

# Instructional Practice Guide: Literacy

Version 4.0 – July 2018

**Purpose:** The Instructional Practice Guide articulates the vision for skillful teaching and learning. The guide describes the core instructional practices that contribute to student learning. Purposes include: 1) lesson preparation; 2) reflecting within AC's on instructional practices contributing to student outcomes; 3) focused professional learning on standards-aligned practice; 4) providing feedback on classroom practice.

## 1. Culture of Learning: Is there a culture of learning and high expectations in this classroom?

- Students demonstrate self-management skills by **following behavioral expectations**, directions and **execute transitions and procedures efficiently** independently and with peers.
- Students are **engaged in the work of the lesson** from start to finish; there is a **sense of urgency** about how time is used.
- Students exhibit evidence of **growth mindset** (embrace challenges/learn/persist), **self-efficacy** (belief in ability to succeed) and **social awareness** (cultural/diversity value) through interactions with teachers, peers, and course content.
- Students and their teacher demonstrate a **joy for learning** through positive relationships and strong classroom culture.

Not Yet	Somewhat	Mostly	Yes
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## 2.A. Challenging Content: Is the lesson focused on a high quality text(s)?

- A majority of the lesson is spent listening to, reading, writing, and/or speaking about text(s).
- The text(s) are at or above the **complexity** level expected for the grade and time in the school year. *Consider Lexile level, levels of meaning or purpose, text structure, language, knowledge demands, and scaffolding provided by the teacher.*
- The text(s) exhibit **exceptional craft** and are part of a coherent sequence that builds students' **knowledge and understanding of a global world view**.

Not Yet	Somewhat	Mostly	Yes
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## 2.B. Challenging Content: Does this lesson employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning?

- Questions and tasks **integrate** reading, writing, speaking and listening, and/or language **standards** to support students in building their understanding of the text and topics under consideration.
- Questions and tasks focus on the most critical elements of the text(s)' **concepts, ideas, structure, events and/or details**.
- Questions and tasks require students to use **evidence from text** to demonstrate understanding and to support their ideas about the text. These ideas are expressed through both written and oral responses.
- Questions and tasks attend to the most critical **words, phrases and sentences** within the text.
- ▶ Questions and tasks – attended to through academic discourse and/or writing – are intentionally selected and sequenced to build knowledge and deepen students' comprehension of text.

Not Yet	Somewhat	Mostly	Yes
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## 2.C. Challenging Content: During foundational skills lessons, does instruction develop skills in service of comprehension?

- The foundational skills being taught are **aligned to the reading foundations standards** for the grade.
- **Frequent monitoring of student progress** drives the content so students get what they need, not what they already know.
- Instruction and materials provide explicit instruction in **phonological awareness, concepts of print, letter recognition, phonetic patterns, word structure, vocabulary and/or fluency**. *Not all strands will be addressed in each lesson.*
- Instruction & materials provide opportunities for all students to **practice reading and writing** newly acquired skills.

Not Yet	Somewhat	Mostly	Yes
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## 3. Ownership: Are students responsible for doing the thinking in this classroom?

- Students have opportunities for **productive struggle** and demonstrate perseverance in reasoning and problem solving in the face of initial difficulty.
- ▶ Students provide **text evidence** to support their ideas and display **precision** in their **academic discourse and/or** written responses.
- Students **share their developing thinking** about the content of the lesson.
- Students **elaborate on initial thoughts** to explain their thinking.
- Students **talk about and ask questions about each other's thinking** to clarify, self-assess and/or improve their own understanding and determine next steps to improve learning outcomes.

Not Yet	Somewhat	Mostly	Yes
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## 4. Every Student: When students are working to overcome reading gaps, does the lesson address what students need?

- **Frequent monitoring of students' reading abilities** by both the teacher and students drives content of intervention so that students get what they need in order to comprehend grade-level text.
- The content being taught addresses specific skills and knowledge that hold students back from reading grade-level complex text, such as decoding, fluency or factors that contribute to comprehension (*i.e. vocabulary, complex syntax, cultural or literary knowledge, etc.*)

Not Yet	Somewhat	Mostly	Yes
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## 5. Improving Every Day: Are students demonstrating their understanding?

- Questions, tasks, and/or assessments **yield data that allow the teacher to assess students' progress** toward learning outcomes aligned to grade level standards and **allow for lesson adjustments**.
- Student responses and work demonstrate that **students are on track** to achieve stated or implied learning outcomes.

Not Yet	Somewhat	Mostly	Yes
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<b>Teacher</b>		<b>Grade/Course</b>	
<b>School</b>			
<b>Date</b>		<b>Time/Period</b>	

Teacher Actions	Student Actions

DRAFT

**Coaching points:**