

# Explicit Morphology Instruction Fidelity Checklist

## Lesson 2

<b>Observer:</b>	<b>Teacher:</b>
<b>Date of Observation:</b>	<b>Subject and Grade:</b>
<b>Target Morpheme:</b>	

The purpose of this observation form is to allow observers to monitor whether the steps of explicit instruction of high-utility morphemes are implemented with fidelity. This strategy is explained in the Iowa Reading Research Center’s eLearning module, *Effective Morphology Instruction for Secondary Students Across Content Areas*.

For each checklist item, there is one rating indicating whether that element of the strategy was observed during the visit. Items are marked as either “yes” for observed or “no” for not observed.

## Fidelity of Instruction Levels Rating Scale

Rating Levels	Note-Taking Guidance
<b>No:</b> not observed (strategy step is not used or is incorrectly/incompletely used)	<ul style="list-style-type: none"> <li>Note when they could have implemented practices during the lesson.</li> <li>Report each step’s pacing and discussion activities (e.g., turn and talk, think-pair-share, etc.).</li> </ul>
<b>Yes:</b> observed (appropriate and correct use of the strategy steps)	Note what could still be refined.

**Step 1: Set the Goal**

Practice	Observed?	Notes
The teacher explicitly stated the target morpheme.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
The teacher clearly stated the student-friendly meaning of the morpheme.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
The teacher explained why the morpheme is important.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
The teacher communicated a clear learning outcome.	<input type="checkbox"/> Yes <input type="checkbox"/> No	



**Step 2: Review of Previously Taught Morphemes**

Practice	Observed?	Notes
The teacher reviewed previously taught morphemes.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
The teacher prompted students to identify previously taught morphemes within words.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
The teacher asked students to state the meanings of previously taught morphemes.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
The teacher included multiple reading and/or spelling practice opportunities during the review.	<input type="checkbox"/> Yes <input type="checkbox"/> No	



**Step 3: Introduce the New Morpheme**

Practice	Observed?	Notes
The teacher displayed the morpheme visually (e.g., on a slide or whiteboard).	<input type="checkbox"/> Yes <input type="checkbox"/> No	
The teacher had students read the morpheme chorally.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
The teacher had students write the morpheme.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
The teacher provided a student-friendly definition.	<input type="checkbox"/> Yes <input type="checkbox"/> No	



**Step 4: Modeling**

Practice	Observed?	Notes
The teacher modeled identifying the target morpheme and other known morphemes using 3–4 example words.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
The teacher modeled orally segmenting the words into morphemes and combining them to read the word aloud.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
The teacher modeled spelling the words.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
The teacher explained the meaning of each morpheme and combined their meanings to explain the whole word meaning.	<input type="checkbox"/> Yes <input type="checkbox"/> No	



## Step 5: Guided Practice (Word, Sentence, or Text Level)

**Levels observed:**

- Word-level
- Sentence-level
- Text-level

Practice	Observed?	Notes
The teacher prompted students to analyze words containing the target morpheme.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
The teacher prompted students to read, write, and explain words containing the target morpheme.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
The teacher required students to identify or use words containing the target morpheme in context.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
The teacher monitored student responses and provided immediate corrective and affirmative feedback.	<input type="checkbox"/> Yes <input type="checkbox"/> No	



**Step 6: Independent Practice**

Practice	Observed?	Notes
The teacher required students to independently identify words containing the morpheme.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
The teacher required students to independently use the morpheme in writing.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
The teacher monitored student work and provided corrective and affirmative feedback.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

**Overall Quality Indicators**

Practice	Observed?	Notes
The teacher followed the explicit instructional steps in a clear and systematic sequence.	<input type="checkbox"/> Yes <input type="checkbox"/> No	



The teacher actively engaged students throughout the lesson (frequent verbal, written, and active responses).	<input type="checkbox"/> Yes <input type="checkbox"/> No	
The teacher used multiple grouping formats across lesson steps (e.g., pairs, groups, individual).	<input type="checkbox"/> Yes <input type="checkbox"/> No	
The teacher maintained appropriate pacing, without rushing or prolonging segments of the lesson.	<input type="checkbox"/> Yes <input type="checkbox"/> No	