

Guided Discovery Lesson Observation Checklist

Interventionist:

Observation Date:

Score: ___/___

Student:

Observer:

1/0/NA

Preparation All materials needed for lesson are organized and ready	
Grapheme Deck	
Only previously taught grapheme cards presented with quick pacing; most recent is first in deck	
When “blocking” occurs, prompting with keyword and/or hand signal is used	
Immediate error correction: Interventionist tells student correct sound; student is asked to trace grapheme on card with finger while saying correct sound. Card is returned to deck for another turn	
Chaining (through 1B)	
Interventionist selects letter tiles needed and puts them on magnetic wipe-off board or asks student to select tiles as sounds are dictated	
Interventionist clearly says each word in chain	
Student is guided to repeat whole word and then segment the sounds in new word while touching tiles to identify sound change	
Student is guided to change appropriate grapheme tile to reflect the sound change	
Student is directed as needed to use continuous blending to read whole word	
Interventionist provides additional support through routine as needed	
Interventionist corrects incorrect sounds or graphemes by telling student the correction	
Student is asked to repeat correct sound and go back to the beginning of that step in the routine	
GUIDED DISCOVERY/NEW LEARNING	
Appropriate choice of new material	
For Linkage, routine includes:	
Auditory	
Exploration of articulatory features of the phoneme	
Prediction	
Visual	
Skywriting, copying, eyes closed from memory	
Hand signals are taught for vowels	
If full linkage is not needed, articulation information is instructed as grapheme is reviewed.	

For Spelling pattern, suffix, or syllable type instruction includes:	
Clear questioning leads student to understand new learning	
Interventionist demonstrates understanding of new learning	
Student is asked to summarize new learning	
Word Work: in student workbook	
Student is questioned to look for common grapheme or pattern in words, 1 line at a time	
Multisensory strategies used (highlighting or underlining, etc.) to identify grapheme or concept just taught, common to all the words, while saying the corresponding target sound	
After marking and saying the target sound, student is directed read the whole word using continuous blending; this is repeated for each word in the row	
After all words in row have been decoded, student rereads all words	
Errors are corrected immediately; correct sound/word is given; student rereads word	

Reading Sentences: in student workbook	
Red words deck is reviewed prior to reading sentences	
Student is guided to identify, mark and read words with target grapheme or pattern first.	
Student reads entire sentence, tracking under words with their finger or eraser end of a pencil	
Errors are corrected; student is given correct word and directed to decode and then reread sentence from the beginning	
Spelling Words: in student workbook	
Appropriate words chosen for practice (4-8)	
Interventionist states word and then uses word in a sentence	
Student is asked to repeat word	
Student is guided to segment the sounds in the word using the colored blocks. (1 color for consonants, a different color for the vowel). Student is directed to touch each block saying the corresponding sound	
Student writes word while saying the sounds	
Student is asked to name the letters used to spell the word, and repeats whole word	
Alternative spelling strategies used for suffixes and spelling rules	
Student is directed to reread all words	
Errors are corrected: Interventionist states correct word and asks student to check the sounds/letters; correction is written next to error and entire, correct word is written	
Reading	
Appropriate material selected for reading practice of new or review concept/skill	
Before Reading strategies are included (ie vocabulary; building background knowledge)	
Child reads for full time (may include rereading)	
Student tracks under text (marker, finger or eraser end of pencil)	
Interventionist checks comprehension through questioning and/or student retell	
Errors are corrected: Interventionist tells student correct word, student rereads word and then whole sentence from the beginning	
End of Lesson: Student summarizes what was learned in the lesson	

Comments: