Spalding Fidelity Observation Checklist

Name _____ Date _____ Grade _____

THE SPALDING METHOD	+/-	COMMENTS
Philosophy		
Does the teacher…		
1. Make students' physical and mental well-being a primary concern?		(WRTR 4)
• Ensure that students maintain proper sitting position (hips, back, feet flat …).		
• Have all students face the front for whole group instruction.		
• Implement good classroom management.		
• Demonstrate a positive feeling tone with praise for good performance.		
2. Have high expectations for students of differing ability levels? WRTR 4		
3. Self analyze lesson planning and delivery to enhance student achievement?		
Methodology		
Does the teacher…		
1. Provide explicit, interactive, diagnostic instruction?		(WRTR 5)
• Have students explain the purpose for each *new* task.		
• Model new skills, check understanding, coach, scaffold/fade as appropriate.		
• Have students articulate, reflect, and perform tasks independently.		
• Observe students having difficulty and respond appropriately in all lessons.		
• Observe students who are not actively engaged and respond appropriately.		
2. Consistently provide sequential, multisensory instruction?		(WRTR 5)
• Follow the sequence, procedures, and routines in WRTR/Teacher Guide.		
• Incorporate auditory, visual, kinesthetic, and tactile learning in all lessons.		
3. Demonstrate integrated language arts instruction?		(WRTR 5)
• Explain the connection between spelling, writing, and reading objectives. "We learned how to spell these words, let's learn their meanings and usage."		

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SPALDING CURRICULA: LESSON OBJECTIVES		+/-	COMMENTS
Spelling: Phonemic Awareness and Systematic Phonics			
Does the teacher…			
1. Have students segment, count, and blend sounds? (at beginning of year)			(Delivering 6)
T-S	Says the word in normal speech, holds up fingers, says the sounds while pointing to each finger, and then coaches as students say the sounds.		
T-S	Counts the sounds in the word while pointing to each finger, slowly say the sounds in the words, and the coach as students count the sounds.		
T-S	Blend the sounds to say the word, then coach as students blend the sounds to say the word.		
2. Have students explain what phonograms are? (until mastery)			
3. Introduce new phonograms using procedures on WRTR 43-55? (when appropriate)			
4. Provide daily *Oral Phonogram Reviews?*			(Delivering 9-12)
Step 1			
T	Use maximum 30 cards at one time.		
T	Pass cards back to front, showing only one card at a time.		
T	*Listen* for precise pronunciation of sound(s) *only*, e.g., /b/, not cue words. (no T voice overs)		
T	Cover card if mispronounced, then pronounce precisely, e.g., /b/ (not /buh/).		
T	Have students repeat sound(s) precisely. (no T voice overs)		
Step 2			(Delivering 9-12)
T	Show phonograms a second time.		
T	Continue to *listen* for precise pronunciation of only sounds in unison. (no T voice overs)		
T	Ask knowledge questions that clarify which phonogram to use, then application questions that require students to apply knowledge of phonograms in words.		
S	Have students respond and explain.		

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	5. Provide daily *Written Phonogram Reviews?*		(Delivering 17-20)
T	Model and then coach students' accurate and legible handwriting. Set handwriting focus for each WPR, e.g., "Today focus on beginning clock letters at 2 on the clock."		
T	Use maximum 20 cards at one time.		
T	Pronounce phonograms precisely.		
S	Require students to precisely say sounds in unison. (no T voice overs)		
T	Give cues as needed.		
S	Require students to precisely say sounds softly just before they write. (no T voice overs)		
S	Give immediate feedback for new learning (show cards); delayed feedback thereafter.		
T-S	Model evaluating and then coach as students evaluate their handwriting based on the day's focus.		
	6. Follow daily *spelling dictation* procedure?		(Delivering 21-25)
T	Say word in normal speech.		
T	Give sentence for each word (K-1) or each *unfamiliar* word (2nd grade and above).		
T	Use fingers to show sounds and two hands to show multisyllable word. (no T voice overs)		
S	Have students precisely say sounds in unison, then sound and write the word. (no T voice overs)		
S	Have students dictate word to teacher.		
T	Write word on board.		
S	Have students dictate marking(s), then read word.		
S	Have students give rule when appropriate. (Delivering K-3: 26-28; 4-6: 23-25)		
S	Have students *read for spelling*. (Delivering K-3: 29-30; 4-6: 26-27)		
S	Have students *read for reading*. (Delivering K-3: 31-32; 4-6: 28-29)		
7.	Have students practice syllabication, pronunciation, spelling, and/or rules for *word analysis*.		
8.	Have students analyze/apply syllabication, markings, and/or rules to *check application*.		

Word Analysis: Syllabication practice using high-frequency spelling/vocabulary words.		**Sample Lesson**
Does the teacher. . .		
Follow the procedure for teaching identifying syllable division patterns of unfamiliar high-frequency spelling/vocabulary words. (Delivering K-6: 33-38)		
Model Thinking	**T** writes high-frequency spelling/vocabulary word on board.	
	T thinks out loud using the steps to determine the syllable division pattern of a spelling/vocabulary word.	
	• **Step 1:** Count the number of vowel sounds and job 4 silent final e's.	
	• **Step 2:** Determine the syllable division pattern.	
	• **Step 3:** Read the word.	
	T provides syllable division pattern explanation.	
Check Understanding	**S** answer questions that demonstrate understanding of the 3 steps for identifying syllable division patterns.	
Coach (Practice)	**T** provides practice identifying the syllable division pattern of several spelling/vocabulary words in whole group.	
	S explain the steps for identifying the syllable division pattern.	
	S provide syllable division pattern explanation.	
Check Application	**S** independently identify the syllable division pattern of additional spelling/vocabulary words.	

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Writing: Sentence and Paragraph Construction with High-Frequency Vocabulary			
Does the teacher…			
1. Follow the procedures for teaching usage and meanings of unfamiliar spelling words?		(Delivering 39-44)	
Model Thinking	**T** writes a model sentence that includes clues to determine usage and meaning of an unfamiliar word.		
	T models thinking out loud using clues to determine usage and meaning.		
Check Under-standing	**S** answer questions that demonstrate understanding of using clues to determine usage and meaning.		
Coach (Practice)	**T** provides practice sentence that includes clues to determine usage and meaning.		
	S explain how to use clues in practice sentence(s) to determine usage and meaning.		
	S brainstorm examples of ways to use unfamiliar word, e.g., mass of people, mass of stars.		
	S compose oral sentences with unfamiliar word that include clues to determine usage and meaning (compose sentences in whole group or with partner).		
Check Application	**S** independently compose oral/written sentences with unfamiliar word that include clues to determine usage and meaning.		
2. Follow the procedure for teaching four types of *simple* sentences?		(Delivering 45-52)	
•	Model composing declarative, then interrogative, exclamatory, and imperative sentences.		
•	Coach as students compose four types of simple sentences.		
3. Follow the procedure for composing *compound/complex* sentences?		(Delivering 53-59)	
•	Model composing compound and then complex sentences.		
•	Coach as students compose compound, then complex sentences.		
4. Follow the procedure for teaching *parts of speech and affixes*?		(Delivering 60-63)	
•	Model identifying and labeling parts of speech and affixes in spelling words.		
•	Coach as students identify and label parts of speech and affixes in spelling words.		
5. Follow the procedure for teaching *related* sentences?		(Delivering 64-66)	
•	Model composing related sentences on the board.		
•	Coach as students compose *related* sentences on the board and individually.		
6. Follow the procedure for using the *writing process* in three types of writing?		(Delivering 67-70)	
•	Model using the writing process to compose informative, narrative, or informative-narrative passages.		
•	Coach as students use the writing process to compose three types of writing.		

Reading: Literary Appreciation, Fluent and Expressive Reading, Text Structure (Listening Comprehension)			
Does the teacher…			
1. Follow the procedure for teaching the *attributes of fine literature*.			(Delivering 82-85)
●	Model identifying and labeling the five attributes of fine literature in passages read.		
●	Coach as students identify and label the five attributes of fine literature in passages read.		
2. Follow the procedure for teaching *fluent, expressive reading*.			(Delivering 78-81)
●	Model fluent, expressive reading daily using fine literature.		
●	Coach as students model fluent, expressive reading daily using fine literature.		
3. Follow the procedure for teaching narrative, informative, and informative-narrative text structures.			(Delivering 71-74; Coaching Scripts in MILA 2 Binder)
Coach (Practice)	**T** reads an appropriate number of sentences/pages, stops, and asks students to make an initial prediction about type of writing (if using a book, the book was previously read for enjoyment).		
	S make an initial prediction about the type of writing and justify the thinking. (I think it is _____ because _____.)		
	T reads an appropriate number of sentences/pages, stops, and asks students to support/revise the prediction. (T stops 2 or 3 times while reading the book in order for students to support/revise.)		
	S support/revise the prediction and justify the thinking each time the teacher stops along the way. (I still think/I now think it is _____ because _____.)		
	T finishes reading the book/passage and asks students to confirm the prediction.		
	S confirms the prediction and justify the thinking. (I know it is _____ because _____.)		
Check Under-standing	**T** asks questions and **S** answer questions that demonstrate understanding of text structure of the book/passage.		
	T completes a text structure organizer as **S** identify type of writing, purpose, and elements of the book/passage.		

Reading: Mental Actions (Listening Comprehension)		
Does the teacher…		
4. Follow the procedure for teaching the *first three mental actions*. (monitor comprehension, make connections, make predictions)		(Delivering 86-89 Coaching Scripts in MILA 2 Binder)
Coach (Practice)	**T** reads an appropriate number of sentences, stops, and asks students to explain their thinking and *then label the mental actions*.	
	S monitor comprehension (understand every word) and make an initial prediction about the type of writing. *Then, label the mental actions.* **OR** **S** monitor comprehension (don't understand every word) and make a connection to figure out the unfamiliar vocabulary. Next, make an initial prediction about the type of writing. *Then, label the mental actions.*	
	T reads an appropriate number of sentences, stops, and asks students to explain their thinking and *then label the mental actions*. (The number of times the teacher stops along the way is appropriate for the length of the book/passage.)	
	S monitor comprehension (understand every word) and support/revise the prediction about the type of writing. *Then, label the mental actions.* **OR** **S** monitor comprehension (don't understand every word) and make a connection to figure out vocabulary. Next, support/revise the prediction about type of writing. *Then, label the mental actions.*	
	T finishes reading the book/passage and asks students to explain their thinking and *then label the mental actions*.	
	S monitor comprehension (understand every word) and confirm/revise the prediction about the type of writing. *Then, label the mental actions.* **OR** **S** monitor comprehension (don't understand every word) and make a connection to figure out vocabulary. Next, confirm/revise the prediction about type of writing. *Then, label the mental actions.*	
Check Under-standing	**T** asks questions and students answer questions that demonstrate understanding of three mental actions in the book/passage.	

Reading: Mental Actions (Reading Comprehension)			
Does the teacher…			
5. Follow the procedure for teaching *all five mental actions*. (stated main idea)			(Delivering 86-89 Coaching Scripts in MILA 2 Binder)
Coach (Practice)	**T and S** read an appropriate number of sentences, stops, and **T** asks students to explain their thinking and *then label the mental actions*.		
	S monitor comprehension (understand every word) and make connections with prior knowledge to predict the type of writing, topic, and topic sentence. *Then, label the mental actions.* **OR** **S** monitor comprehension (don't understand every word) and make connections to figure out the unfamiliar vocabulary. Next, make connections with prior knowledge to predict the type of writing, topic, and topic sentence. *Then, label the mental actions.*		
	S reformat by creating/opening a folder about the subject, add a file for the topic, and add essential information to the file. *Then, label the mental action.*		
	T and S read an appropriate number of sentences, stops, and **T** asks students to explain their thinking and *then label the mental actions*. (The number of times the teacher stops along the way is appropriate for the length of the passage.)		
	S monitor comprehension (understand every word) and make connections with prior knowledge to support/revise the prediction about the type of writing, topic, and topic sentence. *Then, label the mental actions.* **OR** **S** monitor comprehension (don't understand every word) and make connections to figure out vocabulary. Next, make connections with prior knowledge to support/revise the prediction about the type of writing, topic, and topic sentence. *Then, label the mental actions.*		
	S reformat by adding essential information to the file. *Then, label the mental action.*		
	T and S finish reading the passage and **T**asks students to explain their thinking and *then label the mental actions.*		
	S monitor comprehension (understand every word) and make connections with prior knowledge to confirm/revise the prediction about the type of writing, topic, and topic sentence. *Then, label the mental actions.* **OR** **S** monitor comprehension (don't understand every word) and make connections to figure out vocabulary. Next, make connections with prior knowledge to confirm/revise the prediction about type of writing, topic, and topic sentence. *Then, label the mental actions.*		
	S reformat by adding essential information to the file. *Then, label the mental action.*		
	T asks students to identify the topic sentence in the passage. **T and S** underline the topic sentence in a color.		
	T asks students to identify the *essential (supporting) sentences* in the passage. **T and S** underline the essential (supporting) sentences in a different color.		
Check Under-standing	**T** asks questions and **S** answer questions that demonstrate understanding of the five mental actions in a passage with a state main idea.		

6. Follow the procedure for teaching *all five mental actions*. (implied main idea)		(Delivering 86-89 Coaching Scripts in MILA 2 Binder)	
Coach (Practice)	**T and S** read an appropriate number of sentences, stops, and **T** asks students to explain their thinking.		
	S monitor comprehension (understand every word) and make connections with prior knowledge to predict the type of writing and topic. **OR** **S** monitor comprehension (don't understand every word) and make connections to figure out the unfamiliar vocabulary. Next, make connections with prior knowledge to predict the type of writing and topic.		
	S reformat by underlining *essential words* and jotting down notes.		
	T and S read an appropriate number of sentences, stops, and **T** asks students to explain their thinking. (The number of times the teacher stops along the way is appropriate for the length of the passage.)		
	S monitor comprehension (understand every word) and make connections with prior knowledge to support/revise the prediction about type of writing and topic. **OR** **S** monitor comprehension (don't understand every word) and make connections to figure out vocabulary. Next, make connections with prior knowledge to support/revise the prediction about the type of writing and topic.		
	S reformat by underlining *essential words* and jotting down notes.		
	T and S finish reading the passage and **T**asks students to explain their thinking.		
	S monitor comprehension (understand every word) and make connections with prior knowledge to confirm/revise the prediction about the type of writing and topic **OR S** monitor comprehension (don't understand every word) and make connections to figure out vocabulary. Next, make connections with prior knowledge to confirm/revise the prediction about type of writing and topic.		
	S reformat by underlining *essential words* and jotting down notes.		
	S read the notes to confirm the topic and mentally summarize the implied main idea.		
Check Under-standing	**T** asks questions and **S** answer questions that demonstrate understanding of the five mental actions in a passage with an implied main idea.		