

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

- Step 1: Phonogram Card and High Frequency Word Card Drill (5 min.)**
- 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.

- Step 2: Phonological Awareness (5 min.)**
- Students are explicitly guided through a hierarchy of activities.
Activity observed:
- | | | |
|--|-------------------------------------|---------------------------------------|
| <input type="checkbox"/> rhyming | <input type="checkbox"/> blending | <input type="checkbox"/> deletion |
| <input type="checkbox"/> sound providing | <input type="checkbox"/> segmenting | <input type="checkbox"/> substitution |

- Step 3: Word Building (5 min.)**
- Students are building dictated words and verbally blending the sounds together on magnetic boards or phoneme grapheme sheet.

- Step 4: Word Decoding & Sentence Reading (10 min.)**
- 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

- Step 5: Pre Reading (5 min.)**
- 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

Step 6: Reading/Reading Comprehension (15+ min)

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

Step 7: Sound Dictation (2 min.)

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

Step 8: Prespelling (3 min.)

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

Step 9: Spelling (5 min.)

- Teacher dictates word
- Students spell the word orally
- Students write the word

Step 10: Sentence Dictation (5 min.)

- 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: