

# Template Observation Form

Date \_\_\_\_\_

Teacher \_\_\_\_\_

Observer \_\_\_\_\_

Grade Level \_\_\_\_\_

Instruction presented to whole-class.

Instruction presented to small group.

Start Time: \_\_\_\_\_ End Time: \_\_\_\_\_

Use the checklist below to assess appropriate use of the templates. Use the key provided.

**+** Criteria fully met during the observation  
**--** Criteria partially met during the observation  
**0** Criteria not met during the observation  
**N/A** Criteria was not applicable or was not part of the observation

## General Observations

- \_\_\_ Teacher has appropriate materials ready and/or has sounds/words from Lesson Map written on board/paper prior to starting lesson.
- \_\_\_ Students are seated in a location where they can easily see the instruction.
- \_\_\_ Teacher gets the attention of the students prior to beginning instruction.
- \_\_\_ Teacher uses appropriate classroom management techniques ensuring that all students participate.
- \_\_\_ Teacher uses actual template for help with language (if needed).
- \_\_\_ Teacher paces lesson appropriately.

## Explain/Model

- \_\_\_ Teacher names task for students.
- \_\_\_ Teacher clearly explains task to students prior to starting the practice using the language that is on the template.
- \_\_\_ Teacher models correct response for first two sounds/words using signaling procedure. (Model only when template is new to students.)

## Practice

- \_\_\_ Teacher provides whole-group practice with only students responding.
- \_\_\_ Teacher completes the practice indicated on the Lesson Map.

## Correction

- \_\_\_ Teacher accurately uses the correction procedure for each template.
- \_\_\_ Teacher remembers to back up two sounds/words after a correction was necessary and to continue instruction.
- \_\_\_ Teacher provides correction when students make errors.
- \_\_\_ Teacher provides correction when students answer too early or too late (not with signal).
- \_\_\_ Teacher refrains from excess talk during correction and stays focused on task.

## Individual Turns

- \_\_\_ Teacher provides individual turns as a check when it appears that the group is consistently answering all items correctly.
- \_\_\_ Teacher calls on students in an unpredictable order.
- \_\_\_ Teacher calls more frequently on students who made errors.

## Connections to Lesson Maps

- \_\_\_ Teacher provides instruction at the appropriate place in the Lesson Map.
- \_\_\_ Teacher adds instruction where it is indicated.
- \_\_\_ Teacher replaces instruction where it is indicated.
- \_\_\_ Teacher provides quick movement activity or action between lessons if students have been seated in one location for too long and are losing attention.

**Card #1 --  
Letter Recognition (Name) Review  
Signaling Procedure Technique**

- \_\_\_ Teacher provides focus by touching, (not tapping) just to the left of the letter then saying, "**Name?**"
- \_\_\_ Teacher provides indicated wait time (two seconds) prior to providing signal for student response.
- \_\_\_ Teacher signals by tapping (not touching) under the letter.
- \_\_\_ Teacher monitors students by looking at their eyes and mouths and by listening when a response is required.
- \_\_\_ Teacher refrains from giving clues to students or mouthing the desired response during practice.
- \_\_\_ Teacher refrains from excess talk during procedure and stays focused on task.
- \_\_\_ Teacher uses clear, unambiguous signals.

**Card #2 -- Letter/Sound Review  
Signaling Procedure Technique**

- \_\_\_ Teacher provides focus by touching (not tapping) just to the left of the word while then saying, "**Sound?**".
- \_\_\_ Teacher provides indicated wait time (two seconds) prior to providing signal for student response.
- \_\_\_ Teacher provides signals by tapping (not touching) under the letter for a stop sound or touching for two seconds (not tapping) under the letter for a continuous sound.
- \_\_\_ Teacher monitors students by looking at their eyes and mouths and by listening when a response is required.
- \_\_\_ Teacher refrains from giving clues to students or mouthing the desired response during practice.
- \_\_\_ Teacher refrains from excess talk during procedure and stays focused on task.
- \_\_\_ Teacher uses clear, unambiguous signals.

**Card #3-- Regular Word Reading  
Signaling Procedure Technique**

- \_\_\_ Teacher provides focus by touching (not tapping) just to the left of the word then saying, "**Word?**".
- \_\_\_ Teacher provides indicated wait time (two seconds) prior to providing signal for student response.
- \_\_\_ Teacher provides signals by sliding hand or finger quickly under the word.
- \_\_\_ Teacher monitors students by looking at their eyes and mouths and by listening when a response is required.
- \_\_\_ Teacher refrains from giving clues to students or mouthing the desired response during practice.
- \_\_\_ Teacher refrains from excess talk during procedure and stays focused on task.
- \_\_\_ Teacher uses clear, unambiguous signals.
- \_\_\_ Teacher uses a blending routine for the correction procedure.

**Card #3 -- Irregular Word Reading  
Signaling Procedure Technique**

- \_\_\_ Teacher introduces the first row of words using the "say-it, spell-it, say-it" method.
- \_\_\_ Teacher provides focus by touching (not tapping) just to the left of the word then saying, "**Word?**".
- \_\_\_ Teacher provides indicated wait time (two seconds) prior to providing signal for student response.
- \_\_\_ Teacher provides signals by sliding hand or finger quickly under the word.
- \_\_\_ Teacher monitors students by looking at their eyes and mouths and by listening when a response is required.
- \_\_\_ Teacher refrains from giving clues to students or mouthing the desired response during practice.
- \_\_\_ Teacher refrains from excess talk during procedure and stays focused on task.
- \_\_\_ Teacher uses clear, unambiguous signals.
- \_\_\_ Teacher uses the "say-it, spell-it, say-it" method for the correction procedure.

#### **Card #4 -- Onset-Rime Blending Signaling Procedure Technique**

- Teacher says initial sound, by tapping on the green cap and then says rime while tapping on the white part of the whiteboard marker.
- Teacher immediately (no wait time) provides signal by quickly sliding finger above marker from left to right from student perspective.
- Teacher monitors students by looking at their eyes and mouths them and by listening when a response is required.
- Teacher refrains from giving clues to students or mouthing the desired response during practice.
- Teacher refrains from excess talk during procedure and stays focused on task.
- Teacher uses clear, unambiguous signals.

#### **Card #5 -- Phoneme Blending Signaling Procedure Technique**

- Teacher says individual sounds in a word tapping (not touching) each cube of the train while saying each sound.
- Teacher provides immediate signal by quickly sliding hand or finger above cube train from left to right from students' perspective.
- Teacher monitors students by looking at their eyes and mouths and by listening when a response is required.
- Teacher refrains from giving clues to students or mouthing the desired response during practice.
- Teacher refrains from excess talk during procedure and stays focused on task.
- Teacher uses clear, unambiguous signals.

#### **Card #6 -- Phoneme Segmentation Signaling Procedure Technique**

- Teacher provides focus by holding up a closed fist with fingers facing body. Teacher says a word, then tells children to say the sounds in the word. /\_\_\_/. Say the sounds in /\_\_\_/.
- Teacher immediately signals after saying word by holding up one finger every second from left to right from students' perspective.

- Teacher monitors students by looking at their eyes and mouths and by listening when a response is required.
- Teacher refrains from giving clues to students or mouthing the desired response during practice.
- Teacher refrains from excess talk during procedure and stays focused on task.
- Teacher uses clear, unambiguous signals.

#### **Card #7 -- Sound/Spelling Review Signaling Procedure Technique**

- Teacher provides focus by touching (not tapping) just to the left of the spelling then saying, "**Sound?**".
- Teacher provides indicated wait time (two seconds) prior to signaling for student response.
- Teacher signals by tapping (not touching) under the spelling.
- Teacher monitors students by looking at their eyes and mouths and by listening when a response is required.
- Teacher uses clear, unambiguous signals.

#### **Card #8 -- Sound-by-Sound Blending Signaling Procedure Technique**

- Teacher prompts students to say the sound for each spelling using these steps:
  - (1) Write the spelling.
  - (2) Say, "Sound?"
  - (3) Tap under spelling.
- Teacher prompts students to blend sounds together following these steps:
  - (1) Touch just to the left of the first spelling, and say, "**Blend.**"
  - (2) Sweep finger or hand under spellings.
- Teacher prompts students to read the entire word following these steps:
  - (1) Touch just to the left of the word, and say, "**Word?**"
  - (2) Slide finger or hand quickly under word.
- Teacher monitors students by looking at their eyes and mouths and by listening when a response is required.
- Teacher uses clear, unambiguous signals.

### **Card #9 -- Continuous Blending Signaling Procedure Technique**

- Teacher provides focus by touching just to the left of the word if the word begins with a continuous sound or by touching just under the first letter of the word if the word begins with a stop sound.
- Teacher provides indicated wait time (one second) prior to providing signal for student response.
- Teacher says, "**Blend**", waits one second, then signals by looping quickly from letter to letter, touching under each letter for 1-2 seconds for continuous sounds and for an instant for stop sounds.
- Teacher monitors students by looking at their eyes and mouths and by listening when a response is required.
- Teacher uses clear, unambiguous signals.

### **Card #10 (single-syllable words) Word Reading -- Spelling Focused Signaling Procedure Technique**

- Teacher provides focus on vowel spelling and any other difficult sound/spellings (progressing from left to right – one at a time) by touching under spelling.
- Teacher provides indicated wait time for sound/spellings (one second) prior to providing signal for student response.
- Teacher signals for sound/spelling by tapping (not touching) under spelling.
- Teacher provides focus for word reading by touching (not tapping) just to the left of the word.
- Teacher provides indicated wait time for word reading (2 seconds) prior to signaling for student response.
- Teacher signals for word reading by sliding finger or hand swiftly under word.
- Teacher monitors students by looking at their eyes and mouths and by listening when a response is required.
- Teacher uses clear, unambiguous signals.

### **Card #10 (multi-syllable words) Word Reading -- Spelling Focused Signaling Procedure Technique**

- The teacher covers all but one syllable at a time (starting with the first syllable uncovered and working from left to right to each syllable).
- Teacher prompts students to say the difficult sounds and to blend sounds together in each syllable following these steps:
  - (1) Teacher provides focus on vowel spelling and any other difficult sound/spellings by touching under a spelling in the uncovered syllable.
  - (2) Teacher provides indicated wait time for sound/spellings (one second) prior to providing signal for student response.
  - (3) Teacher signals for sound/spelling by tapping (not touching) under spelling.
  - (4) Teacher provides focus for blending the syllable by touching (not tapping) just to the left of the syllable, and saying "**Blend**".
  - (5) Teacher signals for syllable blending by sweeping finger under the syllable.
  - (6) Teacher repeats the above procedure for each syllable (blending all syllables as they are uncovered).
- Teacher provides focus for word reading by touching (not tapping) just to the left of the word.
- Teacher provides indicated wait time for word reading (2 seconds) prior to signaling for student response.
- Teacher signals for word reading by sliding finger or hand swiftly under word.
- Teacher monitors students by looking at their eyes and mouths and by listening when a response is required.
- Teacher uses clear, unambiguous signals.

**Card #11 (Introductory)**  
**Reading Decodable Text**  
**Signaling Procedure Technique**

- Teacher provides focus by prompting students to touch under the first/next word by saying, ***"Touch under the first/next word."***
- Teacher prompts students to think about the word silently to themselves by saying, ***"Think."***
- Teacher provides indicated wait time (three seconds) prior to signaling for student response.
- Teacher signals for student response by saying, ***"Word?"*** and then taps.
- When the students have read a sentence correctly, the teacher reads the sentence naturally to students.
- Teacher monitors students by looking at their eyes and mouths and by listening when a response is required.
- Teacher uses clear, unambiguous signals.

**Card #12 (Intermediate)**  
**Reading Decodable Text**  
**Signaling Procedure Technique**

- Teacher provides focus by prompting students to touch under the first word of the sentence by saying, ***"Touch under the first word of the sentence."***
- Teacher prompts students to think about the word silently to themselves by saying, ***"Think."***
- Teacher provides indicated wait time (three seconds) prior to providing signal for student response.
- Teacher provides signal for student response by saying, ***"Read."*** and then taps every three seconds for each word in the sentence.
- Teacher repeats above signaling procedure for each sentence.
- When the students have read a sentence correctly, the teacher reads the sentence naturally to students.

- Teacher monitors students by looking at them and listening when a response is required.
- Teacher uses clear, unambiguous signals.

**Card #13 (Advanced #1)**  
**Reading Decodable Text**  
**Signaling Procedure Technique**

- Teacher provides focus by prompting students to touch under the first word of the page by saying, ***"Touch under the first word of the page."***
- Teacher then tells students to, ***"Read the page to yourself."***
- Teacher provides indicated wait time (time for middle level strategic student to read page to themselves), then instructs students to ***"Stop. Go back to the top of the page."***
- Teacher pauses while students redirect themselves to the top of the page and then says, ***"Touch under the first word."***
- Teacher provides signal for students to read page orally, by saying, ***"Read."*** and then taps every one-two seconds for each word on the page.
- Teacher repeats above signaling procedure for each page.
- Teacher monitors students by looking at them and listening when a response is required.
- Teacher uses clear, unambiguous signals.

## Card #14 (Advanced #2)

### Reading Decodable Text

#### Signaling Procedure Technique

- Teacher provides focus by prompting students to touch under the first word of the page by saying, "***Touch under the first word of the page.***"
- Teacher tells students to "***Read the page to yourself.***"
- Teacher provides indicated wait time (time for middle level strategic student to read page to themselves), then instructs students to "***Stop. Go back to the top of the page.***"
- Teacher pauses while students redirect themselves to the top of the page and then says, "***Touch under the first word.***"
- Teacher provides signal for students to read page orally, by saying, "***Read.***" and then chorally reads the text with students one word per second.
- Teacher repeats above signaling procedure for each page.
- Teacher monitors students by looking at them and listening when a response is required.
- Teacher uses clear, unambiguous signals.