

Tutor: _____

Observer: _____

Date: _____

Classroom: _____

Story Book Reading (Day 1 PICTURE WALK)

| Story Sequence | Tutor Behavior | Rating | Frequency/Examples |
|-----------------------------|--|--------|--------------------|
| INTRODUCE BOOK | 1. Make link to theme | | |
| | 2. Follow vocabulary teaching sequence | | |
| | 3. Talk about front cover/inside cover | | |
| WALK THROUGH USING PICTURES | 4. Point out detail in pictures | | |
| | 5. Include print concepts embedded in script | | |
| | 6. Use vocabulary embedded in script | | |
| | 7. Ask open-ended questions embedded in script | | |
| | 8. Extend/expand child language | | |
| | 9. Push for more turns/language | | |
| | 10. Provide follow-up support after misunderstanding | | |
| | 11. Use motivational strategies (voice, face, involvement) | | |
| | 12. Notice and praise children who are on-task | | |
| | 13. Maintain pace - no long wait-times | | |
| | 14. Tell children what they did right - descriptive | | |
| | 15. Activity is appropriate length (5-10 min.) | | |
| TRANSITION | 16. Make smooth transition to 1 st reading | | |

Ratings: 1 = rare, infrequent; 2 = occasional (children would profit if used more); 3 = frequent, consistent (part of repertoire, used flexibly and appropriately); N/A= not applicable to book

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Interactive Story Book Reading (Day 1 READING 1)

| Story Sequence | Tutor Behavior | Rating | Frequency/Examples |
|---------------------|--|--------|--------------------|
| INTRODUCE BOOK | 1. Review front cover - print concepts (script) | | |
| | 2. Review front cover - content (script) | | |
| INTERACTIVE READING | 3. Use vocabulary "asides" embedded in book (gesture/verbal) | | |
| | 4. Ask children to use new vocabulary | | |
| | 5. Teach/involve children in repetitive structure | | |
| | 6. Check understanding using closed/close-to-text questions | | |
| | 7. Provide follow-up support after misunderstanding | | |
| | 8. Ask open-ended questions embedded in script | | |
| | 9. Extend/expand child language | | |
| | 10. Push for more turns | | |
| | 11. Include print concepts embedded in script | | |
| | 12. Include P.A. concepts embedded in script | | |
| | 13. Use motivational strategies (voice, face, involvement) | | |
| | 14. Notice and praise children who are on-task | | |
| | 15. Maintain pace – no long wait-times | | |
| | 16. Tell children what they did right | | |
| CLOSE STORY | 17. Close book with open-ended questions from script | | |
| | 18. Activity is of appropriate length (5-10 min.) | | |
| | 19. Transition with P.A. activity or CBM | | |

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Tutor: _____

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Shared Story Book Reading (Day 2 READING 2)

| Story Sequence | Tutor Behavior | Rating | Frequency/Examples |
|-----------------|--|--------|--------------------|
| INTRODUCE STORY | 1. Involve children in talk about front cover | | |
| | 2. Invite children to help tell the story | | |
| SHARED READING | 3. Manage book as children tell the story | | |
| | 4. Push for more - ask for more description | | |
| | 5. Push for more - ask open-ended questions | | |
| | 6. Push for more - ask for use of new vocabulary | | |
| | 7. Extend/expand child language | | |
| | 8. Push for more turns | | |
| | 9. Provide follow-up support after misunderstanding | | |
| | 10. Review 1-2 print concepts embedded in script | | |
| | 11. Review 1-2 P.A. concepts embedded in script | | |
| | 12. Use motivational strategies (voice, face, involvement) | | |
| | 13. Notice and praise children who are on-task | | |
| | 14. Maintain pace - no long wait times | | |
| | 15. Tell children what they did right | | |
| CLOSE STORY | 16. Link to child experience (past, coming, home, centers) | | |
| | 17. Transition/link to print/writing activity | | |
| | 18. Activity is of appropriate length (appr. 10 min.) | | |

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**Phonological Awareness
(Days 1 & 2)**

| Teacher Behavior | Rating | Frequency/Examples |
|--|---------------|---------------------------|
| 1. Activity(ies) used matches focus for day, follows guidelines in manual | | |
| 2. Has materials ready before activity begins | | |
| 3. Uses precise, accurate vocabulary and motions for skill being taught (e.g., "rhyme," "first sound") | | |
| 4. Demonstrates/draws attention to skill ("I do") | | |
| 5. Asks children to demonstrate skill (e.g., make rhyme, say beginning sound, choose card) ("You do") | | |
| 6. Responds to error by providing more support (clue, choice) ("We do" - do it together) | | |
| 7. Provides opportunity for child to try again ("You do") | | |
| 8. Ends with success, tells children what they did right; reviews main point of activity | | |
| 9. Notices and praises children who are on-task and participating | | |
| 10. Maintains pace of activity - no long wait-times for individual children | | |
| 11. Redirects children who are off-task | | |
| 12. Activity is of appropriate length (approximately 10 minutes) | | |

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**Shared Writing/Interactive Writing
(if used)**

| Teacher Behavior | Rating | Frequency/Examples |
|--|---------------|---------------------------|
| 1. Activity(ies) used match focus/activities for day | | |
| 2. Has materials ready before activity begins | | |
| 3. Gives specific focus for activity ("tell me about") | | |
| 4. Follow activity sequence | | |
| 5. Use "think-alouds" during writing process; use accurate vocabulary to describe concepts ("left to right," "word," "sentence," "period") | | |
| 6. Use alphabet talk (name/describe letters; find other similar letters to compare) | | |
| 7. Involve child in writing process ("share the pen") | | |
| 8. Read back to child, underlining with finger | | |
| 9. Ask child to help "read" by moving finger left to write under words (match word to point) | | |
| 10. Respond to error by providing more support (model, clue, choice) | | |
| 11. End with success, telling children what they did right | | |
| 12. Notice and praise children who are on-task and participating | | |
| 13. Maintain pace of activity - no long wait-times for individual children | | |
| 14. Redirect children who are off-task | | |
| 15. Activity is of appropriate length (approximately 10 minutes) | | |
| 16. Link writing to context of classroom and/or home ("add-to") | | |

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Embedded Opportunities

(note tutored/RTI children present during instances of embedding)

| Focus Area | Greeting | Extra Book Reading | Learning Centers | Transitions | Meals/Snacks | Outside/Gym | Other |
|---|----------|--------------------|------------------|-------------|--------------|-------------|-------|
| conversation/ language (exs.: vocabulary; using prior knowledge; predicting; conversing) | | | | | | | |
| alphabet (exs.: recognize, name letters; letter sounds) | | | | | | | |
| phonological awareness (exs.: rhyme, beginning sounds; word segmenting, blending; sentence segmenting) | | | | | | | |
| print concepts (exs.: title, author; where to start writing; space between words; periods, question marks) | | | | | | | |
| reading (exs.: pointing out written word, integrating reading into time segment) | | | | | | | |
| writing (exs.: name writing, making lists, dictating sentences; demonstrating writing) | | | | | | | |

- during observation, write brief notes in each box, do frequency counts, note time-frame if possible
- note tutored child(ren) present if possible
- at end of observation look for coverage, what happened, what could have happened

