



STEPPING

Together

FIRST GRADE

FIDELITY IMPLEMENTATION CHECKLIST

Logistics	Evident	Work in Progress	Not Observed	Notes
Whole class is seated in clear view of the shared reading book and ABC Poster and/or Vowel Poster.				
Teacher uses Lesson Plan Modules.				
Processes and procedures for core instruction time are clear.				
All steps (1-4) of the lesson were completed.				
Total time is approximately 20 minutes.				

Days 1-4

Step 1 (Days 1-4): Warm Up 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"/> Read Rhyme <input type="checkbox"/> Sing Song <input type="checkbox"/> Read Poem <input type="checkbox"/> Read/Recite Chant 				
Step 1 (Days 1-4): Phonological Awareness Activity 2-3 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"/> Rhyming <input type="checkbox"/> Blending <input type="checkbox"/> Segmenting <input type="checkbox"/> Substituting 				



Step 3 (Days 1-4): Word Study/Phonics 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"/> Picture Sorting <input type="checkbox"/> Making Words <input type="checkbox"/> Sound Boxes <input type="checkbox"/> Breaking Words <input type="checkbox"/> Breaking Big Words <input type="checkbox"/> Analogy Charts <input type="checkbox"/> Decoding Words in Decodable Text (Day 4) 				
Step 4 (Days 1 and 3): Shared Reading 8-10 Minutes	Evident	Work in Progress	Not Observed	Notes
<p>All procedures should be observed:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher provides a brief synopsis and book introduction (Day 1 only). <input type="checkbox"/> Teacher leads a shared reading using one or more of the appropriate shared reading structures (Echo Reading, Choral Reading, Cloze Reading). <input type="checkbox"/> Teacher pauses at intervals during the reading using the questions and prompts provided to engage students in the comprehension focus and encourage them to share their thinking. <input type="checkbox"/> Teacher facilitates the discussion as indicated on the lesson card. <input type="checkbox"/> Teacher facilitates the teaching point as indicated on the lesson card or based on the needs of the class. 				



Step 4 (Days 2 and 4): Interactive Writing and Cut-Up Sentence 8–10 Minutes	Evident	Work in Progress	Not Observed	Notes
<p>All procedures should be observed:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teacher teaches the new sight word using the appropriate procedures: <ul style="list-style-type: none"> o Day 2: Map the Letters and What’s Missing?, Mix and Fix o Day 4: Rug Writing, Write and Retrieve <input type="checkbox"/> Teacher begins by dictating a sentence, then has students repeat it as the teacher draws a line on the chart paper for each word. <input type="checkbox"/> Teacher helps students isolate dominant sounds and familiar sight words. <input type="checkbox"/> Teacher selects one student to write a letter or word on the chart, while other students practice on the bottom of their Digraph-Blend Card, Vowel Chart Card, or dry-erase board. <input type="checkbox"/> Teacher writes the letters and sounds that haven’t been taught. <input type="checkbox"/> Teacher uses sound boxes or letter boxes as needed to assist students as they write. <input type="checkbox"/> Teacher selects a letter or uses the suggested letter on the lesson card to teach proper formation, using a verbal pathway and referencing the ABC Poster. <input type="checkbox"/> Teacher cuts up the sentence that has been prewritten on a sentence strip into individual words. <input type="checkbox"/> Teacher selects individual students to remake the sentence. Then the class reads the remade sentence. <input type="checkbox"/> Teacher is providing support and differentiated prompting to students as they are writing when appropriate. <input type="checkbox"/> Students are held accountable for correct spelling if words include past/present phonics skills/sight words. 				

Day 5

Day 5				
Step 1: Warm Up 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"/> Read Rhyme <input type="checkbox"/> Sing Song <input type="checkbox"/> Read Poem <input type="checkbox"/> Read/Recite Chant 				
Step 2: Reread Shared Reading Books 8-10 Minutes	Evident	Work in Progress	Not Observed	Notes
<p>Teacher selects one or two shared reading books from previous lessons to reread together.</p>				
Step 3: Assessment 5-8 Minutes	Evident	Work in Progress	Not Observed	Notes
<p>Teacher conducts a sight word assessment and phonics focus assessments.</p>				

