

Final Instructional Checklist for Grade 2 Teacher Guide Applicable for Weeks 22-32

This final 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 final 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
Do I ...	
1. Make children's physical and mental well-being a primary concern?	
<ul style="list-style-type: none"> • 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:	
<ul style="list-style-type: none"> • "In the word <i>famous</i>, why does the <i>a</i> say /a/? (spelling example) 	
<ul style="list-style-type: none"> • "How is a subject noun different than an object noun?"(writing example) 	Ask higher-level thinking questions in writing lessons.
<ul style="list-style-type: none"> • "How is a stated main idea different than an implied main idea?"(reading example) 	Ask higher-level thinking questions in reading lessons.
4. Provide direct, sequential instruction?	
<ul style="list-style-type: none"> • Use the Collins Model to model, check understanding, coach, scaffold/fade. • Follow the sequence in the <i>Second-Grade Teachers' Guide</i>. 	
<ul style="list-style-type: none"> • Follow the sequence in the <i>Second-Grade Teachers' Guide</i>. 	The sequence in the Guides is aligned to State Standards.
5. Consistently provide multisensory instruction?	
<ul style="list-style-type: none"> • Have children see, say, write, and read phonograms, words, etc. (spelling example) • Have children compose oral/written sentences and read their own. (writing example) 	
<ul style="list-style-type: none"> • Have children compose oral/written sentences and read their own. (writing example) 	Composing sentences helps children understand word meaning and usage.
6. Encourage active participation by all children in each lesson?	
<ul style="list-style-type: none"> • Have children say phonogram sounds in unison. (spelling example) • Have children read literature, science, social studies books aloud. (reading example) 	
<ul style="list-style-type: none"> • Have children read literature, science, social studies books aloud. (reading example) 	Active participation by all students enhances reading fluency.
7. Demonstrate diagnostic teaching?	
<ul style="list-style-type: none"> • Identify handwriting needs from WPR . (spelling example) 	
<ul style="list-style-type: none"> • Identify incorrect word usage and reteach (writing example) 	Correct word usage enhances comprehension.
<ul style="list-style-type: none"> • Identify incorrect mental action responses and reteach. (reading example) 	Use of mental actions enhances comprehension
8. Demonstrate integrated language arts instruction?	
<ul style="list-style-type: none"> • 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." 	
<ul style="list-style-type: none"> • 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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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/).	
• 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."	
• 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)	
• 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 enhances retention of handwriting rules.

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3. Follow daily spelling dictation procedure? (Delivering 25, WRTR 49)	
• 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.	
• 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)	Modeling sentences using <i>unfamiliar</i> spelling words helps students remember 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> ?	Writing objectives teach meaning, usage, parts of speech, morphology.
4. Coach as children perform the task?	Coaching as students compose sentences builds mastery of unfamiliar words.
Reading: Literary Appreciation, Text Structure, Mental Actions	
Do I...	
1. Coach as children use all 5 mental actions in a McCall-Harby/Crabbs passages by underlining or taking notes of essential words (reformat) to discern an implied main idea (mentally summarize)?	Use of 3 mental actions is a prerequisite for skilled comprehension.
2. Coach as children individually read literature/science/social studies books aloud to demonstrate fluency and expressive reading.	