S.P.I.R.E. Fidelity Observation Checklist

Date: _____   Teacher: _____ __   School: _____

S.P.I.R.E. Level/ Concept_____   Type of Lesson: ❑ Reinforcing Lesson ❑ Introductory Lesson

Written Lesson Plan   ❑ yes   ❑ no   Observation Conducted by: _____

Steps of S.P.I.R.E. Lesson Observed   ## Observations

❑ Phonogram Card and High Frequency Word Card Drill
- Students provide letter name and sound for phonogram cards
- Teacher explicitly provides explanation for new sounds introduced using Key Word Concept Picture
- Students name high frequency green/yellow word cards for current concept. Students sound words out if needed.
- Students name sight word (red) cards. Teacher gives word if student doesn't know it.

❑ Phonological Awareness
- Students are explicitly guided through a hierarchy of activities.
  Activity observed:

  ❑ rhyming   ❑ blending   ❑ deletion
  ❑ sound providing ❑ segmenting   ❑ substitution

❑ Word Building
- Students are building dictated words and verbally blending the sounds together on magnetic boards or phoneme grapheme sheet.

❑ Word Decoding & Sentence Reading
- Students underline vowel sounds and mark other patterns in words
- Students read words by saying the vowel name and sound first
- Teacher discusses vocabulary
- Students read and comprehend sentence in Reinforcing Lessons

❑ Pre Reading
- Teacher writes word(s) on the board
- Students respond to phoneme/grapheme questions
- Vocabulary is discussed
- Teacher activates prior knowledge and builds background in Reinforcing Lessons

- ❑ Reading/Reading Comprehension
  - ○ Introductory Lesson
    - • Students complete word search
    - • Teacher writes sentences on board and reads with students
  - ○ Reinforcement Lesson
    - • Teacher guides students through first reading of story
    - • Students read independently and discuss comprehension questions
    - • Student read out loud for fluency during second reading of story
    - • Teacher completes graphic organizer with students
    - • Students look back through text for answers to graphic organizer

- ❑ Sound Dictation
  - • Teacher dictates sound
  - • Students repeat sound, orally identify the letter, and write it on paper
  - • Multiple patterns are written for sounds where applicable

- ❑ Prespelling
  - • Teacher guides students through phoneme/grapheme relations of first spelling word

- ❑ Spelling
  - • Teacher dictates word
  - • Students spell the word orally
  - • Students write the word

- ❑ Sentence Dictation
  - • Teacher dictates sentence
  - • Students repeat sentence and count the words
  - • Students may dash the words in the sentence
  - • Students write the sentence

Assessment of Learning Environment

- ❑ Students are engaged and attentive with continuous teacher-student interaction
- ❑ Students are involved in a variety of visual, auditory, kinesthetic, and tactile activities
- ❑ Lesson is organized and materials accessible
- ❑ Teacher checks for understanding and monitors all students' progress

Comments/Next Steps:

S.P.I.R.E.