

Initial Instructional Checklist for Grade 2 Teacher Guide Applicable for Weeks 1-10

This initial checklist is intended to help second-grade classroom 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*. Initial observations of experienced teachers have identified actions that frequently need refinement. In this initial checklist, percentages of behaviors observed are not included. If percentages of satisfactory behaviors dropped below 80%, the objective is highlighted and comments/recommendations are included. Send questions to our Spalding Forum.

Philosophy	Comments
Do I ...	
1. Make children's physical and mental well-being a primary concern?	
• 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.	
2. Have high expectations for children of differing ability levels?	
3. Consistently encourage higher-level thinking by all children? Examples:	
• "In the word <i>began</i> , why does the <i>e</i> say /e/? (spelling example)	
• "Why does each sentence need a noun and a verb?"(writing example)	Ask higher-level thinking questions.
• "What is the difference between narrative and informative writing?"(reading example)	
4. Provide direct, sequential instruction?	
• Use the Collins Model to model, check understanding, coach, scaffold/fade.	Model, coach, scaffold/fade Sequence helps children make connections easily.
• Follow the sequence in the Second-Grade Teachers' Guide.	
5. Consistently provide multisensory instruction?	
• Have children see, say, write, and read phonograms, words, etc. (spelling example)	
• Have children compose oral/written sentences and read their own. (writing example)	
6. Encourage active participation by all children in each lesson?	
• Have children say phonogram sounds in unison? (spelling example)	
• Have children read decodable books in unison? (reading example)	Daily reading builds fluency.
7. Demonstrate diagnostic teaching?	
• During OPR, stop to correct mispronunciations. (spelling example)	
• Identify handwriting needs from WPR. (writing example)	Practice in daily WPRs.
• Rephrase or reteach following inappropriate student responses. (all subjects)	
8. Demonstrate integrated language arts instruction?	
• 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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Spelling: Phonemic Awareness, Phonograms with Handwriting, Dictation	
Do I ...	
1. Provide daily Oral Phonogram Reviews ?	
<i>Step 1 (Delivering 10-11, 13, WRTR 39):</i>	
• Use maximum 30 cards at one time.	
• Pass cards back to front, showing only one card at a time.	
• Listen for precise pronunciation of sound(s) <i>only</i> , e.g., /b/, not cue words.	
• Cover card if mispronounced, then pronounce precisely, e.g., /b/ (not /buh/).	Helps children attend to sound.
• Have children repeat sound(s) precisely.	
<i>Step 2 (Delivering 10-11, 13, WRTR 39):</i>	
• Use maximum 30 cards at one time.	
• Show phonograms a second time.	
• Listen for precise pronunciation of <i>only</i> sounds in unison.	
• Ask questions that clarify which pronunciation or phonogram to use?	
• Have children respond and explain.	
2. Provide daily Written Phonogram Reviews ? (Delivering 14-17, WRTR 41-42)	
• 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."	Improves children's handwriting.
• Use maximum 30 cards at one time.	
• Pronounce phonograms precisely.	
• Require children to say sounds in unison. (no teacher voice overs)	
• Give cues as needed.	
• Require children to say sounds softly as they write. (no teacher voice overs)	Use multisensory strategy.
• Give delayed feedback, e.g., write each phonogram from children's dictation.	
• Have children evaluate their handwriting based on the day's focus.	Self-analysis aids retention.

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3. Follow daily spelling dictation procedure? (Delivering 25, WRTR 49)		
• Say word in normal speech.		Follow procedures. Follow procedures. Follow procedures.
• Give sentence for each word.		
• Use fingers for <i>all</i> sounds (two hands for multisyllable words).		
• Have children say sounds in unison, then sound and write the word.		
• Have children dictate word to teacher. (no teacher voice overs)		
• Write word on board.		
• Have children dictate markings, then read word. (no teacher voice overs)		
• Have children give rule when appropriate. (no teacher voice overs)		
• Have children <i>read for spelling</i> . (no teacher voice overs)		
• Have children <i>read for reading</i> . (no teacher voice overs)		
Writing: Sentence Construction		
Do I ...		
1. Model composing oral/written sentences that demonstrate usage and meaning of week's <i>unfamiliar</i> words? (Writing Objective #1)		Model <i>and coach</i> daily.
2. Coach as children compose oral/written sentences that demonstrate usage and meaning of week's words?		
3. Model one additional writing objective in the Teachers' Guide?		
4. Coach as children perform the task?		
Reading: Literary Appreciation, Text Structure		
Do I...		
Coach as children identify and label three mental actions in a McCall-Harby/Crabbs literature, science, or social studies selection read aloud?		2nd-grade needs 3 mental actions.
1. Coach as children read a decodable book in unison?		
2. Coach as children read a decodable book in unison?		