**Instructional Practice Guide for Comprehension in Reading and Writing K-12**

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| **Purpose:** The Instructional Practice Guide (IPG) 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 notes from unit/lesson internalization, 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 should look to align an observation focus to their goals and stage of implementation (early or ongoing).  **Rating Criteria**  **1: YES** – All indicator aspects are fully present whenever appropriate.  **2: MOSTLY –** Most indicator aspects are present when appropriate.  **3: SOMEWHAT** – Some indicator aspects are present when appropriate.  **4: NOT YET** – Indicator aspects are not yet present.  ***Important Note****: For professional learning support with academic standards and aligned practice, please visit* [*kystandards.org*](https://kystandards.org/)*.* |

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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-management skills by following behavioral expectations, classroom directions and executing transitions and 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/learn/persist) 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 (i.e., 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: Focus on High-Quality, Grade-Level Text(s).** |

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| **Indicators** | **Rating** |
| 1. The lesson consists primarily of reading, writing, and/or speaking about texts at or above the quantitative and/or qualitative complexity level appropriate for the grade and time in the school year.  * Note: *Texts read aloud in K-3 are above the complexity level of what students can read on their own. Texts read independently or in small groups are appropriate for the instructional purpose.* | **YES / MOSTLY / SOMEWHAT / NOT YET**  **Explanation**: |
| 1. Texts exhibit exceptional craft and thought and provide meaningful information in the service of building domains of knowledge. | **YES / MOSTLY / SOMEWHAT / NOT YET**  **Explanation**: |
| 1. Texts offer a foundation for questions and tasks to allow students to integrate knowledge and ideas from multiple interpretations and for students to examine various perspectives represented in the texts. | **YES / MOSTLY / SOMEWHAT / NOT YET**  **Explanation**: |
| 1. Texts can lead authentically into writing and allow reading and writing to exist as complementary learning rather than as separate subjects. | **YES / MOSTLY / SOMEWHAT / NOT YET**  **Explanation**: |

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| **CORE ACTION 2: Effective Use of Questions and Tasks** |

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| **Indicators** | **Rating** |
| 1. Questions and tasks (including writing tasks) integrate multidimensional components of each standard, including content, comprehension and analysis to build students’ understanding of texts and/or topics under consideration. | **YES / MOSTLY / SOMEWHAT / NOT YET**  **Explanation**: |
| 1. Questions and tasks (including writing tasks) are grounded in text by attending to particular qualitative features: meaning/purpose or language, structure(s), or knowledge demands. | **YES / MOSTLY / SOMEWHAT / NOT YET**  **Explanation**: |
| 1. Intentionally sequenced questions and tasks (including writing tasks) activate and build background knowledge in support of grade-level analysis to deepen students’ understanding of the text, the author’s craft and/or the topic under consideration. | **YES / MOSTLY / SOMEWHAT / NOT YET**  **Explanation**: |
| 1. Questions and tasks (including writing tasks) attend to the words (academic vocabulary), phrases and sentences within the text. | **YES / MOSTLY / SOMEWHAT / NOT YET**  **Explanation**: |

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| **CORE ACTION 3: Providing Opportunities for Vibrant Student Engagement** |

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| **Indicators** | **Rating** |
| 1. Interdisciplinary Literacy Practices are leveraged to foster a literacy-rich environment that empowers students to think deeply and critically about texts and to develop understanding of the world through reading and/or writing. | **YES / MOSTLY / SOMEWHAT / NOT YET**  **Explanation**: |
| 1. Students assume active ownership of learning, doing the majority of the reading, writing, speaking and/or listening, independently or collaboratively. | **YES / MOSTLY / SOMEWHAT / NOT YET**  **Explanation**: |
| 1. Students engage in productive struggle as they reason through and make meaning of texts. Students continue to own complex learning even when support is provided. | **YES / MOSTLY / SOMEWHAT / NOT YET**  **Explanation**: |
| 1. Students probe each other’s thinking, talking and asking questions to deepen their understanding about the text or topic. | **YES / MOSTLY / SOMEWHAT / NOT YET**  **Explanation**: |
| 1. Students provide textual evidence to support their ideas and use domain- or text-specific language in their oral and/or written responses. | **YES / MOSTLY / SOMEWHAT / NOT YET**  **Explanation**: |
| 1. Students are able to use learning goal(s) and success criteria to check their understanding and monitor progress throughout the lesson, refining written and/or oral responses when appropriate. | **YES / MOSTLY / SOMEWHAT / NOT YET**  **Explanation**: |