



FIDELITY IMPLEMENTATION CHECKLIST

Logistics	Evident	Work in Progress	Not Observed	Notes
Group consists of 3–6 students.				
Small-group table is clear of clutter unrelated to lesson.				
Process and procedures for small-group time are clear.				
All steps (1–4) of the lesson were completed.				
The total lesson time ranges between 20–25 minutes.				

DAYS 1–4				
Step 1 (Days 1 and 3): Learning Letters and Fostering Phonemic Awareness 1–2 Minutes	Evident	Work in Progress	Not Observed	Notes
<p>At least ONE of the following activities is present (check one). Teacher is correctly facilitating the activity. It is clear students are familiar with and comfortable utilizing processes and procedures for the activity.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Identifying Sounds and Letters <input type="checkbox"/> Bella and Rosie Letter Book <input type="checkbox"/> Letter Formation <input type="checkbox"/> Thumbs Up, Thumbs Down <input type="checkbox"/> Sorting Letters <input type="checkbox"/> Blending <input type="checkbox"/> Segmenting <input type="checkbox"/> Adding/Deleting <input type="checkbox"/> Substituting 				



Step 1 (Days 2 and 4): Reading Words 1–2 Minutes	Evident	Work in Progress	Not Observed	Notes
<p>Teacher is correctly facilitating the following activities. It is clear students are familiar with and comfortable utilizing processes and procedures for the activity.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Read and Write Sight Words <input type="checkbox"/> Read Decodable Words 				
Step 2: Developing Phonics Skills 3–5 Minutes	Evident	Work in Progress	Not Observed	Notes
<p>At least ONE of the following activities is present (check one). Teacher is correctly facilitating the phonics activity. It is clear students are familiar with and comfortable utilizing processes and procedures for the activity.</p> <ul style="list-style-type: none"> <input type="checkbox"/> Making Words <input type="checkbox"/> Sound Boxes <input type="checkbox"/> Emergent Breaking Words <input type="checkbox"/> Breaking Words <input type="checkbox"/> Writing Words <input type="checkbox"/> Analogy Chart <input type="checkbox"/> Breaking Big Words <input type="checkbox"/> Make a Big Word <input type="checkbox"/> Reading and Writing Words <input type="checkbox"/> Advanced Breaking Big Words <input type="checkbox"/> Write a Big Word 				
Step 3: Reading Books 6–9 Minutes	Evident	Work in Progress	Not Observed	Notes
<p>For Day 1, teacher maps the new sight word prior to facilitating the book introduction.</p>				
<p>A brief book introduction is provided.</p>				
<p>Students are on task and reading independently.</p>				
<p>Teacher is checking in with each student and providing differentiated prompting.</p>				
<p>Reading prompting guides are out and being utilized as needed by the teacher.</p>				
<p>Teacher is facilitating the discussion as indicated on the lesson card.</p>				
<p>Teacher is facilitating an appropriate teaching point as indicated on the lesson card and/or by the needs of the small group.</p>				



Step 4: Building Writing Skills 6–9 Minutes	Evident	Work in Progress	Not Observed	Notes
Student materials are present and effectively utilized.				
Teacher is correctly facilitating sound box activity or dictated sentence(s).				
Teacher is using sound boxes as needed to assist students as they write.				
Teacher and students plan to write together.				
Students are using the plan to assist them as they write independently.				
Teacher is providing support and differentiated prompting to students as they are writing.				
Teacher provides a writing teaching point.				
Students are held accountable for correct spelling if words include past or present phonics skills/sight words.				

DAY 5

Step 1: Partner Read	Evident	Work in Progress	Not Observed	Notes
Students are appropriately engaged in reading books with a partner from the current and/or previous lessons.				
Teacher is monitoring and encouraging appropriate listening skills or assessing decoding skills one-on-one with students.				
Step 2: Assess Decoding	Evident	Work in Progress	Not Observed	Notes
Students are appropriately engaged in reading books with a partner from the current and/or previous lessons.				
Teacher is assessing decoding skills one-on-one by pointing to words in the Phonics Storybook that contain the phonic element.				
Teacher is using the Assessment Recording Form to record responses.				



Step 3: Assess Reading Strategies	Evident	Work in Progress	Not Observed	Notes
Students are appropriately engaged in reading books with a partner from the current and/or previous lessons.				
Teacher is listening to students read one-on-one and using the Assessment Recording Form to take notes or a short running record to note each student's errors and self-corrections.				
Step 4: Assess Encoding/Spelling	Evident	Work in Progress	Not Observed	
Teacher dictates words containing the target phonic element and/or sight words.				
Students write the dictated words in their activity books.				

