooms - Handwriting instruction is integrated and aligned to phonics instruction (as necessary).
Small Group Instruction <i>Resource Indicated by Student Need</i>	- Teacher is using Wonders Leveled Readers with students who can <i>independently access text at that level</i> during small group instruction; Word work skills may also be integrated at this time. - Teacher is using intervention resources (Heggerty Phonemic Awareness/Bridging the (when data indicates this need), Orton Gillingham instruction and decodables, or Wonders Intervention Materials) to meet the <i>specific</i> instructional needs of students reading below grade-level. - Text is connected through discussion and analytical writing. - Level-up/Gifted and Talented strategies are used as necessary with students needing extension.
Assessment	- Teacher is utilizing student discussion as a means of formative assessment and adjusting instruction during the lesson. - Teacher is utilizing the Reading and Writing Companion as a means of formative assessment and adjusting instruction during the lesson. - Weekly and End of Unit (cold read) assessments are utilized to both formatively and summatively to adjust instruction prior to the next instructional cycle and assess student's mastery of core skills being taught. - Acadience Reading progress monitoring and small group formative assessment drives instructional decision-making and grouping decisions.
Heggerty Phonemic Awareness	- Teacher uses all skills included in the day's lesson plan. - Teacher uses an appropriate number of words listed in the lesson for each skill component. - Teacher uses the indicated hand motions for the following skill components: ☐ Blending ☐ Isolating Final or Medial Sounds ☐ Segmenting ☐ Adding ☐ Deleting ☐ Substituting - Teacher provides brief student directions or examples for each skill. - Pace: Teacher completes the lesson in approximately 10 minutes. Feedback on time spent on each skill:
Orton Gillingham	3 Part Drill (2-3x a week): Visual (sound spelling cards), Auditory/Kinesthetic (multisensory sound practice), Blending (cards in CVC format); Vowel Intensive (as needed) - Teaching a New Concept (1-2x a week): Multi-Sensory Object/Activity to introduce concept; Brainstorm; Letter Formation Practice (as needed); Word Dictation (tapping sounds); Sentence Dictation (pounding syllables) - Red Words: (2-4 words/week) Irregular words taught by writing in red and tapping on arm - Decoding Multi-Syllabic Words – Syllabication practice w/syllable type and pattern routine - Connected Text (2-3x a week) – Decodable Reader tied to phonics skills - Vocabulary and Comprehension (tied to decodable or authentic text) - Fluency (tied to decodable, red words, or target phonic skills)

