

## Prior to Phonics for Reading Lesson Visit

- Teacher attended Phonics for Reading training
- Support aligning lesson plans with the Philly Love Project components.
- Teachers and Students have all necessary materials for lesson.

## Classroom Components

- Instructional environment promotes effective small group learning.
- Objective is posted and matches day's lesson.
- Sound Drill board is shared with students and updated.

## Implementation Monitoring Actions

- Teacher's level progression aligns with school's PFR implementation plan. (½ Lesson for 20-30 Minutes; Full Lesson for 45-60 minutes)
- Teacher takes anecdotal notes during the lesson (post its, notepad, marking student errors etc.)
- Teacher provides immediate corrective feedback when student makes error.
- Teacher uses check-points, level assessments, and other outlined progress monitoring tools.
- Teacher collects and shares student data in Progress Monitoring Form.

### Level One

### Level Two

### Level Three

#### Lesson Components

- New Sounds
- Sound Drill
- Blending Sounds
- Word Practice
- New Words
- Sight Words
- Challenge Words
- Sentences & Stories or Passages
- Spelling
- Practice Activities
- Work Check
- Checking Up (After every 3rd or 4th lesson)

#### Lesson Components

- New Sounds
- Sound Drill
- Blending Sounds
- New Words
- Review Words
- Word Endings
- Challenge Words
- Sight Words
- Sentences & Stories or Passages
- Spelling
- Practice Activities
- Work Check
- Checking Up (After every 3rd or 4th lesson)

#### Lesson Components

- New Sounds
- Sound Drill
- Word Practice (not in all lessons)
- New Words
- Review Words
- Challenge Words
- Word Parts (Lesson 1-33)
- Words with Word Parts
- Sight Words
- Sentences & Stories or Passages
- Spelling
- Practice Activities
- Work Check
- Checking Up (After every 3rd or 4th lesson)

Notes:

**1 Teachers build and maintain relationships with students.**

Which Successful Lesson "Look Fors" did you see?	Where did you see 'Look Fors' indicators?	If Look Fors are NOT observed... <b>Coaching Actions</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher fosters a positive learning environment.</li> <li><input type="checkbox"/> Teacher partners with students to set goals.</li> <li><input type="checkbox"/> Teacher shares lesson objectives and expectations for growth with students.</li> <li><input type="checkbox"/> Teacher engages, encourages participation, and supports students throughout lessons.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Phonics for Reading lesson visit.</li> <li><input type="checkbox"/> Other documentation (signs, certificates, posts etc.)</li> </ul>	<p><b>Building Teacher Practice</b></p> <ul style="list-style-type: none"> <li>• If teachers need support for setting goals and engaging students, direct them to resources on I-Ready Central – suggest establishing goals in the Phonics domain from the Diagnostic Data.</li> <li>• Share the whitepaper, <i>Leveraging Teacher Emotions for Student Success</i> for ideas on supporting older struggling readers.</li> </ul>
<p><b>Consultative Questions for Reflective Practices</b></p>	<ul style="list-style-type: none"> <li>• How do you promote positive relationships with students during Phonics for Reading instruction?</li> <li>• How have you used the program to set goals towards success in Phonics?</li> <li>• How do you engage, encourage, and support students during PFR lessons?</li> </ul>	

Note Catcher:

# 2

## Teachers use the Phonics for Reading Program with fidelity.

Which Successful Lesson "Look Fors" did you see?	Where did you see 'Look Fors' indicators?	If Look Fors are NOT observed... Coaching Actions
<ul style="list-style-type: none"> <li><input type="checkbox"/> Phonics for Reading Teacher's Guide is used to drive lesson and instruction.</li> <li><input type="checkbox"/> Phonics for Reading Lesson scripting is used.</li> <li><input type="checkbox"/> Teacher ensures that each lesson is consistent with routines and activities and has display boards for student reference.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Phonics for Reading lesson visit.</li> </ul>	<p><b>Building Teacher Practice</b></p> <ul style="list-style-type: none"> <li>• If teachers need support using the teacher's guide, revisit the materials used during the training to chunk down each section and practice.</li> <li>• Refer teachers to the Philly Love Project Padlet to review Dr. Anita Archer's videos as an example.</li> </ul>
<p><b>Consultative Questions for Reflective Practices</b></p>	<ul style="list-style-type: none"> <li>• How has the teacher's guide supported you in providing explicit and systematic instruction to students?</li> <li>• How has the program's activities, structure, and routines assisted students with the progression through lessons?</li> </ul>	

Note Catcher:

# 3

## Teachers allow for student thinking, practice, and participation.

Which Successful Lesson "Look Fors" did you see?	Where did you see 'Look Fors' indicators?	If Look Fors are NOT observed... <b>Coaching Actions</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher provides multiple opportunities for students to respond during lesson instruction.</li> <li><input type="checkbox"/> Teacher provides students with multiple practice attempts, to address issues of retention as well as automaticity.</li> <li><input type="checkbox"/> Teacher provides adequate think time.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Phonics for Reading lesson visit.</li> </ul>	<p><b>Building Teacher Practice</b></p> <ul style="list-style-type: none"> <li>• Refer teachers to the Philly Love Project Padlet to review Dr. Anita Archer's podcast interview regarding the benefits of explicit instruction.</li> <li>• Provide teachers with instructional tips and best practices for engaging students. For example, give each student chips to turn in after they respond and say, "At the end of today's lesson each student must have turned in all their participation chips."</li> </ul>
<p><b>Consultative Questions for Reflective Practices</b></p>	<ul style="list-style-type: none"> <li>• How have the embedded prompts for student responses supported engagement and interaction?</li> <li>• What other ways have you elicited participation from students?</li> </ul>	

Note Catcher:

# 4

## Teachers monitor student performance closely and provide affirmative / informative feedback.

Which Successful Lesson "Look Fors" did you see?	Where did you see 'Look Fors' indicators?	If Look Fors are NOT observed...
		Coaching Actions
<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher carefully watches and listens to students' responses, to verify student mastery and provide feedback.</li> <li><input type="checkbox"/> Teacher follows up on students' responses quickly.</li> <li><input type="checkbox"/> Teacher provides immediate feedback to students about the accuracy of their responses to ensure success and reduction of practicing errors.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Phonics for Reading lesson visit.</li> </ul>	<p><b>Building Teacher Practice</b></p> <ul style="list-style-type: none"> <li>• Refer teachers to the Phonics for Reading Teacher's Guide and review the providing corrective feedback strategies outlined in the beginning of the book.</li> </ul>
<p><b>Consultative Questions for Reflective Practices</b></p>	<ul style="list-style-type: none"> <li>• How have you provided immediate corrective feedback to students during a lesson?</li> <li>• How has this helped students learn from errors?</li> </ul>	

Note Catcher:

# 5

## Teachers maintain a brisk pace to ensure engagement and progression.

Which Successful Lesson "Look Fors" did you see?	Where did you see 'Look Fors' indicators?	If Look Fors are NOT observed... <b>Coaching Actions</b>
<ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher delivers instruction at an appropriate pace to optimize instructional time, covered content, and on-task behavior.</li> <li><input type="checkbox"/> Use a rate of that is brisk but includes a reasonable amount of time for students' thinking/ processing.</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Phonics for Reading lesson visit</li> </ul>	<p><b>Building Teacher Practice</b></p> <ul style="list-style-type: none"> <li>• Refer teachers to the Philly Love Project Padlet to review Dr. Anita Archer's videos as an example.</li> <li>• Recommend teachers use a metronome to practice the 120 bpm pacing that is recommended.</li> <li>• Have teachers support students with learning the routines so that the lesson structure becomes automatic.</li> </ul>
<p><b>Consultative Questions for Reflective Practices</b></p>	<ul style="list-style-type: none"> <li>• How has your pacing improved since you started the program?</li> <li>• How have students responded to the brisk presentation of skills?</li> </ul>	

Note Catcher: