**Instructional Practice Guide for K-3 Foundational Skills**

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| **Purpose:** The Instructional Practice Guide for K-3 Foundational Skills for Reading and Writing describes core instructional practices shown to improve student outcomes and is aligned to the *Kentucky Academic Standards (KAS)*. This IPG supports curriculum-focused:* Observation-based feedback on classroom practice contributing to student outcomes;
* Reflection on instructional practices and shifts; and
* Identification of professional learning needed to support standards-aligned practice.

It may be helpful to supplement what is observed with further evidence from artifacts, such as lesson plans, tasks or student work. Although many indicators will be observable during a lesson, some lessons may appropriately focus on a smaller set of objectives, or an observation may occur during only a portion of a lesson. In those cases, some of the tool may be left blank. Finally, districts/schools may choose to stagger their observation focuses as they move through implementation of the local curriculum and high-quality instructional resources (focus on *Culture of Learning* and *Core Action 1* in year one, for example).**Rating Criteria** **1: Yes –** All Indicator aspects are fully present whenever appropriate.**2:** **Mostly**– Most indicators aspects are met most of the time it would be appropriate. **3: Somewhat** – Some indicator aspects are met some of the time it would be appropriate. **4: Not Yet** – Indicator aspects are not yet met.***Important Note****: For professional learning support with academic standards and aligned practice, please visit* [*kystandards.org*](https://kystandards.org/)*. For support with foundational skills, please visit* [*The Kentucky Department of Education’s Structured Literacy page.*](https://education.ky.gov/curriculum/EarlyLiteracy/Pages/structured_literacy.aspx) |

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| **Date**: **Observer**:**Teacher**:  | **Grade Level/Course**:**Lesson Segment(s)**: All / Beginning / Middle / End**Observation Focus (if applicable)**:  |

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| **CULTURE OF LEARNING: There is a culture of learning and high expectations in this classroom.** |

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| **Indicators** | **Rating** |
| 1. Students demonstrate self-regulation skills by meeting behavioral expectations, following classroom instructions and engaging procedures efficiently, independently and with peers.
 | **YES / MOSTLY / SOMEWHAT / NOT YET** **Explanation**: |
| 1. Students engage in the learning of the lesson from start to finish; there is a sense of urgency about how time is used and managed.
 | **YES / MOSTLY / SOMEWHAT / NOT YET** **Explanation**: |
| 1. Students demonstrate evidence of growth mindset (embrace challenges, persist in learning) and self-efficacy (belief in ability to succeed) through interactions with teachers, peers and course content.
 | **YES / MOSTLY / SOMEWHAT / NOT YET** **Explanation**: |
| 1. Students demonstrate social skills (e.g., listening, disagreeing respectfully, building on thoughts or arguments, perspective taking, social cues) and cultural awareness through interactions with teachers, peers and course content.
 | **YES / MOSTLY / SOMEWHAT / NOT YET** **Explanation**: |
| 1. Students and teacher demonstrate an enthusiasm for learning through positive relationships and strong classroom culture that is responsive to student interests, experiences and preferences for learning.
 | **YES / MOSTLY / SOMEWHAT / NOT YET** **Explanation**: |

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| **Consistent HQIR Usage**  |

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| **Indicators** | **Rating** |
| 1. Tier 1 local HQIR(s) is present in the classroom.
 | **YES / MOSTLY / SOMEWHAT / NOT YET** **Explanation**: |
| 1. Teachers are using the curriculum as intended. Teacher follows discussion notes or prompts, uses examples from the HQIR and has students engage with its grade-level texts and tasks.
 | **YES / MOSTLY / SOMEWHAT / NOT YET** **Explanation**: |
| 1. The teacher uses appropriate scaffolds provided by the HQIR, avoiding over-scaffolding with additional supports or simplifying questions, texts and/or tasks.
 | **YES / MOSTLY / SOMEWHAT / NOT YET** **Explanation**: |
| 1. Pacing is on schedule according to district/HQIR guidance.
 | **YES / MOSTLY / SOMEWHAT / NOT YET** **Explanation**: |

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| **CORE ACTION 1: Using Systematic, Explicit Phonemic Awareness and Phonics Resources**This section focuses on the use of a sounds-first sequence found in the high-quality instructional resources within and across lessons. High-quality lessons should be grounded in *current* research and aligned to KY foundational skills standards. |

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| **Indicators** | **Rating** |
| 1. **The daily lesson accurately builds from a sequence that teaches and practices sounds first to address grade-level standards as defined by the *KAS for Reading and Writing* Foundational Skills Strand and high-quality instructional resources (HQIR) and is situated clearly within a systematic scope and sequence of foundational skill development within the HQIR.** *One or more of the following focus areas should be present. Check any that are observed:*
	* *Isolated sounds: phonological/phonemic awareness (should be included in every lesson)*
	* *Letter-sound correspondences (phonics) and word recognition should extend from an emphasis on sounds*
	* *Fluency: Reading with appropriate accuracy, rate and expression should extend from sounds and phonics components*

*Instruction should follow the HQIR(s) and ground daily instruction in structured literacy.**Instruction should connect past foundational skill components to current lessons; teacher and/or students should make connections between new and previously taught skills as well as begin with connections to sounds and build into phonics and fluency skills.** *For K-1, if the lesson does not include consistent student practice with sounds before decoding, supplemental resources are used to ground the lesson in phonemes work/practicing sounds.*
 | **YES / MOSTLY / SOMEWHAT / NOT YET** **Explanation**:  |

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| **CORE ACTION 2: Using Effective Instructional Practices**This section represents the teacher actions within the lesson, such as what the teacher says, models and assigns to lead students intentionally through foundational skills in the lesson. The teacher actions respond to students’ needs and where they are in the learning process. |

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| **Indicators** | **Rating** |
| 1. **The teacher’s instruction uses modeling appropriately to support student learning.** *Lesson objective is communicated clearly to students; pronunciation (articulation) of sounds (phonemes) is clear and correct (ex: clipping the schwa); precise modeling of blending, segmenting and other content-specific tasks is used as appropriate.*
 | **YES / MOSTLY / SOMEWHAT / NOT YET** **Explanation**:  |
| 1. **Instruction utilizes routines and structures that encourage students to decode text systematically rather than to guess its meaning using cueing methods that divert attention from the words themselves.** *Teacher does not refer to pictures as a word-solving strategy. Instruction focuses on systematically determining sounds, decoding and blending rather than using pictures as hints to determine words. Other cueing methods, such as context clues and MSV/three cueing system, are not used in place of sounds-first decoding. As learning unfolds, the teacher performs quick checks for understanding for all students.*
 | **YES / MOSTLY / SOMEWHAT / NOT YET** **Explanation**: |
| 1. **The teacher models and elicits student practice through a variety of classroom structures appropriately defined within resources and lesson.** *When a student is first learning a skill, heavy teacher modeling is needed. As the student becomes more proficient, there is less modeling and more student practice. There is a clear balance of teacher modeling and student practice based on students’ skill level.*
 | **YES / MOSTLY / SOMEWHAT / NOT YET** **Explanation**: |
| 1. **During student practice, the teacher strategically gathers formative data to assess progress, responding to student actions and adjusting feedback to help students practice with accuracy.** *On-the-spot corrections, confirmations or other feedback; scaffolding based on observations of students and their work; practice opportunities present for those who need more or far more practice.*
 | **YES / MOSTLY / SOMEWHAT / NOT YET** **Explanation**: |
| 1. **The teacher executes a lesson that provides students with opportunities to connect foundational skills to making meaning from listening and/or reading and through speaking and/or writing.** *This section may occur in a blended knowledge-building lesson or through a direct lesson on foundational skills. Examples: Oral or written response(s) to text-dependent questions and/or retelling after reading a decodable text; student-friendly definitions provided for unfamiliar words; newly decoded/blended words used in meaningful and accurate ways when answering text-dependent questions.*
 | **YES / MOSTLY / SOMEWHAT / NOT YET** **Explanation**: |

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| **CORE ACTION 3: Using Student Engagement (Practice)** This section represents what students say and do throughout the lesson. Formats in which students engage can be designed to include whole group, small group, independent, and teacher-supported tasks and practice; however, core action three focuses on the quality of student practice rather than the structure of the practice. |

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| **Indicators** | **Rating** |
| 1. **As appropriate, students practice targeted content and skills out of context (not embedded in a text).**

 | **YES / MOSTLY / SOMEWHAT / NOT YET** **Explanation**:  |
| 1. **As appropriate, students practice targeted foundational skills in context with decodable text.** *This practice includes connecting acquisition of foundational skills to making meaning from reading and listening.*

 | **YES / MOSTLY / SOMEWHAT / NOT YET** **Explanation**: |
| 1. **All students persevere with productive struggle when practice calls for additional attempts, extended practice time, and/or trial and error of target foundational skills.** *Students are responsible for most of the content-specific thinking in the lesson.*
 | **YES / MOSTLY / SOMEWHAT / NOT YET** **Explanation**: |