

Foundational Skills Instruction Observation Tool

Directions: Enter a rating (E, SE, NE, or N/A) for each indicator for each classroom you visit. Enter additional notes at the bottom of each indicator

Ratings:

- E = Evident (indicator holds true for all or nearly all students, when applicable)
- SE = Somewhat Evident (indicator holds true only partially)
- NE = Not Evident (indicator as described does not hold true in the classroom)
- N/A = Not Applicable (e.g. not able to be observed during the portion of the lesson you saw)

Grade/Class Observed: Lesson Observed: Language of Instruction:	
Core Action 1: Use of Systematic and Aligned Materials	
1A: The foundational skills observed in the lesson are part of systematic instruction that reflects the implementation of high-quality instructional resources (HQIR) and grade-level standards	Look fors: <ul style="list-style-type: none"> ● <i>One or more of the following focus areas should be present. Check any that are observed:</i> <ul style="list-style-type: none"> <input type="checkbox"/> Phonological Awareness <input type="checkbox"/> Print Concepts <input type="checkbox"/> Phonics and Word Recognition <input type="checkbox"/> Fluency ● Instruction should connect past foundational skills components to the current lesson, and connections between new and previously taught skills should be made clear in the lesson.
Rating: Notes:	
Core Action 2: Use of Explicit Modeling and Instruction	
2A: Foundational skill(s) instruction is explicit, clear, and	Look fors: <ul style="list-style-type: none"> ● Lesson objective is communicated clearly to

correct.	<p>students</p> <ul style="list-style-type: none"> ● Pronunciation (articulation) of sounds (phonemes) is clear and correct (ex: clipping the schwa) ● Accurate and clear explanation of rules for sound and spelling patterns ● Precise modeling of blending, segmenting, and other content-specific tasks is used as appropriate. ● Instruction utilizes routines and structures that encourage students to decode text employing code knowledge and blending skills rather than to guess its meaning using cueing methods (such as MSV) that divert attention from the words themselves.
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Rating:
Notes:

<p>2B: The teacher models and elicits student practice through a variety of classroom structures appropriately defined within materials and lesson.</p>	<p>Look fors:</p> <ul style="list-style-type: none"> ● Appropriate pacing for the task(s) provided ● Opportunities for students to practice targeted skill(s) through reading, writing, speaking, and/or listening.
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Rating:
Notes:

<p>2C: When appropriate, instruction and materials provide opportunities to connect acquisition of foundational skills to making meaning from reading and listening, as well as speaking and writing</p>	<p>Look fors:</p> <ul style="list-style-type: none"> ● Oral or written text-dependent questions used with decodable text ● Newly decoded/blended words used in meaningful and accurate ways when answering text-dependent questions.
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Rating:
Notes:

Core Action 3: Abundant and Aligned Student Practice

<p>3A: All students actively participate and practice with materials and oral and written tasks that are aligned to targeted content and skills.</p>	<p>Look fors:</p> <ul style="list-style-type: none"> ● Students actively participate in the lesson ● Students practice new and/or previously taught skill(s) ● Students practice in and out of context through listening, speaking, writing, reading ● Students practice foundational skills in decodable text (sentences or text containing previously taught high-frequency words and sound/spelling patterns) ● Students read and/or reread for accuracy/automaticity
<p>Rating: Notes:</p>	
<p>Core Action 4: Assessment and Differentiation</p>	
<p>4A: Teacher collects student data (formal and/or informal).</p>	<p>Look fors:</p> <ul style="list-style-type: none"> ● Data collecting system in place (e.g., checklisting, sampling dictation responses, monitoring of student work), ● Collection of student work for analysis
<p>4B: Teacher responds to data and adjusts instruction accordingly to support students.</p>	<p>Look fors:</p> <ul style="list-style-type: none"> ● On-the-spot feedback, corrections, or confirmations of student answers ● Adjustments made to task based on observations of student work/practice, ● Differentiated groups and materials when needed ● Evidence of planned supports based on student data
<p>Rating: Notes:</p>	