

## Midyear Instructional Checklist for Grade 2 Teacher Guide Applicable for Weeks 11-21

This midyear 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*. Ongoing observations of experienced teachers have identified actions that frequently need refinement. In this midyear 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)	
• "Why does each sentence need a noun and a verb?"(writing example)	
• "What is the difference between narrative and informative writing?"(reading example)	Ask higher-level thinking questions.
<b>4. Provide direct, sequential instruction?</b>	
• Use the Collins Model to model, check understanding, coach, scaffold/fade.	
• Follow the sequence in the <i>Second-Grade Teachers' Guide</i> .	Sequence helps children make connections easily.
<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 books in unison. (reading example)	Active participation by all students enhances learning.
<b>7. Demonstrate diagnostic teaching?</b>	
• During OPR, stop to correct mispronunciations. (spelling example)	
• Identify handwriting needs from WPR. (writing example)	Practice in daily WPR.
• 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."	Having children recognize the connection enhances their control over the language.

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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> <li>• Listen for precise pronunciation of sound(s) <i>only</i>, e.g., /b/, not cue words.</li> <li>• Cover card if mispronounced, then pronounce precisely, e.g., /b/ (not /buh/).</li> </ul>	
<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> <li>• Listen for precise pronunciation of <i>only</i> sounds in unison.</li> <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>	Improves children's handwriting and self-analysis skills.
<ul style="list-style-type: none"> <li>• Use maximum 30 cards at one time.</li> <li>• Pronounce phonograms precisely.</li> <li>• Require children to say sounds in unison. (no teacher voice overs)</li> <li>• Give cues as needed.</li> <li>• Require children to say sounds softly as they write. (no teacher voice overs)</li> <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>	Self-analysis aids retention.

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<b>3. Follow daily spelling dictation procedure?</b> ( <i>Delivering 25, WRTR 49</i> )		
• Say word in normal speech.		
• Give sentence for each unfamiliar word.		
• Use fingers for <i>all</i> sounds (two hands for multisyllable words).		
• Have children say sounds in unison, then individually sound just before writing the word.	Saying sound(s) twice before writing aids retention.	
• 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)		
<b>Writing: Sentence Construction</b>		
<b>Do I ...</b>		
1. Model composing oral/written sentences that demonstrate usage and meaning of week's <i>unfamiliar</i> words? (Writing Objective #1)		Modeling sentences using <i>unfamiliar</i> spelling words helps students learn these words.
2. Coach as children compose oral/written sentences that demonstrate usage and meaning of the <i>same unfamiliar</i> words?		
3. Model one additional writing objective in the <i>Teachers' Guide</i> ?		
4. Coach as children perform the task?	Coaching as students compose sentences builds mastery of unfamiliar words.	
<b>Reading: Literary Appreciation, Text Structure, Mental Actions</b>		
<b>Do I ...</b>		
1. Coach as children identify and label three mental actions in a McCall-Harby/Crabbs, literature, science, or social studies selection read aloud?	Knowledge of 3 mental actions is prerequisite for skilled comprehension.	
2. Coach as children read a book in unison?		