



FIDELITY IMPLEMENTATION CHECKLIST

KINDERGARTEN LESSONS 1-12

Logistics	Evident	Work in Progress	Not Observed	Notes
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: Learning Letters and Fostering Phonemic Awareness 3-5 Minutes	Evident	Work in Progress	Not Observed	Notes
<p>(Days 1 and 2) 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"/> Identifying Sounds and Letters <input type="checkbox"/> Bella and Rosie Letter Book <input type="checkbox"/> Letter Formation 				
<p>(Days 3 and 4) 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"/> Thumbs Up, Thumbs Down <input type="checkbox"/> Sorting Letters <input type="checkbox"/> Letter Formation 				



Step 2: Developing Phonics Skills 3–5 Minutes	Evident	Work in Progress	Not Observed	Notes
Sound Boxes: Teacher models how to push a penny or chip into each box to represent each sound in a word containing the phonic element. Students practice with other words containing the phonic element.				
Step 3: Reading Books 4–6 Minutes	Evident	Work in Progress	Not Observed	Notes
For Day 1, teacher maps the new sight word prior to facilitating the book introduction.				
A brief book introduction is provided.				
Teacher and students are choral reading the book.				
Students are pointing to each word during choral reading. Teacher is monitoring and holding students accountable for this reading behavior.				
Teacher is facilitating the discussion as indicated on the lesson card.				
Teacher is facilitating an appropriate teaching point as indicated on the lesson card and/or by the needs of the small group.				
Step 4: Building Writing Skills 4–6 Minutes	Evident	Work in Progress	Not Observed	Notes
Materials are present and effectively utilized.				
Teacher begins by dictating a sentence, then has students repeat it as they tap the table for each word in the sentence.				
Teacher draws a line to represent each word in the sentence on a sentence strip.				
Teacher helps students isolate easy-to-hear sounds in words. Students locate those sounds on their ABC Chart Card.				
One student writes the letter that spells the easy-to-hear sounds on the sentence strip, while other students practice on the bottom of their ABC Chart Card.				
Teacher writes the letters and sounds that haven't been taught.				
Teacher cuts up the sentence strip into individual words.				
Students work together to remake and read the cut-up sentence.				



DAY 5

Step 1: Partner Read	Evident	Work in Progress	Not Observed	Notes
Students are appropriately engaged in chorally rereading books with a partner from the current lesson.				
Teacher is monitoring and encouraging appropriate listening skills or assessing decoding skills one-on-one with students.				
Step 2: Assess Letters and Sounds	Evident	Work in Progress	Not Observed	Notes
Students are appropriately engaged in chorally rereading books with a partner from the current lesson.				
Teacher is assessing letter/sound knowledge one-on-one by asking students to find the target letters in their Phonics Storybook.				
Teacher is assessing letter/sound knowledge one-on-one by pointing to a target letter in the Phonics Storybook and asking students to say the letter name and the sound that letter spells.				
Teacher is using the Assessment Recording Form to record responses.				
Step 3: Assess Concepts of Print	Evident	Work in Progress	Not Observed	Notes
Students are appropriately engaged in chorally rereading books with a partner from the current lesson.				
Teacher is assessing a concept of print and using the Assessment Recording Form to record observations.				
Step 4: Assess Letter Formation	Evident	Work in Progress	Not Observed	Notes
Teacher dictates letters that are the target phonics skill from the lesson for students to write.				
Students write the dictated letters in their activity books.				

