

--Assessment piece should take no more than 2-3 minutes (if it takes longer, text/assessment is not at the student's instructional level)

***running record**

***anecdotal record (similar to intervention log)**

***teacher chosen assessment**

**C. Supported Reading (Connected to "Fluency" from above)
10 minutes**

--Teacher "coaches" the student(s) as they partner read, choral read, echo read, independently read constantly referring to comprehension focus

**Example: What happened first? Next? Last?
What is the problem in this story?**

--Teacher reminds students of word attack sequence

1. LOOK FOR PARTS YOU KNOW.

2. SOUND IT OUT.

3. CHECK IT. IS IT A WORD YOU'VE HEARD BEFORE? DO YOU NEED TO "FLEX" IT? TRY IT IN THE SENTENCE.

***After steps #1-3 then try analogies and picture clues**

D. Supported Writing: 10 minutes

--Teacher can dictate words related to phonological awareness/phonics focus for students to write or can have the students write a sentence that relates to the lesson's comprehension focus.

--Both words and sentences are "mapped" before being written.

--Teacher encourages re-reading using "Touch and Say" while student writes sentence.

- Writing can be done on a whiteboard or on paper.**
 - Teacher reminds students of capitalization and punctuation rules as sentences are written.**
 - Teacher can have students identify words that have phonics focus in them and circle, underline, find, etc.**
- *Be sure to wrap-up/ summarize what was done in lesson!**