

Teacher's Name: _____

Date: _____

Time: _____

Grade Level: _____

Observation Checklist: Phonological Awareness

Content	Observed (√)
Discriminating words or sounds	
Rhyming	
Blending syllables	
Blending phonemes	
Isolating initial sounds	
Isolating medial sounds	
Isolating final sounds	
Segmenting words in sentences	
Segmenting syllables in words	
Segmenting phonemes in words	
Deleting or substituting syllables/phonemes in words	
Lessons/Activities	
Whole group instruction/practice	
Teacher-led same-ability small group instruction/practice	
Center or mixed-ability small group practice	
Partner work	
Independent work	
Materials Used	
Oral language	
Manipulatives	
Pictures	
Connected to print?	
Other: _____	
Total Time Spent on Phonological Awareness	

Teacher's Name: _____

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Observation Checklist: Phonics/Decoding/Word Study

Content	Observed (√)
Matching letters to sounds accurately	
Matching letters to sounds fluently	
Producing sounds for digraphs/letter combinations ("ee", "sh", "oo")	
Blending/spelling sounds in simple words	
Decoding/spelling words with consonant blends ("tr", "sl")	
Reading/spelling one-syllable words fluently	
Reading/spelling words with common word parts ("all", "igh", "ble")	
Reading/spelling compounds, contractions, possessives	
Reading/spelling multisyllabic words	
Using word meaning and context to confirm decoding	
Using word structure to recognize words (prefixes, suffixes)	
Reading/spelling irregular words accurately and fluently	
Lessons/Activities	
Whole group instruction/practice	
Teacher-led same-ability small group instruction/practice	
Center or mixed-ability small group practice	
Partner work	
Independent work	
Reading activities	
Spelling activities	
Materials Used	
Letter tiles, letter cards, plastic letters, other _____	
Word cards, families, other _____	
Word wall	
Decodable text	
Other: _____	
Total Time Spent on Phonics/Decoding/Word Study	

Teacher's Name: _____

Date: _____

Time: _____

Grade Level: _____

Observation Checklist: Fluency

Content	Observed (√)
Naming letters accurately and fluently	
Reading sounds accurately and fluently	
Blending and reading individual words accurately and fluently	
Reading common phrases accurately and fluently	
Reading connected text accurately and fluently	
Purposefully focusing on increasing fluency toward grade-level goal	
Reading attending to punctuation, expression, intonation, etc.	
Self-correcting word-recognition errors	
Lessons/Activities	
Whole group instruction/practice	
Teacher-led same-ability small group instruction/practice	
Center or mixed-ability small group practice	
Choral reading	
Echo reading	
Partner reading	
Independent reading	
Timed reading	
Reader's theatre	
Materials Used	
Letter tiles, letter cards, or plastic letters	
Word wall or word cards	
Phrase cards/pages	
Decodable text, leveled text, other _____	
Taped readings or computer-assisted readings	
Other: _____	
Total Time Spent on Fluency	

Teacher's Name: _____

Date: _____

Time: _____

Grade Level: _____

Observation Checklist: Vocabulary

Content	Observed (√)
Naming and using basic concepts	
Identifying and sorting pictures of words into categories, sets, or groups	
Categorizing words hierarchically	
Using semantic maps/organizers to show word relationships	
Learning new vocabulary across variety of contexts	
Reviewing new and previously-learned vocabulary	
Using new/previously-learned vocabulary (in oral and written language) and across contexts	
Understanding common synonyms and antonyms	
Using word structure and use in sentence to infer word meaning	
Identifying multiple-meaning words	
Using dictionary to infer word meaning	
Lessons/Activities	
Whole group instruction/practice	
Teacher-led same-ability small group instruction/practice	
Center or mixed-ability small group practice	
Partner work	
Independent work/reading	
Teacher read aloud	
Materials Used	
Oral language	
Pictures, models, demonstrations, other _____	
Graphic organizers	
Dictionaries	
Narrative text	
Informational text	
Other: _____	
Total Time Spent on Vocabulary	

Teacher's Name: _____

Date: _____

Time: _____

Grade Level: _____

Observation Checklist: Comprehension

Content	Observed (√)
Making predictions about text	
Confirming predictions based on information from text	
Answering/asking questions about stories & relates to personal experience	
Answering/asking questions about characters, setting, events in story	
Answering/asking higher-level questions (if, why, how, inferential)	
Retelling story including important information (e.g., characters)	
Sequencing events from story or passage	
Telling the main idea of a story or informational text	
Summarizing most important information from story or passage	
Analyzing characters' actions, motives, feelings, etc.	
Identifying and discussing theme of text	
Drawing conclusions based on content	
Monitoring comprehension	
Connecting text to personal experience, prior knowledge, other texts	
Distinguishing main idea/details, facts/opinions, cause/effect	
Using charts, tables, diagrams, or maps to learn about topic	
Following multiple-step written instructions	
Lessons/Activities	
Whole group instruction/practice	
Teacher-led same-ability small group instruction/practice	
Center or mixed-ability small group practice	
Partner work	
Independent work	
Materials Used	
Oral language (e.g., discussions)	
Think-aloud	
Graphic organizer(s)	
Narrative text	
Informational text	
Other: _____	
Total Time Spent on Comprehension	

