**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 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 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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| **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**: |