**Literacy Instructional Best Practices Tool**

**Grades K-2**

This tool is intended to be used by literacy leaders and instructional coaches to gather information on instructional literacy practices happening in classrooms. This document should be maintained by the leader or coach for planning and coaching purposes. Using the Evidence of Success indicators, leaders and coaches can determine specific areas of need or growth, develop coaching and feedback cycles, provide targeted support to teachers, structure effective teacher planning time, and identify next steps and follow-up support.

Teacher Observed \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Grade Level \_\_\_\_\_\_\_\_\_\_\_\_\_\_

| **If you observe this part of the lesson…** | **You should see this…** | **Evidence of Success** | **Notes/Comments/Next Steps** |
| --- | --- | --- | --- |
| *Bell Ringer/Lesson Opener*  Observation Date & Time  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * Students are actively engaged in a small yet meaningful task that prepares them for the upcoming lesson of that day. * Teachers are asking students questions to assist them in connecting previous learning to the new learning that will take place.   Example: Students are taking part in a daily phonological awareness activity in which they are speaking and/or listening or practicing specific skills with a decodable text through reading out loud or with a partner. | Not Yet  Somewhat  Mostly  Yes |  |
| *Explicit Instruction (New or Continued Learning Presented by the Teacher)*  Observation Date & Time  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * Direct and explicit instruction is taking place that involves the appropriate literacy classroom practices and evidence of the teacher's purposeful planning. The teacher models the expectations for the activity as well as the literacy classroom practices that are present in the lesson. This could include:   + **Sound walls** to support students in reading and retaining sound-symbol correspondences   + **Reading experiences** that build background knowledge and involve meaningful dialogue about the texts, making comparisons to previously read texts, and clarification of unfamiliar vocabulary (may be teacher or student-led).   + **Systematic, explicit instruction** in phoneme-grapheme correspondences to build decoding skills   + **Repeated exposure** to sound-symbol correspondence to ensure words are retained and to build automaticity and fluency. * Instruction uses phoneme-grapheme correspondence that focuses on the sounds and spelling of the words. * Phonics instruction is systematic and explicit and includes the phoneme and grapheme representations of letters and words. * Throughout the lesson, teachers are providing instruction using a variety of modalities, instructional tools, and materials to accommodate the diverse needs of students. | Not Yet  Somewhat  Mostly  Yes |  |
| *Guided Practice (Independent or Small Group Practice of the Learning)*  Observation Date & Time  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * Students are engaged in a lesson through independent or small group work. * Students are practicing skills with a decodable text. This can be done with a partner or individually and is relevant for small group instruction in which a specific text is being utilized on that student’s level. * Students are practicing writing skills and patterns based on the lesson and skills previously taught. * Diagnostic assessment drives both independent and individualized instruction for readers by measuring phonological awareness and phonics skills, decoding, fluency, and comprehension. Data is utilized to select appropriate on-level work for each individual student. * Small groups are arranged by specific skill needs. Diagnostic data is analyzed to focus on specific skill areas where readers may need more support or are ready to advance to another skill. * Regular feedback is provided through prompting for additional information and providing information that will support enhanced learning. | Not Yet  Somewhat  Mostly  Yes |  |
| *Exit Ticket/Lesson Closing*  Observation Date & Time  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * Students are actively engaged in a task that shows their overall understanding and knowledge of the day’s lesson. Information is provided to the teacher that will allow them to plan for future instruction. This can include:   + **Exit tickets** - written or spoken aloud   + **Informal assessment** of the skills taught to gauge overall student understanding and knowledge | Not Yet  Somewhat  Mostly  Yes |  |

For additional information and support, please access the [Literacy Classroom Practices](https://www.louisianabelieves.com/docs/default-source/literacy/literacy-classroom-practices.pdf?sfvrsn=24a06718_6) and additional tools and resources in the Louisiana Department of Education [Literacy Library](https://www.louisianabelieves.com/resources/library/literacy-library).