

Explicit Morphology Instruction Fidelity Checklist

Lesson 3

Observer:	Teacher:
Date of Observation:	Subject and Grade:
Target Words:	

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
No: not observed (strategy step is not used or is incorrectly/incompletely used)	<ul style="list-style-type: none"> Note when they could have implemented practices during the lesson. Report each step’s pacing and discussion activities (e.g., turn and talk, think-pair-share, etc.).
Yes: 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 clearly communicated the lesson goal.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
The teacher explained why the strategy is important and how it will help students in content-area reading.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
The teacher explained how the strategy would benefit independent reading and content acquisition.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Step 2: Review

Practice	Observed?	Notes
The teacher reviewed previously taught morphemes (roots, prefixes, and/or suffixes).	<input type="checkbox"/> Yes <input type="checkbox"/> No	



<p>The teacher asked students to state the meanings of previously taught morphemes.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<p>The teacher included multiple reading and/or spelling practice opportunities during the review.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Step 3: Introduce the Morphemic Analysis Strategy

Practice	Observed?	Notes
<p>The teacher introduced and explained the five steps of the Morphemic Analysis Strategy.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<p>The teacher displayed the Morphemic Analysis Graphic Organizer.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Step 4: Modeling

Practice	Observed?	Notes
The teacher modeled the steps of the morphemic analysis strategy for 2–3 words in a content-area text.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
The teacher modeled identifying the root, stating its meaning, and recording it in the graphic organizer.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
The teacher modeled identifying the prefix, stating its meaning, and recording it in the graphic organizer.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
The teacher modeled identifying the suffix, stating its meaning, and recording it in the graphic organizer.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

<p>The teacher modeled combining the meanings of the prefix, root, and suffix to create a definition of the word and recording it in the graphic organizer.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<p>The teacher modeled testing the definition of the word in context and verifying whether the definition was accurate.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<p>The teacher modeled creating at least one inaccurate definition and revising the meaning.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Step 5: Guided Practice

Practice	Observed?	Notes
<p>The teachers asked students to work in pairs or small groups to apply the morphemic analysis strategy to analyze 2–3 new target words.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	

<p>The teacher used tell, ask, and remind prompts to gradually release responsibility of the strategy.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<p>The teacher monitored student responses and provided immediate corrective and affirmative feedback.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<p>The teacher required students to record their responses in the graphic organizer.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	

Step 6: Independent Practice

Practice	Observed?	Notes
<p>The teacher asked students to independently apply the morphemic analysis strategy to 1–2 new words.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	

<p>The teacher monitored student work and provided corrective and affirmative feedback.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
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Overall Quality Indicators

Practice	Observed?	Notes
<p>The teacher followed the explicit instructional steps in a clear and systematic sequence.</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<p>The teacher actively engaged students throughout the lesson (frequent verbal, written, and active responses).</p>	<input type="checkbox"/> Yes <input type="checkbox"/> No	
<p>The teacher used multiple grouping formats across lesson steps (e.g., pairs, groups, individual).</p>	<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	
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