



## Application of Concepts

Coach \_\_\_\_\_ Date (mm/dd/yy) \_\_\_\_/\_\_\_\_/\_\_\_\_ ID# \_\_\_\_\_

Teacher Name \_\_\_\_\_ School \_\_\_\_\_ Grade \_\_\_\_\_

Instructional Materials \_\_\_\_\_ Lesson \_\_\_\_\_

**Instructions:** In each section, use the definitions below to note **Yes** if the teacher correctly used the concept and **No** if the teacher did not correctly use the concept. In the notes column, describe how the concept was applied.

| Section I. Teaching Phonological Awareness   |                     |                |
|--|---------------------|----------------|
| Small Group _____ Time on Task _____ or Whole Group _____ Time on Task _____   |                     |                |
| Specific Skills  | Skill Present (Y/N) | Notes/Evidence |
| 1. <b>Appropriate difficulty:</b> Targets appropriate phonological awareness skills (e.g., syllables, onset-rime divisions, initial phoneme identification, phoneme isolation, blending, segmentation, substitution, deletion, reversal) for age and skill level of group. |                     |                |
| 2. <b>Brief practice:</b> Teaches one or two skills at a time, spending a few minutes on each.   |                     |                |
| 3. <b>Linguistic content:</b> Explicitly and accurately labels the linguistic unit being taught (e.g., sentence, word, syllable, onset-rime, rhyming word, phoneme, letter) and uses appropriate examples.   |                     |                |
| 4. <b>Models and references articulation during instruction:</b> Identifies and correctly models articulatory features of phonemes being taught (e.g., voiced, unvoiced, nasal) without adding a schwa. Provides consistent cues to support students.                      |                     |                |

**Section I. Teaching Phonological Awareness**

Small Group \_\_\_\_\_ Time on Task \_\_\_\_\_ or Whole Group \_\_\_\_\_ Time on Task \_\_\_\_\_

| Specific Skills  | Skill Present (Y/N) | Notes/Evidence |
|--|---------------------|----------------|
| 5. <b>Directionality:</b> In multisensory PA lessons, models counting and blending left to right from students' perspective.                                 |                     |                |
| 6. <b>Multisensory engagement:</b> Uses multisensory techniques during PA instruction, such as syllable tapping, duck lips, head-waist-toes, or blocks.      |                     |                |
| 7. <b>Connection to oral language:</b> Uses words for PA instruction that students know, or incidentally defines or puts them in context to enhance meaning. |                     |                |
| 8. <b>Connection to print:</b> Connects phonemes to graphemes once phonemes are identified; is clear about the distinction between speech and print.         |                     |                |
| 9. Systematic approach with scaffolding (modeling, supported practice, and independent practice).  |                     |                |

**Section II. Teaching Beginning Decoding and Spelling**

Small Group \_\_\_\_\_ Time on Task \_\_\_\_\_ or Whole Group \_\_\_\_\_ Time on Task \_\_\_\_\_

| Specific Skills  | Skill Present (Y/N) | Notes/Evidence |
|--|---------------------|----------------|
| 1. <b>Appropriate difficulty:</b> Targets appropriate word-recognition skills for age, background, and skill level of group.   |                     |                |
| 2. <b>Linguistic content:</b> Uses accurate terms and examples for written symbol system (orthography).  |                     |                |
| 3. <b>Pacing:</b> Presents a lesson that is lively, paced for ample practice, and holds students' attention.   |                     |                |
| 4. <b>Directionality:</b> Models multisensory blending and reading activities left to right from students' perspective.  |                     |                |
| 5. <b>Connection to oral language:</b> Uses words for beginning phonics instruction that students know, or incidentally defines or puts them in context to enhance meaning.  |                     |                |
| 6. <b>Uses routines, cue cards, strategies, and signals:</b> Uses routines such as sound- symbol cards, recitations, and verbal and gestural cues to help students distinguish, name, remember, and write confusable sounds and letters. |                     |                |

**Section II. Teaching Beginning Decoding and Spelling**

Small Group \_\_\_\_\_ Time on Task \_\_\_\_\_ or Whole Group \_\_\_\_\_ Time on Task \_\_\_\_\_

| Specific Skills  | Skill Present (Y/N) | Notes/Evidence |
|--|---------------------|----------------|
| <p><b>7. Follows explicit, systematic phonics lesson plan (check elements observed):</b></p> <p>_____ a. Introduces or reviews lesson objective.</p> <p>_____ b. Introduces new sound-symbol relationship(s).</p> <p>_____ c. Reads words in isolation, applying blending techniques as appropriate.</p> <p>_____ d. Provides practice with word recognition to build fluency (e.g., sort words, build words, locate words in lists, chain words).</p> <p>_____ e. Reads decodable words, phrases, sentences, and/or passages to apply learned skills to reading and build text-reading fluency.</p> <p>_____ f. Works with word meanings (e.g., definitions, categories, multiple meanings).</p> <p>_____ g. Teaches/practices spelling words and writing sentences with taught patterns.</p> |                     |                |
| <p><b>8. Systematic approach with scaffolding (modeling, supported practice, and independent practice).</b></p>  |                     |                |

**Section III. Teaching Advanced Phonics, Spelling, and Word Study**

**Small Group \_\_\_\_\_ Time on Task \_\_\_\_\_ or Whole Group \_\_\_\_\_ Time on Task \_\_\_\_\_**

| Specific Skills  | Skill Present (Y/N) | Notes/Evidence |
|--|---------------------|----------------|
| 1. <b>Appropriate difficulty:</b> Targets appropriate word-recognition skills for age and skill level of group.  |                     |                |
| 2. <b>Linguistic content:</b> Uses accurate terms and examples for orthographic patterns (e.g., position-based spelling patterns, syllable types, morphemes, word origin, cognates).   |                     |                |
| 3. <b>Pacing:</b> Presents a lesson that is lively and holds students' attention.  |                     |                |
| 4. <b>Directionality:</b> Models multisensory activities left to right from students' perspective.   |                     |                |
| 5. <b>Connection to oral language:</b> Uses words for decoding instruction that students know, or incidentally defines or puts them in context to enhance meaning.   |                     |                |
| 6. <b>Uses routines, cue cards, strategies, and signals:</b> Uses routines such as recitations, verbal and gestural cues, word marking, posters with syllable types, and so forth, to help students distinguish, name, remember, and apply decoding and spelling strategies. |                     |                |

**Section III. Teaching Advanced Phonics, Spelling, and Word Study**

Small Group \_\_\_\_\_ Time on Task \_\_\_\_\_ or Whole Group \_\_\_\_\_ Time on Task \_\_\_\_\_

| Specific Skills   | Skill Present (Y/N) | Notes/Evidence |
|---|---------------------|----------------|
| <p><b>7. Follows explicit, systematic phonics lesson plan (check elements observed):</b></p> <p>_____ a. Introduces or reviews lesson objective.</p> <p>_____ b. Introduces new pattern or decoding/ spelling skill.</p> <p>_____ c. Reads words in isolation, applying blending techniques as appropriate.</p> <p>_____ d. Sorts words, builds words, or analyzes words to provide practice with word recognition.</p> <p>_____ e. Reads decodable words, phrases, sentences, and/or passages to apply learned skills to reading and build text-reading fluency.</p> <p>_____ f. Works with word meanings (e.g., definitions, categories, multiple meanings).</p> <p>_____ g. Teaches/practices spelling words and writing sentences with taught patterns.</p> |                     |                |
| <p><b>8. Systematic approach with scaffolding (modeling, supported practice, and independent practice).</b></p>   |                     |                |

**Section IV. Developing Vocabulary and Oral Language**

Small Group \_\_\_\_\_ Time on Task \_\_\_\_\_ or Whole Group \_\_\_\_\_ Time on Task \_\_\_\_\_

| Specific Skills   | Skill Present (Y/N) | Notes/Evidence |
|---|---------------------|----------------|
| 1. <b>Word selection:</b> Targets key vocabulary for explicit teaching before text reading.   |                     |                |
| 2. <b>Word form:</b> Draws students' awareness to sound structure, syllable structure, spelling, and/or morphology when explaining new word meanings.   |                     |                |
| 3. <b>Oral language modeling:</b> Follows routine for introducing new words; models use of new words in oral language and encourages students to pronounce and use new words in speaking and writing. |                     |                |
| 4. <b>Word relationships:</b> Uses a variety of techniques and activities to explore word relationships such as antonyms, associations, synonyms, definitions, and semantic maps.                     |                     |                |
| 5. <b>Pacing:</b> Uses vocabulary instruction that is lively and holds students' attention  |                     |                |
| 6. <b>Practice and reinforcement:</b> Reviews or revisits vocabulary after text reading; structures opportunities to recall and use learned words.  |                     |                |
| 7. <b>Use of context:</b> Teaches students to use context to infer new word meanings and uses.  |                     |                |
| 8. <b>Environmental language:</b> Appears aware of stimulating "word consciousness" and academic, school English.   |                     |                |

**Section IV. Developing Vocabulary and Oral Language**

**Small Group \_\_\_\_\_ Time on Task \_\_\_\_\_ or Whole Group \_\_\_\_\_ Time on Task \_\_\_\_\_**

| <b>Specific Skills</b>  | <b>Skill Present (Y/N)</b> | <b>Notes/Evidence</b> |
|---|----------------------------|-----------------------|
| 9. Systematic approach with scaffolding (modeling, supported practice, and independent practice). |                            |                       |



**Section V. Mediating Text Comprehension (Text Read Aloud OR Text Read by Students)**

Small Group \_\_\_\_\_ Time on Task \_\_\_\_\_ or Whole Group \_\_\_\_\_ Time on Task \_\_\_\_\_

| Specific Skills  | Skill Present (Y/N) | Notes/Evidence |
|--|---------------------|----------------|
| 1. <b>Text choice:</b> Chooses high-quality texts of appropriate age/grade difficulty for teacher-mediated comprehension instruction.  |                     |                |
| 2. <b>Preparation before reading:</b> Before reading a new selection, establishes a purpose, identifies genre, provides background as necessary, and previews the topic or theme.  |                     |                |
| 3. <b>Incorporates strategies as appropriate:</b> Incorporates predicting, visualizing, using graphic organizers, clarifying, summarizing, or self-monitoring to help students access a specific text’s meanings.  |                     |                |
| 4. <b>Questioning:</b> Uses strategically placed questions (or queries) during reading to help students interpret language, make inferences, or construct the mental model (overall meaning) of the text.  |                     |                |
| 5. <b>Pacing and student engagement:</b> Maintains an engaging pace without sacrificing meaning-making, reflection, and discussion relevant to the text.   |                     |                |
| 6. <b>Rereading and follow-up:</b> Plans and guides rereading for specific and varied purposes, such as discussing the content, analyzing the language or author’s craft, mapping text organization, preparing a retell or summary, preparing a written response, or comparing sources of information. |                     |                |

**Section V. Mediating Text Comprehension (Text Read Aloud OR Text Read by Students)**

**Small Group \_\_\_\_\_ Time on Task \_\_\_\_\_ or Whole Group \_\_\_\_\_ Time on Task \_\_\_\_\_**

| Specific Skills   | Skill Present (Y/N) | Notes/Evidence |
|---|---------------------|----------------|
| 7. <b>Monitoring comprehension:</b> Checks students' comprehension with a variety of tasks, such as quizzes, retells, verbal reports, collaborative projects, and cross-text comparisons. |                     |                |
| 8. Encourages <b>independent</b> reading at an appropriate level and at appropriate times.  |                     |                |
| 9. Systematic approach with scaffolding (modeling, supported practice, and independent practice).   |                     |                |

**Section VI. General Classroom Atmosphere**

Small Group \_\_\_\_\_ Time on Task \_\_\_\_\_ or Whole Group \_\_\_\_\_ Time on Task \_\_\_\_\_

| Specific Skills  | Skill Present (Y/N) | Notes/Evidence |
|--|---------------------|----------------|
| 1. <b>Student engagement:</b> Most students are generally engaged and on task throughout lesson.                                   |                     |                |
| 2. <b>Transitions:</b> Transitions between activities or small- and whole-group lessons are smooth and efficient.                  |                     |                |
| 3. <b>Wait time:</b> Ample time was given to allow students to formulate answers.  |                     |                |
| 4. <b>Feedback:</b> Immediate, positive, corrective feedback is given so that students can produce the correct answers.            |                     |                |
| 5. <b>Oral Language:</b> Uses every opportunity to expand oral language and encourages students to use their oral language skills. |                     |                |
| 6. <b>Time:</b> Ample time is given to complete the literacy lesson and time is used efficiently.                                  |                     |                |
| 7. <b>Instructions:</b> Directions are given with clear and concise language and supported by modeling or examples.                |                     |                |
| 8. <b>Goals:</b> Lesson goals are clear to both teacher and students.  |                     |                |
| 9. <b>Redirection:</b> When students are off task, redirection is smooth and immediate.  |                     |                |
| 10. <b>Spiraling back:</b> Previous lessons are revisited to ensure success and mastery.   |                     |                |

| Section VI. General Classroom Atmosphere   |                     |                |
|--|---------------------|----------------|
| Small Group _____ Time on Task _____ or Whole Group _____ Time on Task _____   |                     |                |
| Specific Skills  | Skill Present (Y/N) | Notes/Evidence |
| 11. <b>Enthusiasm:</b> Lessons are taught with enthusiasm and positive energy.   |                     |                |
| 12. <b>Differentiates instruction:</b> Differentiates instruction within the group to ensure success for all learners. |                     |                |
| 13. Systematic approach with scaffolding (modeling, supported practice, and independent practice).                     |                     |                |

**Other Notes** (*Reference distractions to the lesson—e.g., fire drills, behavior issues.*)

**Next Steps** (*Make notes on teacher/coach conference and any agreed upon next steps.*)