

## Midyear Instructional Checklist for Grade 3 Teacher Guide Applicable for Weeks 11-21

This midyear 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 60%, the objective is highlighted in yellow and comments/recommendations are included. If percentages dropped below 50%, objectives are highlighted in gold and are high priority for refinements. Send questions to our Spalding Forum.

Philosophy Do I ...	Comments
<b>1.</b> Make children's physical and mental well-being a primary concern?	
<ul style="list-style-type: none"> <li>• Ensure that children's feet rest comfortably on the floor.</li> <li>• Ensure that children's arms rest comfortably on the desk.</li> <li>• Have all children face the front for whole group instruction.</li> <li>• Maintain a well-organized classroom.</li> <li>• Praise children for good performance.</li> <li>• Demonstrate a positive feeling tone.</li> </ul>	
<b>2.</b> Have high expectations for children of differing ability levels?	Having high expectations helps students reach their highest potential.
<b>3.</b> Consistently encourage higher-level thinking by all children? Examples:	Asking higher-level thinking questions enables children to use their minds rather than rely on rote memorization.
<ul style="list-style-type: none"> <li>• "In the word <i>resign</i>, why does the <i>e</i> say /e/? (spelling example)</li> <li>• "By adding the suffix <i>less</i> to <i>sleeve</i>, how is the part of speech changed?"(writing example)</li> <li>• How does knowing text structure help you with mental actions"(reading example)</li> </ul>	
<b>4.</b> Provide direct, sequential instruction?	
<ul style="list-style-type: none"> <li>• Use the Collins Model to model, check understanding, coach, scaffold/fade.</li> <li>• Follow the sequence in the <i>Third-Grade Teachers' Guide</i>.</li> </ul>	
<b>5.</b> Consistently provide multisensory instruction?	
<ul style="list-style-type: none"> <li>• Have children see, say, write, and read phonograms, words, etc. (spelling example)</li> <li>• Have children compose oral/written sentences and read their own. (writing example)</li> </ul>	
<b>6.</b> Encourage active participation by all children in each lesson?	
<ul style="list-style-type: none"> <li>• Have children say phonogram sounds in unison. (spelling example)</li> <li>• Have children read literature, science, social studies books aloud. (reading example)</li> </ul>	MN: This was mainly a timing issue...
<b>7.</b> Demonstrate diagnostic teaching?	
<ul style="list-style-type: none"> <li>• During OPR, stop to correct mispronunciations. (spelling example)</li> <li>• Identify handwriting needs from daily WPRs (writing example)</li> </ul>	
<ul style="list-style-type: none"> <li>• Rephrase or reteach following inappropriate student responses. (all subjects)</li> </ul>	
<b>8.</b> Demonstrate integrated language arts instruction?	
<ul style="list-style-type: none"> <li>• Use spelling words to teach pronunciation, rules, grammar, and reading.</li> <li>• Demonstrate the connection between spelling, writing, and reading lesson objectives. Example: "After learning to spell these words, we'll learn meaning and usage."</li> </ul>	Children retain more when they understand the connections between skills.

**Midyear Instructional Checklist for Grade 3 Teacher Guide**  
**Applicable for Weeks 11-21**

<p><b>Spelling:</b> <i>Phonemic Awareness, Phonograms with Handwriting, Dictation</i></p> <p><b>Do I...</b></p>	
<p><b>1. Provide daily <i>Oral Phonogram Reviews</i> ?</b></p>	
<p><i>Step 1 (Delivering 10-11, 13, WRTR 39):</i></p>	
<ul style="list-style-type: none"> <li>• Use maximum 30 cards at one time.</li> </ul>	
<ul style="list-style-type: none"> <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>	
<ul style="list-style-type: none"> <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>	
<p><i>Step 2 (Delivering 10-11, 13, WRTR 39):</i></p>	
<ul style="list-style-type: none"> <li>• Use maximum 30 cards at one time.</li> </ul>	
<ul style="list-style-type: none"> <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>	
<ul style="list-style-type: none"> <li>• Ask questions that clarify which pronunciation or phonogram to use.</li> </ul>	
<ul style="list-style-type: none"> <li>• Have children respond and explain.</li> </ul>	
<p><b>2. Provide daily <i>Written Phonogram Reviews</i> ? (Delivering 14-17, WRTR 41-42)</b></p>	
<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>	
<ul style="list-style-type: none"> <li>• Use maximum 20 cards at one time.</li> </ul>	
<ul style="list-style-type: none"> <li>• Pronounce phonograms precisely.</li> </ul>	
<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>	
<ul style="list-style-type: none"> <li>• Require children to say sounds softly as they write. (no teacher voice overs)</li> </ul>	
<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>	

A daily handwriting focus helps children develop legible handwriting.

Legible handwriting is an important test-taking skill.

**Midyear Instructional Checklist for Grade 3 Teacher Guide**  
**Applicable for Weeks 11-21**

<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 when needed for meaning.</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>Sounding before writing trains children to think before writing - a life skill.</p>
<p><b>Writing: <i>Sentence Construction</i></b>  <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 perform the task?</b></p>	
<p><b>3. Model one additional writing objective in the <i>Teachers' Guide</i> ?</b></p>	
<p><b>4. Coach as children perform the task?</b></p>	
<p><b>Reading: <i>Literary Appreciation, Text Structure, Mental Actions</i></b>  <b>Do I...</b></p>	
<p><b>1. Coach as children use and identify all five mental actions in a <i>McCall-Crabbs</i> passage. (comprehension)</b></p>	<p>Use of five mental actions is essential for skilled comprehension.</p>
<p><b>2. Coach as children read literature/science/social studies books aloud to demonstrate fluent and expressive reading?</b></p>	