



Reading Accelerator Fidelity Observation Checklist

Date: _____ Teacher: _____ School: _____

Reading Accelerator Lesson # ____ A ____ B ____ Delivery: Teacher Guide ____ EPS Connect ____

Step 1: Sound Round, 2 minutes

____ Teacher repeats each word twice.

____ Student or students repeat the word.

____ Student or students answer the question. (i.e. Do the two words rhyme? Segment the word into syllables. Isolate the initial sound in the word.) There are two different routines in this step.

Observations:

Step 2: Rapid Round, 5 minutes

____ **Skill Review:** The teacher will show 2-3 Letter Cards from previous lessons. Student/s should name the letter/s, say the sound, say the word, and explain the concept if applicable.

____ **Skill Introduction:** The teacher will display the new Letter Card/s and provide the rule or generalizations related to the focus skill. Teacher names the letter/s, says the sound, says the keyword and has the students repeat.

Skill words are written down (or displayed on EPS Connect) and a new mark up for the word will be shown (i.e. underlining a vowel, circling a vowel team).

____ **Spelling Rule:** Any new spelling rule will be described.

____ **Syllable Rule:** Any new syllable type will be described.

____ **Heart Word Review:** Word Cards from the last 2-3 lessons will be shown (or any cards the teacher feels need to be reviewed). Students will read words aloud.

____ **Heart Word Introduction:** Display the Word Card/s from the current lesson. Explain the strategy for learning permanently or temporarily irregular words. Words should be written down, read aloud and

students should repeat. Students should be asked what letter/s spell the typical sound and which do not. Students should write the words down on a small white board or in a notebook.

Observations:

Step 3: Break and Build, 3 minutes

____Teacher explicitly explains strategy and demonstrates for the students what they will be doing.

____Students may be using a small white board or a notebook to write down the words and follow the teacher's instructions.

____Students should say the sounds of the letters they have written and then say the word.

Observations:

Step 4: Push a Pencil, 4 minutes

____**Word Dictation:** Teacher will dictate the words one at a time, use the word in a sentence and as needed, think aloud and write on the board to model the spelling strategy until students can follow the steps on their own.

____**Sentence Dictation:** The teacher will dictate a sentence. As needed, the teacher may think aloud and write on the board to model the strategy for writing sentences until the students can follow the steps on their own.

Observations:

Step 5: Time for Texts, 6 minutes

___ **Reading Words and Sentences:** *Students will practice the new markup by marking words in their Student Workbook and reading the words aloud.*

___ **Choral Reading:** *Teacher or capable reader reads passage aloud to model accuracy, appropriate rate and meaning-based expression. Students should follow along in their workbooks. Then, the whole class or a smaller group reads aloud in unison.*

___ **Partner Reading:** *Students pair up and take turns reading the passage to each other, supporting each other with decoding if needed.*

The next two activities will be completed if the teacher is on Lesson B.

___ **Sentence Completion:** *Students will complete the sentences in the Workbook using information from the passage. Students should be marking the passage where they are finding the correct answers.*

___ **Graphic Organizer:** *The teacher should introduce the skill, writing, and discussion prompts, as described in the Lesson Plan. The teacher can work along with the students as they fill out the graphic organizer (drawing an image on the board) or just being available for support if needed. Answers should be discussed when students are finished to make sure they understand the comprehension skill.*

Observations:

Observations about Learning Environment:

___ Students are engaged and attentive with continuous teachers-student interaction.

___ Students are involved in a variety of visual, auditory, kinesthetic, and tactile activities.

___ Lesson is organized and materials for teacher and students are accessible.

___ Teacher checks for understanding and monitors all students' progress.