

# Explicit Morphology Instruction Fidelity Checklist

## Lesson 4

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

Practice	Observed?	Notes
The teacher clearly communicated the lesson goal.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
The teacher explained the Word Building Strategy.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
The teacher explicitly named the target morpheme family (root and variants) and connected it to the content-area unit.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
The teacher clearly stated the student-friendly meaning of the root.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

## Step 2: Review

Practice	Observed?	Notes
The teacher reviewed previously taught prefixes, roots, and/or suffixes.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
The teacher prompted students to state the meanings of previously taught morphemes.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
The teacher connected previously taught morphemes to the new root.	<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: Modeling

Practice	Observed?	Notes
The teacher displayed the target morpheme cards (root and affixes) and selected morphemes to build a content-area word.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
The teacher modeled segmenting the content-area word into morphemes, explaining individual morpheme meanings, and combining them to form a literal meaning.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
The teacher modeled identifying the part of speech of the content-area word.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
The teacher modeled applying the word in a content-area sentence.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

The teacher modeled using the sentence checklist to verify spelling, part of speech, and meaning.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
The teacher modeled a non-example sentence and demonstrated how to revise the sentence.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

## Step 4: Guided Practice

Practice	Observed?	Notes
The teacher guided students to build new words using the morpheme cards.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
The teacher prompted students to segment, explain meaning, and identify part of speech.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
The teacher asked students to apply words in sentences.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

The teacher prompted students to use the sentence checklist.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
The teacher used tell, ask, and remind prompts to gradually release responsibility of the strategy.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
The teacher selected words that contained a variety of morpheme combinations.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
The teacher selected words that contained a variety of morpheme combinations.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

## Step 5: Independent Practice

Practice	Observed?	Notes
The teacher required students to independently build words using the morpheme cards provided.	<input type="checkbox"/> Yes <input type="checkbox"/> No	
The teacher required students to independently apply the words in writing or discussion.	<input type="checkbox"/> Yes <input type="checkbox"/> No	

The teacher required students to use the sentence checklist to self-evaluate their work.	<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	

