Explicit and Systematic Foundational Skills Instruction Look fors

### Evidence of rigor in the text and task

- The foundational skills observed in the lesson reflect grade-level standards. (Refer to the English and Spanish Foundational Skills standards)
- The foundational skills observed in the lesson are part of a systematic scope and sequence or curriculum.
- All practice materials and written tasks are aligned to targeted content and skills. (materials may also include a focus on previously taught skills for targeted practice)
- Practice materials include many opportunities for students to work with the sound spelling association at 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 practice)
- There should be evidence that materials/tasks used in small group instruction and independent practice 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 support that will allow all students (including ELs and students with disabilities) access to the rigorous content of the lesson. (appropriate support might include TESL, visual aids, additional oral practice with the sound spelling association, additional practice opportunities in general, sentence stems, circle-sounding for spelling sound patterns in a visual, in demonstrations that connect to native language through use of a contraction analysis chart)

In addition to the above, ESE classrooms should instruct phonics using a scope and sequence/curriculum that reflects authentic Spanish language development by showing evidence of:

- Spanish language includes 1:1 correspondence between letters and sounds
- Sufficient awareness comes before phoneme awareness, as students should start sounding out words during kindergarten
- Spanish has 5 vowel sounds while English has 14
- Some Spanish consonant sounds are distinctly different than English (e.g., p, b, m, n, l, x, k, c)
- Certain combinations of letters are pronounced differently in the two languages (e.g., pl)
- Certain letter/ sound combinations in English do not exist in Spanish (as, oh, em)

### Evidence of rigorous implementation

- Teacher selects an objective to students that is a part of a systematic scope and sequence or curriculum
- Teacher always provides frequent (frequency likely 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 phonograms/words within the explicit phonics lesson.
- Teacher consistently asks clear expectations and utilizes routines to ensure all students actively participate in the lesson (rather than merely calling on individuals or volunteers)
- Teacher utilizes clear and concise language that facilitates an expert 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 presentations, movement, games, charts, etc.)
- Teacher consistently monitors students progress. (informally on a daily basis or in note students who will need more support and formally with weekly Foundational Skills assessments)
- 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 IEP) to have the content during explicit and systematic foundational skills instruction
- The teacher should also be conducting targeted small group phonics instruction to meet all students needs.

In addition to the above, ESE classrooms should instruct phonics in a way that reflects authentic Spanish language development by showing evidence of:

- 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 independent work time.
  - Kinder: 1 shared reading lesson in week 3 of each unit taught in English
  - Kind: 1 shared reading lesson in week 3 of each unit taught in English
  - 1st: 5 shared reading lessons in weeks 3 and 4 of each unit taught in English
  - 2nd: 1 shared reading lesson in week 3 of each unit and all of units 6 & 7 in English
  - 3rd: 1 shared reading lesson in week 3 of each unit and all of units 6 & 8 in English

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