

<b>Look-For</b>	<b>Observable Evidence</b>	<b>T-TESS Alignment</b>
<b>Explicit Phonemic Awareness Instruction</b>	Students isolating, segmenting, blending, or manipulating sounds orally.	2.1 Achieving Expectations
<b>Systematic Phonics Instruction</b>	Teacher uses a scope and sequence; lesson targets specific patterns or sounds.	1.1 Standards & Alignment, 2.2 Content Knowledge
<b>Use of Decodable Texts</b>	Students reading texts that match taught phonics patterns.	2.4 Differentiation, 2.5 Monitor & Adjust
<b>High-Utility Vocabulary Instruction</b>	Teacher introduces Tier 2/3 vocabulary with context, visuals, or word-learning strategies.	1.1 Standards & Alignment, 2.3 Communication
<b>Knowledge-Building Read-Alouds or Content Texts</b>	Texts are rich in information and connected to content (science, social studies).	2.2 Content Knowledge, 1.1 Standards & Alignment
<b>Opportunities to Practice Writing Using Target Skills</b>	Students write sentences or responses using phonics/vocab knowledge.	2.1 Achieving Expectations, 2.4 Differentiation
<b>Instructional Scaffolds</b>	Use of visuals, gestures, manipulatives, or sentence frames.	2.5 Monitor & Adjust, 2.4 Differentiation
<b>Student Engagement</b>	Students are responding aloud, writing, reading, or working in small groups.	3.4 Classroom Culture