



Phonics for Reading Second Level Fidelity Checklist

In order to know if a reading intervention program has been delivered with fidelity, it is helpful to have a checklist as a guide. This is a tool that intervention teams can use to help monitor the fidelity of Phonics for Reading Second Level.

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Intervention Fidelity

Fidelity is not meant to be a daunting term! Research based programs need to be followed in the way they were designed in order to mimic the guidelines of the studies that showed positive results. Understanding the guidelines and what is expected for instructional delivery is the key to success in every intervention program.

Teacher actions and student actions will guide the fidelity in which interventions are being used. Intervention fidelity will be determined by using the approved checklist for each intervention.

A fidelity checklist can also be used as a self-monitoring form for interventionists as they begin teaching the program. It helps to be a reminder of what are the must dos of the program and what to keep consistent over time. It is also helpful to review the fidelity checklists throughout the school year as an intervention team, possibly during intervention cycle data reviews. This helps to create conversation around key program elements and expectations. Data review time is always a great chance to ask about how is going and a checklist could help provide areas to focus on or improve for the next intervention cycle.

Intervention teams should identify the person(s) responsible for conducting the intervention fidelity throughout the school year. This person should be someone who has been trained in the intervention program and is very familiar with the key components. This person would also be expected to share the feedback from the checklist identifying areas of strength and making suggestions for improvement with any interventionist who has been observed.



MIBLSI's Fidelity Checklist for Phonics for Reading Second Level

This checklist was designed to coincide with the MIBLSI Focus Day training for this program. These instructional elements listed for each section below were modelled and practiced as part of this training.

The first item under the Skill column also includes a brief description of the instructional routine for that section. This is the general procedure, but there should be many opportunities to practice each section solidifying accuracy and gaining automaticity.

Level of Implementation is listed in the last column. It has a rubric rating of 2, 1, or 0. A score of a 2 would mean there was a high level of implementation. A score of 1 means medium level and a score of 0 means a low level. A score of 1 or 0 in an element should also include a written comment in the spot below to help capture what was observed and create a conversation of how to improve this area.

Intervention Information

Interventionist: _____ School: _____
 Observer: _____ Date: _____
 # of Students Observed: _____ Day of Intervention: _____
 Start Time: _____ End Time: _____
 Phonics for Reading Lesson #: _____ Grade: _____

Objective: Lesson Introduction/Review of Previous Day's Lesson

Skill	Level of Implementation
Follows the instructional routine. <ul style="list-style-type: none"> • Uses teacher script • If not starting a new lesson, reviews the first part of the lesson from the day before. 	2 1 0

Comments:

New Sounds

Skill	Level of Implementation
Follows the instructional routine. <ul style="list-style-type: none"> • Uses teacher script: Teacher produces the key words and focus sounds accurately. Then students repeat the words and sounds accurately. 	2 1 0



Comments:

Sound Drill

Skill	Level of Implementation
Follows the instructional routine. <ul style="list-style-type: none"> • Uses teacher script: Teacher displays letter sounds from the lesson and students say the sounds as the teacher directs them. The difference between continuous and stop sounds are evident during sound drill practice 	2 1 0
Elicits frequent responses. <ul style="list-style-type: none"> • Choral or Partner, Written, Physical (touch/point) 	2 1 0
Monitors and provides feedback. <ul style="list-style-type: none"> • Positive comments • Error correction procedure 	2 1 0
Delivers at a brisk pace. <ul style="list-style-type: none"> • Many opportunities to practice • Quick transitions 	2 1 0

Comments:

Phonemic Awareness Lessons 1-12 Only (Blending or Segmenting Sounds)

Skill	Level of Implementation
Follows the instructional routine. <ul style="list-style-type: none"> • Uses teacher script: Lessons 1-6-Teacher pronounces the separate sounds (without stopping) within a word, students say the whole word. Lessons 7-12-Teacher pronounces a word. Students repeat the word then say the separate sounds in the word as they hold up one finger for each sound. 	2 1 0
Elicits frequent responses. <ul style="list-style-type: none"> • Choral or Partner, Written, Physical (touch/point) 	2 1 0
Monitors and provides feedback. <ul style="list-style-type: none"> • Positive comments • Error correction procedure 	2 1 0



Skill	Level of Implementation
Delivers at a brisk pace. <ul style="list-style-type: none"> • Many opportunities to practice • Quick transitions 	2 1 0

Comments:

New Words

Skill	Level of Implementation
Follows the instructional routine. <ul style="list-style-type: none"> • Uses teacher script: Two parts of this activity: Part #1 – Students say the sound for the underlined letters, then sound out, and say the words. Part #2 – Then students read the words in sentences. 	2 1 0
Elicits frequent responses. <ul style="list-style-type: none"> • Choral or Partner, Written, Physical (touch/point) 	2 1 0
Monitors and provides feedback. <ul style="list-style-type: none"> • Positive comments • Error correction procedure 	2 1 0
Delivers at a brisk pace. <ul style="list-style-type: none"> • Many opportunities to practice • Quick transitions 	2 1 0

Comments:

Review Words

Skill	Level of Implementation
Follows the instructional routine. <ul style="list-style-type: none"> • Uses teacher script: Students read a line of words to themselves, and then read the words aloud. 	2 1 0
Elicits frequent responses. <ul style="list-style-type: none"> • Choral or Partner, Written, Physical (touch/point) 	2 1 0
Monitors and provides feedback. <ul style="list-style-type: none"> • Positive comments • Error correction procedure 	2 1 0



Skill	Level of Implementation
Delivers at a brisk pace. <ul style="list-style-type: none"> • Many opportunities to practice • Quick transitions 	2 1 0

Comments:

Word Endings

Skill	Level of Implementation
Follows the instructional routine. <ul style="list-style-type: none"> • Uses teacher script: Students sound out and say underlined root word. Then say the whole word after the teacher pronounces it. The teacher reads the word in a sentence, and students say the word again. 	2 1 0
Elicits frequent responses. <ul style="list-style-type: none"> • Choral or Partner, Written, Physical (touch/point) 	2 1 0
Monitors and provides feedback. <ul style="list-style-type: none"> • Positive comments • Error correction procedure 	2 1 0
Delivers at a brisk pace. <ul style="list-style-type: none"> • Many opportunities to practice • Quick transitions 	2 1 0

Challenge Words

Skill	Level of Implementation
Follows the instructional routine. <ul style="list-style-type: none"> • Uses teacher script: Teacher directs students to sound out each word part, say each word part, and then pronounce the whole word. 	2 1 0
Elicits frequent responses. <ul style="list-style-type: none"> • Choral or Partner, Written, Physical (touch/point) 	2 1 0
Monitors and provides feedback. <ul style="list-style-type: none"> • Positive comments • Error correction procedure 	2 1 0

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 Michigan's Integrated Behavior and Learning Support Initiative (MIBLSI) is a Grant Funded Initiative (GFI), funded under the *Individuals with Disabilities Education Act* (IDEA) through the Michigan Department of Education.



Skill	Level of Implementation
Delivers at a brisk pace. <ul style="list-style-type: none"> • Many opportunities to practice • Quick transitions 	2 1 0

Comments:

Sight Words

Skill	Level of Implementation
Follows the instructional routine. <ul style="list-style-type: none"> • Uses teacher script: Students repeat the words after the teacher pronounces them. Students then reread the words. 	2 1 0
Elicits frequent responses. <ul style="list-style-type: none"> • Choral or Partner, Written, Physical (touch/point) 	2 1 0
Monitors and provides feedback. <ul style="list-style-type: none"> • Positive comments • Error correction procedure 	2 1 0
Delivers at a brisk pace. <ul style="list-style-type: none"> • Many opportunities to practice • Quick transitions 	2 1 0

Sentences or Stories

Skill	Level of Implementation
Follows the instructional routine. <ul style="list-style-type: none"> • Uses teacher script: Teacher directs students to read sentence/story sections silently first, then has students read aloud orally. Then students then match each story part to the appropriate picture. 	2 1 0
Elicits frequent responses. <ul style="list-style-type: none"> • Choral or Partner, Written, Physical (touch/point) 	2 1 0
Monitors and provides feedback. <ul style="list-style-type: none"> • Positive comments • Error correction procedure 	2 1 0



Skill	Level of Implementation
Delivers at a brisk pace. <ul style="list-style-type: none"> • Many opportunities to practice • Quick transitions 	2 1 0

Comments:

Spelling

Skill	Level of Implementation
Follows the instructional routine. <ul style="list-style-type: none"> • Uses teacher script: Teachers dictates 2 short words, 2 longer words, and 1 sentence to students. Students slow down the pronunciation of each word, say the sounds, and write down the corresponding letters. Students then self-correct their spelling against a visual model that the teacher displays. 	2 1 0
Elicits frequent responses. <ul style="list-style-type: none"> • Choral or Partner, Written, Physical (touch/point) 	2 1 0
Monitors and provides feedback. <ul style="list-style-type: none"> • Positive comments • Error correction procedure 	2 1 0
Delivers at a brisk pace. <ul style="list-style-type: none"> • Many opportunities to practice • Quick transitions 	2 1 0

Comments:

Word Work and Comprehension Activities

Skill	Level of Implementation
Follows the instructional routine. <ul style="list-style-type: none"> • Uses teacher script: Teacher introduces each activity and monitors the completion of the first two items. If accurate, students work independently on the remaining items. Teacher then leads them through the process of checking their word. 	2 1 0



Skill	Level of Implementation		
Elicits frequent responses. <ul style="list-style-type: none"> Choral or Partner, Written, Physical (touch/point) 	2	1	0
Monitors and provides feedback. <ul style="list-style-type: none"> Positive comments Error correction procedure 	2	1	0
Delivers at a brisk pace. <ul style="list-style-type: none"> Many opportunities to practice Quick transitions 	2	1	0

Comments:

General Observations

Skill	Level of Implementation		
Teacher uses clear signals (verbal and physical)	2	1	0
Models skills/strategies appropriately with ease	2	1	0
Provides adequate think time	2	1	0
Moves quickly from one activity to the next	2	1	0
Maintains good pacing	2	1	0
Ensures students are firm on content prior to moving on	2	1	0
Student is highly engaged in the lesson	2	1	0
Teacher encourages student effort	2	1	0
Teacher completes all parts of the planned lesson	2	1	0
Student success rate is high	2	1	0

Comments:

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