

Explicit and Systematic Foundational Skills Instruction Look fors

Evidence of rigor in the text and task	Evidence of rigorous implementation
<ul style="list-style-type: none"> The foundational skill(s) observed in the lesson reflect grade-level standards. (<i>Refer to the English and Spanish Reading Foundational Skills standards</i>) The foundational skill(s) observed in the lesson is part of a systematic scope and sequence or curriculum. All practice materials and written/oral tasks are aligned to targeted content and skills. (materials may also include a focus on previously taught skills for targeted student practice) Practice materials include many opportunities for students to work with the sound-spelling association out of context. (may occur in whole group, small group, and independent practice) Practice materials include opportunities for students to work with sound-spelling association in context with a decodable text. (Note, decodables may not be used on a daily basis but there should be evidence that the teacher has plans to use them for several repeated readings with students throughout the week in a combination of whole group, small group and independent work time.) There should be evidence that materials/tasks used in small group instruction and independent work time are responsive to student needs and reinforce sound-spelling associations being taught or that have been taught in the past. (Note, students with gaps may be working on skills from previous grade level standards during targeted, small group instruction.) There should be evidence that the teacher has planned supports that will allow all students(including ELs and students with disabilities) access to the rigorous content of the lesson. (appropriate supports would include TPR, visual aids, additional oral practice with the sound-spelling association, additional practice opportunities in general, sentence stems, color-coding for spelling-sound pattern types ie. vowels red consonants blue, connections to native language through use of a contrastive analysis chart) <p>In addition to the above, ELA-5 classrooms should instruct phonics using a scope and sequence/curriculum that reflects authentic Spanish language development by showing evidence of...</p> <ul style="list-style-type: none"> Spanish languages includes 1:1 correspondence between letters and sounds Syllable awareness comes before phoneme awareness, so students should start sounding out syllables not single sounds Spanish has 5 vowel sounds while English has 14+ Some Spanish consonant sounds are distinctly different than English (v, ll, h, j, r, rr, z, ñ, x) Certain combinations of letters are pronounced differently in the two languages(que, güe) Certain letter/sound combinations in English do not exist in Spanish(ou, sh, kn) 	<ul style="list-style-type: none"> Teacher articulates an objective to students that is part of a systematic scope and sequence or curriculum. Teacher always pronounces sounds (phonemes) clearly and accurately with appropriate visual aids, explanations of rules for sound-spelling associations, and modeling of blending, segmenting, or other content-specific tasks. Teacher provides many opportunities for students to hear, say, read and write the phoneme/grapheme within the explicit phonics lesson. Teacher consistently sets clear expectations and utilizes routines to ensure ALL students actively participate in the lesson. (rather than mostly calling on individuals or volunteers) Teacher utilizes clear and concise language that facilitates an urgent pace and allows students many opportunities to practice. Teacher provides opportunities for students to practice newly learned sound-spelling associations in connected, decodable texts*. (Note, decodables may not be used on a daily basis but there should be evidence that the teacher has plans to use them for several repeated readings with students throughout the week in a combination of whole group, small group and independent work time) Teacher presents content in an engaging, multisensory and child-friendly manner. (teacher includes a combination of gestures, movement, games, chants, etc.) Teacher consistently monitors students progress. (Informally on a daily basis with a system to note students who will need more support and formally with Weekly Foundational Skills Checks) Teacher consistently provides on-the-spot feedback, corrections and confirmations of student answers. Inclusionary practices ensure that schedules allow for all students (including students on IEPs) to be in the classroom during explicit and systematic foundational skills instruction. The teacher should also be conducting targeted small group phonics instruction to meet all students needs. <p>In addition to the above, ELA-5 classrooms should instruct phonics in a way that reflects authentic Spanish language development by showing evidence of...</p> <ul style="list-style-type: none"> The differences between Spanish and English languages named in the left column Instruction in English and Spanish according to the Language Allocation Guidelines and in response to student data <ul style="list-style-type: none"> Kinder: 1 shared reading lesson in week 3 of each unit taught in English First: 1 shared reading in week 3 of each unit and all of unit 9 in English Second: 1 shared reading in week 3 of each unit and all of units 6 & 9 in English