

## Initial Instructional Checklist for Grade 3 Teacher Guide Applicable for Weeks 1-10

This initial Checklist is intended to help third-grade classroom teachers or home educators analyze their instruction to determine if they consistently implement the actions listed in the Checklist and the *Teacher's Guide*. Behaviors that reflect the Spalding philosophy are listed first because they are the foundation of *The Method*. Ongoing observations of experienced teachers have identified actions that frequently need refinement. In this Checklist, percentages of behaviors observed are not included; however, if percentages of satisfactory behaviors dropped below 70%, the objective is highlighted in yellow and comments/recommendations are included. If percentages dropped below 60%, objectives are highlighted in gold and are high priority for refinements. Send questions to our Spalding Forum.

Philosophy	Comments
<b>Do I ...</b>	
<b>1. Make children's physical and mental well-being a primary concern?</b>	
• Ensure that children's feet rest comfortably on the floor.	
• Ensure that children's arms rest comfortably on the desk.	
• Have all children face the front for whole group instruction.	
• Maintain a well-organized classroom.	
• Praise children for good performance.	
• Demonstrate a positive feeling tone.	
<b>2. Have high expectations for children of differing ability levels?</b>	
<b>3. Consistently encourage higher-level thinking by all children? Examples:</b>	
• "In the word <i>began</i> , why does the <i>e</i> say /e/? (spelling example)	
• "What does each sentence need a noun and a verb?"(writing example)	
• "How do informative and informative-narrative writing differ?"(reading example)	
<b>4. Provide direct, sequential instruction?</b>	
• Use the Collins Model to model, check understanding, coach, scaffold/fade.	
• Follow the sequence in the <i>Third-Grade Teachers' Guide</i> .	
<b>5. Consistently provide multisensory instruction?</b>	
• Have children see, say, write, and read phonograms, words, etc. (spelling example)	
• Have children compose oral/written sentences and read their own. (writing example)	
<b>6. Encourage active participation by all children in each lesson?</b>	
• Have children say phonogram sounds in unison. (spelling example)	
• Have children read literature, science, social studies books aloud. (reading example)	Having children read aloud daily develops text fluency which is essential for skilled comprehension.
<b>7. Demonstrate diagnostic teaching?</b>	
• During OPR, stop to correct mispronunciations. (spelling example)	
• Identify handwriting needs from daily WPRs (writing example)	Legible handwriting is an important test-taking skill.
• Rephrase or reteach following inappropriate student responses. (all subjects)	
<b>8. Demonstrate integrated language arts instruction?</b>	
• Use spelling words to teach pronunciation, rules, grammar, and reading.	
• Demonstrate the connection between spelling, writing, and reading lesson objectives. Example: "After learning to spell these words, we'll learn meaning and usage."	

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<b>Spelling: Phonemic Awareness, Phonograms with Handwriting, Dictation</b>	
<b>Do I...</b>	
<b>1. Provide daily Oral Phonogram Reviews ?</b>	
<i>Step 1 (Delivering 10-11, 13, WRTR 39):</i>	
<ul style="list-style-type: none"> <li>• Use maximum 30 cards at one time.</li> <li>• Pass cards back to front, showing only one card at a time.</li> </ul>	
<ul style="list-style-type: none"> <li>• Listen for precise pronunciation of sound(s) <i>only</i> , e.g., /b/, not cue words.</li> </ul>	Precise pronunciation is essential for sounding out words.
<ul style="list-style-type: none"> <li>• Cover card if mispronounced, then pronounce precisely, e.g., /b/ (not /buh/).</li> </ul>	See above.
<ul style="list-style-type: none"> <li>• Have children repeat sound(s) precisely.</li> </ul>	
<i>Step 2 (Delivering 10-11, 13, WRTR 39):</i>	
<ul style="list-style-type: none"> <li>• Use maximum 30 cards at one time.</li> <li>• Show phonograms a second time.</li> </ul>	
<ul style="list-style-type: none"> <li>• Listen for precise pronunciation of <i>only</i> sounds in unison.</li> </ul>	Precise pronunciation is essential for sounding out words.
<ul style="list-style-type: none"> <li>• Ask questions that clarify which pronunciation or phonogram to use.</li> <li>• Have children respond and explain.</li> </ul>	
<b>2. Provide daily Written Phonogram Reviews ? (Delivering 14-17, WRTR 41-42)</b>	
<ul style="list-style-type: none"> <li>• Coach children's accurate and legible handwriting. Set handwriting focus for each WPR, e.g., "Today focus on beginning clock letters at 2 on the clock."</li> </ul>	A daily handwriting focus helps children develop legible handwriting.
<ul style="list-style-type: none"> <li>• Use maximum 30 cards at one time.</li> </ul>	
<ul style="list-style-type: none"> <li>• Pronounce phonograms precisely.</li> </ul>	Precise pronunciation is essential for sounding our words.
<ul style="list-style-type: none"> <li>• Require children to say sounds in unison. (no teacher voice overs)</li> </ul>	
<ul style="list-style-type: none"> <li>• Give cues as needed.</li> </ul>	Study and use the WPR procedures on Delivering 14-17.
<ul style="list-style-type: none"> <li>• Require children to say sounds softly as they write. (no teacher voice overs)</li> </ul>	Written Phonogram Reviews develop rapid word reading which is needed for skilled comprehension. Fade by moving to delayed feedback.
<ul style="list-style-type: none"> <li>• Give delayed feedback, e.g., write each phonogram from children's dictation.</li> </ul>	
<ul style="list-style-type: none"> <li>• Have children evaluate their handwriting based on the day's focus.</li> </ul>	

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<p><b>3. Follow daily spelling dictation procedure? (<i>Delivering 25, WRTR 49</i>)</b></p> <ul style="list-style-type: none"> <li>• Say word in normal speech.</li> <li>• Give sentence for each unfamiliar word.</li> <li>• Use fingers for <i>all</i> sounds (two hands for multisyllable words).</li> <li>• Have children say sounds in unison, then sound and write the word.</li> <li>• Have children dictate word to teacher. (no teacher voice overs)</li> <li>• Write word on board.</li> <li>• Have children dictate markings, then read word. (no teacher voice overs)</li> <li>• Have children give rule when appropriate. (no teacher voice overs)</li> <li>• Have children <i>read for spelling</i>. (no teacher voice overs)</li> <li>• Have children <i>read for reading</i>. (no teacher voice overs)</li> </ul>	<p>Study and use the dictation procedures on Delivering 25. Saying sounds in unison, marking words, then reading words for spelling all develop rapid decoding skills which are essential for skilled comprehension.</p>
<p><b>Writing: <i>Sentence Construction</i></b></p>	
<p><b>Do I ...</b></p>	
<p><b>1. Model composing oral/written sentences that demonstrate usage and meaning of week's <i>unfamiliar</i> spelling/vocabulary words? (Writing Objective #1)</b></p>	<p>Modeling sentences using <i>unfamiliar</i> spelling words helps students remember meanings and usage.</p>
<p><b>2. Coach as children compose oral/written sentences that demonstrate usage and meaning of the week's spelling/vocabulary words?</b></p>	<p>Coaching as students compose sentences builds mastery of meaning and usage.</p>
<p><b>3. Model one additional writing objective in the <i>Teachers' Guide</i> ?</b></p>	<p>Learning parts of speech and word structure develops skilled writers and readers.</p>
<p><b>4. Coach as children perform the task?</b></p>	
<p><b>Reading: <i>Literary Appreciation, Text Structure, Mental Actions</i></b></p>	
<p><b>Do I ...</b></p>	
<p><b>1. Coach as children identify author's purpose and narrative, informative, or informative-narrative elements in a McCall-Crabbs passage. (text structure)</b></p>	<p>Identifying text structure develops skilled comprehension.</p>
<p><b>2. Coach as children individually read literature/science/social studies books aloud to demonstrate fluency and expressive reading.</b></p>	<p>Reading aloud daily develops text fluency which is essential for skilled comprehension.</p>