INSTRUCTIONAL PRACTICE GUIDE

ELA / LIT 3–12

## About The Instructional Practice Guide

### Content-specific feedback is critical to teacher professional development. The Instructional Practice Guide (IPG) is a K–12 classroom observation rubric that prioritizes what is observable in and expected of classroom instruction when instructional content is aligned to college- and career-ready (CCR) standards, including the Common Core State Standards (CCSS), in ELA/literacy ([corestandards.org/ELA-Literacy](http://corestandards.org/ELA-Literacy)). It purposefully focuses on the limited number of classroom practices tied most closely to content of the lesson.1

Designed as a developmental rather than an evaluation tool, the IPG supports

SUBJECT

GRADES

### planning, reflection, and collaboration, in addition to coaching. The IPG encompasses the three Shifts by detailing how they appear in instruction:

Date

Teacher Name

School

## Grade 10

Grade / Class Period / Section

## "Man's Search for Meaning"

Topic / Lesson / Unit

## “Which is worse: failing or never trying?”

Learning Goal

## 9-10.RI.1, 9-10.RI.2, 9-10.RI.4, 9-10.RI.5, 9-10, RI.10

Standard(s) Addressed in this Lesson

Observer Name

### Complexity: Practice regularly with complex text and its academic language.

Evidence: Ground reading, writing, and speaking in evidence from text, both literary and informational.

Knowledge: Build knowledge through content-rich nonfiction.

This rubric is divided into the Core Actions teachers should be taking. Each Core Action consists of indicators which further describe teacher and student behaviors that exemplify CCR-aligned instruction.

Using The Instructional Practice Guide

For each observation, you should make note of what you see and hear. It may be helpful to supplement what you’ve recorded with further evidence from artifacts such as lesson plans, tasks, or student work. Although many indicators will be observable during the course of a lesson, there may be times when a lesson is appropriately focused on a smaller set of objectives or you observe only a portion of a lesson. In those cases you should expect to not observe some of the indicators and to leave some of the tool blank. Whenever possible, share evidence you collected during the observation in a follow-up discussion.

After discussing the observed lesson, use the Beyond the Lesson Discussion Guide to put the content of the lesson in the context of the broader instructional plan. The questions in the Beyond the Lesson Discussion Guide help delineate what practices are in place, what has already occurred, and what opportunities might exist to

incorporate the Shifts into the classroom during another lesson, further in the unit, or over the course of the year.

To further support content-specific planning, practice, and observation, explore the collection of free IPG companion tools, resources, and professional development modules at [achievethecore.org/instructional-practice](http://achievethecore.org/instructional-practice).

Name: Date: Observer Name:

1. Refer to Aligning Content and Practice ([achievethecore.org/IPG-aligning-content-and-practice](http://achievethecore.org/IPG-aligning-content-and-practice)) for the research underpinning the Core Actions and indicators
2. of the Instructional Practice Guide and to learn more about how the design of the tool supports content-specific observation and feedback.

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## CORE ACTIONS AND INDICATORS

For the complete Instructional Practice Guide, go to [achievethecore.org/instructional-practice](http://achievethecore.org/instructional-practice).

##### ELA / LIT

SUBJECT

##### 3–12

GRADES

# Core Action 1

Focus each lesson on a high-quality text (or multiple texts).

1. A majority of the lesson is spent reading, writing, or speaking about text(s).

Name of Text:

Type of Text(s) (circle): Informational /

Literary

/ Other Media or Format

1. The anchor text(s) are at or above the complexity level expected for the grade and time in the school year.

Quantitative Measure(s) used:

Quantitative Score(s):

Approximate Grade Band: To approximate the grade band for the text, consider the quantitative measure or score, the qualitative features, and the related task.

1. The text(s) exhibit exceptional craft and thought and/or provide meaningful information in the service of building knowledge.

# Core Action 2

Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards.

1. Questions and tasks address the text by attending to its particular qualitative features: its meaning/purpose and/or language, structure(s), or knowledge demands.
2. Questions and tasks require students to use evidence from the text to demonstrate understanding and to support their ideas about the text. These ideas are expressed through written and/or oral responses.
3. Questions and tasks attend to the words (academic vocabulary), phrases, and sentences within the text.
4. Questions and tasks are sequenced to build knowledge by guiding students to delve deeper into the text and graphics.

# Core Action 3

Provide all students with opportunities to engage in the work of the lesson.

1. The teacher poses questions and tasks for students to do the majority of the work: speaking/listening, reading, and/or writing.

Students do the majority of the work of the lesson.

1. The teacher cultivates reasoning and meaning making by allowing students to productively struggle.

Students persevere through difficulty.

1. The teacher expects evidence and precision from students and probes students’ answers accordingly.

Students provide text evidence to support their ideas and display precision in their oral and/or written responses.

1. The teacher creates the conditions for student conversations where students are encouraged to talk about each other’s thinking.

Students talk and ask questions about each other’s thinking, in order to clarify or improve their understanding.

1. The teacher deliberately checks for understanding throughout the lesson and adapts the lesson according to student understanding.

When appropriate, students refine written and/or oral responses.

1. When appropriate, the teacher explicitly attends to strengthening students’ language and reading foundational skills.

Students demonstrate use of language conventions and decoding skills, activating such strategies as needed to read, write, and speak with grade-level fluency and skill.

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Man’s Search for Meaning

ELA / LIT 3–12

### INSTRUCTIONAL PRACTICE GUIDE

Name:

Date:

Observer Name:

#### CORE ACTION 1: Focus each lesson on a high-quality text (or multiple texts).

###### INDICATORS / NOTE EVIDENCE OBSERVED OR GATHERED FOR EACH INDICATOR

* 1. A majority of the lesson is spent reading, writing, or speaking about text(s).

Name of Text: Man's Search for Meaning

Type of Text(s) (circle):

Informational / Literary / Other Media or Format

* 1. The anchor text(s)3 are at or above the complexity level expected for the grade and time in the school year.4

Quantitative Measure(s) used: Lexile Quantitative Score(s): 1000L-1100L Approximate Grade Band: 9-10

To approximate the grade band for the text, consider the quantitative measure or score, the qualitative features,5 and the related task.

* 1. The text(s) exhibit exceptional craft and thought and/or provide meaningful information in the service of building knowledge.

Yes – During the observed lesson the teacher explains that the text under consideration is one she read in college. The text exhibits exceptional craft because “Man’s Search for Meaning” contains complex text structure, language demands, and meaning. The text serves to build knowledge about abstract ideas of human survival during suffering and oppression and concrete knowledge about the experience of those imprisoned in WWII German concentration

**RATING**

Yes- The lesson is focused on a text or multiple texts. No- There is no text under consideration in this lesson.

Yes- The anchor text(s) are at or above both the qualitative and quantitative complexity expected for the grade and time in the school year.

No- The anchor text(s) are below the qualitative and/or quantitative complexity expected for the grade and time in the school year.

N/A- Anchor text not observed

Yes- The text(s) exhibits exceptional craft and thought and/or provides meaningful information in the service of building knowledge.

No- The text(s) does not exhibit exceptional craft and thought and/or provide meaningful information in the service of building knowledge.

**CORE ACTION 2: Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards.**

|  |  |
| --- | --- |
| **INDICATORS6 / NOTE EVIDENCE OBSERVED OR GA** | **THERED FOR EACH INDICATOR** |
| A. Questions and tasks address the text by attending to its particular qualitative features: its meaning/purpose and/or language, structure(s), or knowledge demands.  A variety of questions and tasks required students to attend to the purpose, language, and structure of the text. For example, a focusing question is posed at the beginning and end of the lesson attended to the purpose of the text (“Which is worse: failing or never trying?” and later, “What does failure mean in a concentration camp? What is it and what happens?”). Students annotated the text for a variety of features: main idea, unknown words, and unclear passages. Finally, discussion questions attend to the structure, language, and purpose of the text (“How did Frankl’s thoughts affect his experience in the concentration camp?”, “I want you talk about the tone of paragraph two and how that relates to that quotation. How is he fitting these two together?”).  NOT OBSERVED | |

1. Anchor texts are texts used as the centerpiece of instructional time, distinct from varied texts students might read on their own for a variety of purposes.
2. Refer to [achievethecore.org/ela-literacy-common-core/text-complexity/](http://achievethecore.org/ela-literacy-common-core/text-complexity/) for text complexity resources.
3. The SCASS rubric is a qualitative tool to determine the levels of meaning or purpose, text structure, language, knowledge demands (life experiences, cultural/literary knowledge, content knowledge).
4. These actions may be viewed over the course of 2–3 class periods.

[www.achievethecore.org/instructional-practice](http://www.achievethecore.org/instructional-practice) Published 08.2018. 3

Man’s Search for Meaning

ELA / LIT 3–12

### INSTRUCTIONAL PRACTICE GUIDE: COACHING

Name:

Date:

Observer Name:

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| **INDICATORS / NOTE EVIDENCE OBSERVED OR GATHERED FOR EACH INDICATOR** |
| B. Questions and tasks require students to use evidence from the text to demonstrate understanding and to support their ideas about the text. These ideas are expressed through written and/or oral responses.  Annotation tasks and discussion questions consistently require students to return to the text and provide evidence to support understanding of and ideas about the text. Text-specific discussion questions include: “What is the author recounting? How do we know?”, “How did Frankl’s thoughts affect his experience in the concentration camps?”, “I want you to talk about the tone of paragraph two and how this relates to that quotation – how is he fitting those two together?”, “What does failure mean in a concentration camp? What is it and what happens?”.  NOT OBSERVED |
| C. Questions and tasks attend to the words (academic vocabulary), phrases, and sentences within the text.  One discussion question focused on how word choice impacted the tone of the passage: “Tone is created by words. Look at the kinds of words he uses that gives us that feeling….This might be a great time to underline words - find the words that clue you in to how he’s actually feeling about this.” Follow-up questions during small group discussion of this question include: “What kinds of words does he use?...Yeah this a panicking kind of feeling… I want you to look at the kinds of words that he uses: tears, pain. What other kinds of words do you see there?...So Nick, while they are talking about this I want you to pick out words that have meaning to you.”  At the start of the lesson, students were directed to highlight words that were unfamiliar to them. During the observed lesson, these unfamiliar words are not returned to.  No other tasks or questions attended to academic vocabulary or sentences within the text.  NOT OBSERVED |
| D. Questions and tasks are sequenced to build knowledge by guiding students to delve deeper into the text and graphics.  Questions and tasks were sequenced to build knowledge and delve deeper into the text, beginning with a reminder at the start of the observed lesson that close reading involves multiple reads to gain a deeper understanding of a text. The initial task in the observation was to complete text annotations intended to provide students with a basic understanding of the text and surface any misconceptions (“What is this about and what do you think the main ideas might be?”). A sequence of discussion questions then guided students to a deeper analysis of the text, starting with the question, “What is the author recounting? How do we know?” and moving to questions like, “I want you to think about How did Frankl’s thoughts affect his experience in the concentration camp”, finally culminating with the question, "What is failure in a concentration camp? What happens?"  NOT OBSERVED |

Man’s Search for Meaning

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### INSTRUCTIONAL PRACTICE GUIDE: COACHING

Name:

Date:

Observer Name:



#### CORE ACTION 3: Provide all students with opportunities to engage in the work of the lesson.

###### INDICATORS / NOTE EVIDENCE OBSERVED OR GATHERED FOR EACH INDICATOR / RATING

|  |  |  |
| --- | --- | --- |
| A. The **teacher** poses questions and tasks for students to do the majority of the work: speaking/listening, reading, and/or writing.  **Students** do the majority of the work of the lesson. | There is overwhelming evidence that the students did the majority of the work in the lesson; while the teacher posed questions and assigned tasks throughout the lesson (i.e., “underline the main idea”), the teacher expected the students to do the work of reading, annotation, and discussion (“Stephanie, do you want to comment on that?”, “I want you guys to talk about…”, “What do you guys think about that idea?”) , the students did the work to read, annotate, and discuss the text. Of the 15-minute observed lesson, 9 minutes are spent with students engaged in the work of the lesson. | |
| B. The **teacher** cultivates reasoning and meaning making by allowing students to productively struggle.  **Students** persevere through difficulty. | The teacher mostly allowed the students to productively struggle and students persevere through this difficulty. For example, at minute 14 a student struggles through her reasoning to finally generate a productive answer, “If he made a clear picture of what he wants there’s a change that it could happen to him...so he wants to keep it happening...he can...if it keep…keeping thinking about it will come true. It will make you believe yourself.” At other times it is not clear from the observed lesson that students are provided the space or support to struggle successfully. For example, at minute 7:46 an exchange between the teacher and a student ends with the student faltering to answer the teacher-posed question, “Why he would have questions like this and then have questions like we have in the second one?.” | |
| C. The **teacher** expects evidence and precision from students and probes students’ answers accordingly.  **Students** provide text evidence to support their ideas and display precision in their oral and/or written responses. | The teacher mostly expects precision from students and probes student answers (i.e., "Use evidence from the text.", “What role do those questions have?”). Students regularly provide text evidence and display precision, as in this student at minute 10:38: “The material things don’t really matter to him...like in the last sentence, ‘Emotion, which is suffering, ceases to be suffering as soon as we form a clear and precise picture of it.’…Once you mentally get through things, they aren’t as hard. And he kind of got through everything by mentally putting himself in a position where he could get past everything.” However, at times student answers are unclear, (“…he’s saying this could happen - what happens at the end, how he just laying in his own stuff, that’s what could happen if he just give up. That could happen if he did give up. I don’t think he thinks that he’s better than anyone because even though he separated himself from he that’s still a reflection of what could happen to him”), or lack evidence entirely, as in minute 9:24, (“I think he daydreams to get away from things. Just like people like, some people read to get away from things, some people play reality video games so they can be another character - be someone else for change - and get away from things.”). | |
| D. The **teacher** creates the conditions for student conversations where students are encouraged to talk about each other’s thinking.  **Students** talk and ask questions about each other’s thinking, in order to clarify or improve their understanding. | The teacher utilizes both whole group and small group discussions to allow students to talk about each other’s thinking to clarify their understanding of the text. Students provided one another insight and a deeper understanding of the text. For example, the following exchange during small group work at minute 4:37 when one student who is reading evidence from the text about the conditions in the camp falters and says “…I don’t know”, another student steps in to provide the needed evidence, (“who could help me to obtain work in camp instead of undertaking this horribly long daily march?“), and another student build-on to provide reasoning, (“so technically he’s being tortured”). Students continue to build on one another’s thinking with evidence and ideas about the text, until one student turns to another and asks, “What about you guys?” to invite them into the conversation. Students consistently build on one another’s thinking during whole class discussion, )“Kind of like what Lex was saying…” , “I want to add-on to what \_\_\_ said,.. “). | |
| E. The **teacher** deliberately checks for understanding throughout the lesson and adapts the lesson according to student understanding.  When appropriate, **students** refine written and/or oral responses. | The teacher consistently checked for understanding and provided the opportunity and scaffolding for students to refine their responses, as in the following exchange at minute 5:54; Teacher, “some people thought he was flashing back, to a memory. Stephanie, do you want to comment on that?” Stephanie, “Here in the paragraph it say that he observed them as if they were already of the past, so that means that it isn’t in the past and it is probably in the present” When prompted, another student, Aliyah, “I actually don’t think this is happening in the moment…In his thoughts he’s in the camp at the moment, but ,this speech giving that he’s doing is just his way of getting away.” Teacher, “How do you know he’s getting away?” Aliyah, “Because he said it, ‘I force my thoughts to another subject. Suddenly I saw myself…’”. When the teacher clarified that the author was not flashing back but “acting as if these things have already happened”, a student, Anna, asked if the author was remembering the moment and the teacher asks Stephanie to provide final clarity and text evidence. Anna response with, “Oh!” | |
| F. When appropriate, the **teacher** explicitly attends to strengthening students’ language and reading foundational skills.7  **Students** demonstrate use of language conventions and decoding skills, activating such strategies as needed to read, write, and speak with grade-level fluency and skill. | Not Observed | |
|  | |  |

**BEYOND THE LESSON:** DISCUSSION GUIDE

ENGLISH LANGUAGE ARTS / LITERACY

INTRODUCTION

The Beyond the Lesson Discussion Guide is designed for the post-observation conversation using the Instructional Practice Guide ([achievethecore.org/coaching-tool](http://achievethecore.org/coaching-tool)) or any other observation rubric. The questions put the content of the lesson in the context of the broader instructional plan for the unit or year. The conversation should first reflect on the evidence collected during the observation to consider what worked, what could improve, and what resources are available to support improvement. If any parts of the Lesson Planning Tool ([achievethecore.org/](http://achievethecore.org/lesson-planning-tool)

[lesson-planning-tool](http://achievethecore.org/lesson-planning-tool)) were used in preparing for the lesson, refer to that information during the discussion. After discussing the observed lesson, use the “Beyond the Lesson” questions to help clearly delineate what practices are in place, what has already occurred, and what opportunities might exist in another lesson, further in the unit, or over the course of the year to incorporate the Shifts into the classroom.

1. Why was this text selected for today’s lesson? Is this text one of a sequence of texts designed to build knowledge? Please explain. For more information refer to page 33 of the Standards.
2. What content knowledge are students expected to gain from reading this sequence of resources? For sample resources refer to [achievethecore.org/text-set-project](http://achievethecore.org/text-set-project)
3. Beyond this lesson, what steps have been taken to ensure that students are reading a range and volume of literary and informational texts as recommended by the CCSS? (Remember, Grades K–5 focus on 50% Literary and 50% Informational, while Grades 6–12 focus on 30% Literary and 70% Informational.) For more information refer to page 5 of the Standards.
4. What steps have been taken to ensure students are given frequent opportunities to read independently and engage with a high volume of texts? How are students held accountable for reading independently? For sample resources refer to [achievethecore.org/text-set-project](http://achievethecore.org/text-set-project)
5. Beyond this lesson, what steps have been taken to ensure all students are reading texts of increasing complexity with increasing independence over the course of the year?

For sample resources refer to [achievethecore.org/text-set-project](http://achievethecore.org/text-set-project)

1. How are students monitored as they progress toward being able to read and comprehend grade-level literary and informational texts independently and proficiently? For more information refer to page 5 of the Standards.
2. How are all students supported in working with grade-level text? What scaffolds are provided for students who are reading below grade level? What opportunities are provided for students who are reading above grade level to engage more deeply with grade-level or above-grade-level texts?
3. How are students increasingly taking charge of speaking & listening, language, and writing tasks expected by the grade-level standards?
4. Beyond this lesson, what steps have been taken to ensure that student writing tasks reflect the range of tasks recommended by the CCSS? (Remember, CCSS recommends 30% argument, 35% explanatory or informational, and 35% narrative.) For more information refer to page 5 of the Standards.
5. What steps have been taken to ensure students regularly conduct both short and more sustained research projects? For sample resources refer to [achievethecore.org/text-](http://achievethecore.org/text-set-project) [set-project](http://achievethecore.org/text-set-project)

CLASSROOM ENVIRONMENT: IMPORTANT TO CREATING A LITERACY-RICH ENVIRONMENT

In addition to the discussion between observer and teacher, be aware that the following environmental factors may also provide useful information. The classroom library organization supports the following:

* Reading a wide range of text genres and resources at varying levels of complexity (poetry, fiction, bibliographies, informational texts, videos, etc.)
* Building knowledge about a range of topics (history, social studies, science, technical subjects, arts, music, etc.)
* Integrating authentic response options for students (book reviews, recorded reading, writing, discussions, etc.)