# SCTI DEMONSTRATION LESSON 6: 70 minutes – OPR, WPR, Spelling Dictation, Word Analysis, Sentence Construction, and Reading

| Description | Directions | OPR/WPR/ Spelling Dictation | Word Analysis | Sentence Construction (Model) | Reading (5 Mental Actions) |
|---|---|---|---|---|---|
| Step 1: Plan the Lesson | • Select academic week in the grade-level Teacher's Guide.<br>• **When submitting, include the following: grade level and academic week from *TG/R/FSTG*, completed Word Analysis Lesson Plan (included), completed Sentence Construction Lesson Plan Model (included), and provide the McCall-Crabbs Book and number, passage, or book used during the Reading lesson.** | • Use **20** phonograms for OPR Steps 1 and 2.<br>• Use **10** phonograms for WPR with Delayed Feedback.<br>• Select **5** words from the Teacher's Guide Week's lesson.<br>• Do not exceed 15 minutes. | • Part 1: Review words, markings, rules, and/or pronunciations students had difficulty with during dictation.<br>• Part 2: Plan and prepare an activity that addresses specific marking(s), rule(s), pronunciation(s), etc. that students need to practice.<br>• Part 3: Assess students' knowledge of Part 2 content on an individual level.<br>• Part 1: Do not exceed 3 minutes.<br>• Parts 2 & 3: Do not exceed 12 minutes. | • Pick 1 unfamiliar word entered during Spelling Dictation.<br>• Do not exceed 15 minutes. | • Pick a passage/book for **coaching** 5 Mental Actions with an Implied Main Idea.<br>• Do not exceed 25 minutes. |

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| Step 2: Deliver the Lesson | • Practice all procedures (see Spalding Resource Center videos and Delivering section of TG/RFSTG). <br> • Review Spalding Observation Checklist (included). <br> • Focus on exact procedures with active participation by all students. | ✓ Include a Spelling Focus **Coach**. <br> ✓ Give meaningful sentences for all words (K-1) and unfamiliar words (2-6) only. <br> ✓ Avoid repetitious phrases, e.g., "The next word is…," or "Mark, read, rule." <br> ✓ Read for Spelling, Read for Reading. | ✓ Part 1 happens after Spelling Dictation, not during. <br> ✓ Part 3 can occur while monitoring the Part 2 activity or as a separate component. | ✓ To identify the unfamiliar word, circle it in the sentences. <br> ✓ To identify the part of speech, label (i.e., noun, verb, adjective, etc.) near the unfamiliar word and draw an arrow to the word(s) that justify the part of speech. <br> ✓ To identify the clues that determine the meaning of the unfamiliar word, underline the supporting words and phrases. <br> ✓ Have students identify the unfamiliar word, part of speech, and clues in their independently composed sentences. | ✓ Coach as students use the 5 Mental Actions. <br> ✓ Kindergarten – Text Structure <br> ✓ 1st Grade – Coach 3 Mental Actions |
| Step 3: Video the Lesson | • Videotape the lesson in 4 separate videos. <br>   o Video 1: OPR & WPR <br>   o Video 2: SD & WA <br>   o Video 3: SCV <br>   o Video 4: Rdg | | | | |

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| | | | | |
|---|---|---|---|---|
| **Step 4: Share with SEI** | • Contact : certification@spaldingeducation.org and provide the following information: name, grade, school, academic week in the *TG/RFSTG*, Demo 6, and date.<br>• A link to upload will be sent after email confirmation has been received.<br>• **Upload demo videos, completed lesson plans (Word Analysis Lesson Plan and Sentence Construction Lesson Plan Model), and provide the McCall-Crabbs Book and number, passage, or book used during the Reading lesson to the specified link.** | | | |
| **Demo Expectations** | • Lesson does not exceed 70 minutes.<br>• *Philosophy:* Implemented 100%<br>• *Methodology:* Implemented 100% | • Procedure is 100% implemented. (If procedure is implemented less than 100% of the time or with less than 100% accuracy, you will be asked to review procedure and/or complete professional development before resubmitting Demo 6.) | • Procedure is 100% implemented. (If procedure is implemented less than 100% of the time or less than 100% accuracy, you will be asked to review procedure and/or complete professional development before resubmitting Demo 6.) | • Procedure is 100% implemented. (If procedure is implemented less than 100% of the time or with less than 100% accuracy, you will be asked to review procedure and/or complete professional development before resubmitting Demo 6.) | • Procedure is 95% implemented. (If procedure is implemented less than 95% of the time or with less than 95% accuracy, you will be asked to review procedure and/or complete professional development before resubmitting Demo 6.) |

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| Description | Directions | OPR/WPR/ Spelling Dictation | Word Analysis | Sentence Construction (Model) | Reading (5 Mental Actions) |
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| Feedback from SEI | • The Spalding Certification Department will send feedback within 2 weeks after receiving the video.<br>• SEI Certification Department will send you the analysis with reinforcements/refinements.<br>• Do **NOT** schedule the 7th observation before receiving and implementing feedback from Demo 6.<br>• If you have any questions, please contact: certification@spaldingeducation.org | | | | |

# Spalding Observation Checklist
## (Demo 6)

| THE SPALDING METHOD | +/- | COMMENTS |
|---|---|---|
| **Philosophy** | | |
| **Does the teacher...** | | |
| **1. Make students' physical and mental well-being a primary concern? (*WRTR* 4)** | | |
| Ensure that students maintain proper sitting position (hips back, feet flat...). | | |
| Have all students face the front for whole group instruction. | | |
| Implement good classroom management. | | |
| Demonstrate a positive feeling tone with praise for good performance. | | |
| **2. Have high expectations for students of differing ability levels? (*WRTR* 4)** | | |
| **3. Self analyze lesson planning and delivery to enhance student achievement?** | | |

| | | |
|---|---|---|
| **Methodology** | | |
| **Does the teacher...** | | |
| **1. Provide explicit, interactive, diagnostic instruction? (*WRTR* 5)** | | |
| Have students explain the purpose for each new task. | | |
| Model new skills, check understanding, coach, and scaffold/fade as appropriate. | | |
| Have students articulate, reflect, and perform tasks independently. | | |
| Observe students having difficulty and respond appropriately in all lessons. | | |
| Observe students who are not actively engaged and respond appropriately. | | |
| **2. Consistently provide sequential, multisensory instruction? (*WRTR* 5)** | | |
| Follow the sequence, procedures, and routines in *WRTR* and Teacher's Guide. | | |
| Incorporate auditory, visual, kinesthetic, and tactile learning in all lessons. | | |
| **3. Demonstrate integrated language arts instruction? (*WRTR* 5)** | | |
| Explain the connection between spelling, writing, and reading objectives. "We learned how to spell these words, now let's learn their meanings and usage." | | |

# Spalding Observation Checklist
# (Demo 6)

| ORAL PHONOGRAM REVIEW | +/- | COMMENTS |
|---|---|---|
| **Does the teacher follow daily Oral Phonogram Review procedure?** | | |
| **Step 1** | | |
| T — Use a maximum of 30 cards at one time. | | |
| T — Pass cards back to front, showing only one card at a time. | | |
| T — Listen for precise pronunciation of sound(s). (no voice overs) | | |
| T — Cover card if mispronounced; then pronounce precisely, e.g., /b/ (not /buh/). | | |
| T — Have students repeat sound(s) precisely. (no voice overs) | | |
| **Step 2** | | |
| T — Show phonograms a second time. | | |
| T — Continue to listen for precise pronunciation of sound(s). (no voice overs) | | |
| T — Ask knowledge questions that clarify which phonogram to use, then application questions that require students to apply knowledge of phonograms in words. | | |
| S — Have students respond and explain. | | |

# Spalding Observation Checklist
## (Demo 6)

| WRITTEN PHONOGRAM REVIEW | | +/- | COMMENTS |
|---|---|---|---|
| **Does the teacher follow daily Written Phonogram Review procedure?** | | | |
| T | Set a Handwriting Focus for each WPR, e.g., "Focus on beginning clock letters at 2 on the clock." Model focus. Have students sound and write modeled phonogram(s). | | |
| T | Use a maximum of 20 phonograms at one time. | | |
| T | Pronounce phonograms precisely. | | |
| S | Require students to precisely say sound(s) in unison. (no voice overs) | | |
| T | Give cues as needed. | | |
| S | Require students to precisely say sound(s) softly just before they write. (no voice overs) | | |
| S | Give immediate feedback for new learning, delayed feedback thereafter. | | |
| T-S | Model evaluating and then coach as students evaluate their handwriting and articulate their analyses based on the day's focus. | | |

# Spalding Observation Checklist
## (Demo 6)

| SPELLING DICTATION | +/- | COMMENTS |
|---|---|---|
| **Does the teacher follow Spelling Dictation procedure?** | | |
| T-S   Model/Coach Spelling Focus. | | |
| T   Say word in normal speech. | | |
| T   Give sentence for each word (K-1) or each unfamiliar word (2nd grade and above). | | |
| T   Use fingers to provide visual cues of phonogram sounds and both hands to denote syllables. (no voice overs) | | |
| S   Have students say sound(s)/syllables, then sound and write the word. (no voice overs) | | |
| S   Have students dictate word to teacher by sound/syllable. Have students dictate marking(s) to teacher, then read word. Have students dictate rule(s) to teacher. | | |
| T   Write word as students dictate by sound/syllable. Write marking(s) as students dictate. Write rule(s) as students dictate. | | |
| S   Have students read for spelling from teacher's model. | | |
| S   Have students read for reading from teacher's model. | | |

| WORD ANALYSIS | +/- | COMMENTS |
|---|---|---|
| **Does the teacher follow daily Word Analysis procedure?** | | |
| T-S   Review markings/rules students had difficulty with during Spelling Dictation. | | |
| S   Have students participate in a planned activity focusing on specific rules and/or markings. | | |
| T   Evaluate students' knowledge of the specific rules and/or markings on an individual level. | | |

# Spalding Observation Checklist
## (Demo 6)

| SENTENCE CONSTRUCTION WITH HFV (MODEL) | | +/- | COMMENTS |
|---|---|---|---|
| **Does the teacher follow Sentence Construction with High-Frequency Vocabulary procedure?** | | | |
| T | Provide a model sentence that includes clues to determine usage and meaning of an unfamiliar word. | | |
| T | Model thinking out loud using clues to determine usage and meaning of the unfamiliar word. | | |
| S | Have students answer questions that demonstrate understanding of using clues to determine usage and meaning of the unfamiliar word. | | |
| T | Provide a coaching sentence that includes clues to determine usage and meaning of the unfamiliar word. | | |
| S | Have students explain how to use clues in the coaching sentence to determine usage and meaning of the unfamiliar word. | | |
| S | Have students brainstorm examples of ways to use the unfamiliar word, e.g., mass of people, mass of stars. | | |
| S | Have students compose oral sentences with the unfamiliar word that include clues to determine usage and meaning (compose sentences in whole group or with a partner). | | |
| S | Have students independently compose oral or written sentences with the unfamiliar word that include clues to determine usage and meaning. | | |

# Spalding Observation Checklist
## (Demo 6)

| 5 MENTAL ACTIONS (IMPLIED MAIN IDEA) | | +/- | COMMENTS |
|---|---|---|---|
| **Does the teacher follow 5 Mental Actions procedure?** | | | |
| T | Reads an appropriate number of sentences, stops, and asks students to explain their thinking. | | |
| S | Monitor comprehension and make connections to determine the meaning of an unfamiliar word when necessary. Make predictions about the type of writing and topic. Reformat by underlining essential words and jotting down notes. | | |
| T | Reads an appropriate number of sentences, stops, and asks students to explain their thinking. | | |
| S | Monitor comprehension and make connections to determine the meaning of an unfamiliar word when necessary. Support/revise predictions about the topic. Reformat by underlining essential words and jotting down notes. | | |
| T | Finishes reading passage/book and asks students to explain their thinking and label the mental actions. | | |
| S | Monitor comprehension and make connections to determine the meaning of an unfamiliar word when necessary. Confirm/revise predictions about the topic. Reformat by underlining essential words and jotting down notes. Read the notes to confirm the topic and mentally summarize the implied main idea. | | |
| T | Asks questions that demonstrate students' knowledge of 5 mental actions. | | |

# Word Analysis Lesson Plan

**Part 1:** Be aware of hesitations or lack of participation during Spelling Dictation. Make a list and discuss AFTER the day's Spelling Dictation.

**Part 2:** Prepare a planned activity addressing rules, markings, and/or pronunciations that are difficult for your students.

- Activity (Circle One):

    Rule/Word Sort          Destinations          Card Swap          Word Builder Cards

    Mix It Up                Other:_____

- List the rules, markings, and/or pronunciations this activity will address.

_____

_____

_____

_____

**Part 3:** Describe how you will check application on an individual level.

_____

_____

_____

_____

## Sentence Construction with
## High-Frequency Vocabulary (Model)

Word: _____   Part of Speech: _____

Definition: _____

_____

| | |
|---|---|
| 1. **Teacher** provides a model sentence that includes clues to determine usage and meaning of an unfamiliar word. | Circle unfamiliar S/V word, underline clues that show meaning of unfamiliar word, and draw an arrow from unfamiliar word to clues that show part of speech. |
| 2. **Teacher** models thinking out loud using clues to determine usage and meaning of the unfamiliar word. | I think _____ is a(n) _____because _____ _____. It means _____ because _____ _____. |
| 3. **Students** answer questions that demonstrate understanding of using clues to determine usage and meaning of the unfamiliar word. | What does _____ mean? How did the sentence help you determine the usage and meaning of _____? How can you use this strategy to improve the sentences you write? |
| 4. **Teacher** provides a coaching sentence that includes clues to determine usage and meaning of the unfamiliar word. | Circle unfamiliar S/V word, underline clues that show meaning of unfamiliar word, and draw an arrow from unfamiliar word to clues that show part of speech. |
| 5. **Students** explain how to use clues in the coaching sentence to determine usage and meaning of the unfamiliar word. | |
| 6. **Students** brainstorm examples of ways to use the unfamiliar word. | Examples: |
| 7. **Students** compose oral sentences with the unfamiliar word that include clues to determine usage and meaning. | |
| 8. **Students** independently compose oral/written sentences with the unfamiliar word that include clues to determine usage and meaning. | |