



# Implementation Fidelity Checklist

Teacher: \_\_\_\_\_ Observer: \_\_\_\_\_

Date: \_\_\_\_\_ Grade: \_\_\_\_\_ School: \_\_\_\_\_

Lesson Components		Notes
<b>General</b>	<input type="checkbox"/> Teacher used <b>blendable sounds</b> throughout the lesson.	
	<input type="checkbox"/> Teacher maintained student <b>engagement</b> and <b>attention</b> .	
Lesson Number:	<input type="checkbox"/> Teacher provided <b>general</b> and <b>behavior-specific praise</b> .	
New Concept:	<input type="checkbox"/> Teacher provided <b>corrective feedback</b> , as needed.	
	<input type="checkbox"/> Teacher provided appropriate <b>scaffolding</b> , as needed.	
	<input type="checkbox"/> Teacher maintained appropriate <b>lesson pacing</b> .	
	<input type="checkbox"/> Teacher used efficient <b>routines</b> and <b>transitions</b> .	
<b>Lesson Part 1</b>		
<b>Step 1: Phonemic Awareness</b> (~2 min)	<input type="checkbox"/> Teacher provided <b>phoneme blending</b> practice.	
Start:	Total words presented: _____	
End:	<input type="checkbox"/> Teacher provided <b>phoneme segmentation</b> practice.	
Total Duration:	Total words presented: _____	
<b>Step 2: Visual Drill</b> (~3 min)	<input type="checkbox"/> Teacher presented <b>previously taught graphemes</b> .	
Start:	<input type="checkbox"/> Teacher prompted student <b>choral response</b> (e.g., ck spells /k/).	
End:	Total graphemes presented: _____	
Total Duration:		
<b>Step 3: Auditory Drill</b> (~5 min)	<input type="checkbox"/> Teacher presented <b>previously taught phonemes</b> .	
Start:	<input type="checkbox"/> After presenting phoneme, teacher prompted students to repeat phoneme and write corresponding grapheme(s) while saying each aloud (e.g., /k/ is c, k, and ck).	
End:	Total phonemes presented: _____	
Total Duration:		
<b>Step 4: Blending Drill</b> (~5 min)	<input type="checkbox"/> Teacher presented words for students to practice <b>decoding</b> using <b>previously taught concepts</b> .	
Start:	Total words presented: _____	
End:		
Total Duration:		
<b>Step 5: New Concept</b> (~15 min)	<b>Explicit introduction</b> of new concept included:	
Start:	<input type="checkbox"/> <b>Visual (grapheme)</b> and <b>auditory (phoneme)</b> presentation of concept (e.g., ck /k/).	
End:	<input type="checkbox"/> <b>Placement</b> discussion with example words.	
Total Duration:	<input type="checkbox"/> <b>Articulatory gesture</b> explanation, including teacher modeling and student practice opportunity.	
	<input type="checkbox"/> <b>Letter formation</b> practice, if applicable.	
	<b>Word reading</b> included:	
	<input type="checkbox"/> At least 1 example with <b>teacher modeling (I do)</b> .	
	<input type="checkbox"/> Guided practice <b>reading words (we do)</b> .	
	Total words: _____	
	<b>Word spelling</b> included:	
	<input type="checkbox"/> At least 1 example with <b>teacher modeling (I do)</b> .	
	<input type="checkbox"/> Guided practice <b>spelling words (we do)</b> .	
	Total words: _____	

## Lesson Part 2

### New Concept Review

(~3 min)

Start:

End:

Total Duration:

Brief **concept review** included:

- ☐ Review of placement, key words, and articulatory gesture.
- ☐ Guided practice **reading words (we do)**.  
Total words: \_\_\_\_\_

### Step 6: Word Work

(~6 min)

Start:

End:

Total Duration:

Teacher conducted **word work** using manipulative letters (or other material specified on the lesson plan).

- ☐ Guided practice **decoding words**.  
Total words: \_\_\_\_\_
  - ☐ Guided practice **encoding words**.  
Total words: \_\_\_\_\_
- Notes about word work practice:

### Step 7: Irregular Words

(~6 min)

Start:

End:

Total Duration:

**Review** of previously taught irregular words included:

- ☐ Guided practice **reading review words**.  
Total words: \_\_\_\_\_
- ☐ Guided practice **spelling review words**.  
Total words: \_\_\_\_\_

**Introduction** of new irregular words (if applicable) included:

- ☐ Discussion of **irregular parts of new word(s)**.  
New word(s) taught:
- ☐ Guided practice **reading new words**.  
Total words: \_\_\_\_\_
- ☐ Guided practice **spelling new words**.  
Total words: \_\_\_\_\_

### Step 8: Connected Text

(~15 min)

Start:

End:

Total Duration:

Practice with **connected text** included:

- ☐ Guided practice **reading sentences**.  
Total sentences: \_\_\_\_\_
- ☐ Guided practice **spelling sentences** (at least one).  
Total sentences: \_\_\_\_\_
- ☐ Guided practice reading a **decodable passage**.

**Overall Lesson Observations:**