Template Observation Form

Date ______________________  □ Instruction presented to whole-class.
Teacher ____________________  □ Instruction presented to small group.
Observer___________________  Start Time: _______ End Time: _______
Grade Level __________________

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 (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 #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 #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.