Integrated Model Curriculum Instructional Practice Guide

(BASED ON INSTRUCTIONAL PRACTICE GUIDE)

Standard Alignment: Does the lesson reflect the demands of the standards?	
Instruction meets the demand of the social studies standard(s).	The instruction meets the demand of the social studies standard(s). 3 — Fully meets 2 — Mostly meets 1 — Somewhat meets 0 — Does not meet
Instruction meets the demand of the English language arts standard(s).	The instruction meets the demand of the English language arts standard(s). 3 — Fully meets 2 — Mostly meets 1 — Somewhat meets 0 — Does not meet
Core Action 1: Does the lesson focus on high-quality sources, including high-quality texts?	
A. Text-based instruction engages students in reading, speaking, or writing about text(s).	Yes — A text (or multiple texts) is directly addressed in this lesson. No — There is no text under consideration in this lesson.
B. The anchor text(s) are at or above the complexity level expected for the grade and time in the school year.	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.
C. The text(s) are clear and build knowledge relevant to the content being studied.	Yes — The quality of the text(s) is high — they are clear and build knowledge relevant to the content being studied. No — The quality of the text(s) is low — they are unclear and are not relevant to the content being studied. N/A — There is no text under consideration in this lesson.

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Core Action 2: Does the lesson employ instructional practices that are text dependent and text specific, while accurately addressing the analytical thinking required by the grade-level standards?	
A. Questions and tasks address the text by attending to its particular qualitative features, including structure, concepts, ideas, events, and details.	4 — Most questions and tasks attend to the qualitative features of the text to build understanding. 3 — Several questions and tasks attend to the qualitative features of the text to build understanding. 2 — Few questions and tasks attend to the qualitative features of the text to build understanding. 1 — Questions and tasks do not attend to the qualitative features of the text to build understanding. N/A — Not observed.
B. Questions and tasks require students to cite evidence from the text to demonstrate understanding and to support analysis, inference, and claims. These ideas are expressed through written and/or oral responses.	4 — Most questions and tasks require students to cite evidence from the text. 3 — Several questions and tasks require students to cite evidence from the text. 2 — Few questions and tasks require students to cite evidence from the text. 1 — Questions and tasks can be answered without evidence from the text. N/A — Not observed.
C. Questions and tasks require students to appropriately use academic vocabulary from the text in responses or claims. These ideas are expressed through written and/or oral responses.	4 — Most questions and tasks require students to use academic vocabulary from the text. 3 — Several questions and tasks require students to use academic vocabulary from the text. 2 — Few questions and tasks require students to use academic vocabulary from the text. 1 — Questions and tasks do not require students to use academic vocabulary from the text. N/A — Not observed.
D. Questions and tasks are sequenced to build knowledge by guiding students in delving deeper into text, data, or graphics to support inquiry and analysis.	4 — Most questions and tasks are intentionally sequenced to support building knowledge. 3 — Several questions and tasks are intentionally sequenced to support building knowledge. 2 — Few questions and tasks are intentionally sequenced to support building knowledge. 1 —Questions and tasks do not follow a clear sequence to support building knowledge. N/A — Not observed.

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Core Action 3: Did all students have opportunities to engage in the work of the lesson?	
A. The teacher poses questions and tasks that allow opportunities for all students to do the majority of the work, and students engage in those opportunities via speaking/listening, reading, and/or writing.	4 — The teacher provides students with opportunities consistently and all students demonstrate this behavior. 3 — The teacher provides students with opportunities consistently and some students demonstrate this behavior. 2 — The teacher provides students with opportunities inconsistently and some students demonstrate this behavior. 1 — The teacher does not provide students with opportunities, and few students demonstrate this behavior. N/A — Not observed.
B. The teacher provides strategies for students who read, write, speak, and/or listen below grade level to work with grade-level content and to meet or exceed grade-level standards that will support their regular and active participation in learning, and students engage in those opportunities.	4 — The teacher provides students with opportunities consistently and some students demonstrate this behavior. 3 — The teacher provides students with opportunities consistently and few students demonstrate this behavior. 2 — The teacher provides students with opportunities inconsistently and some students demonstrate this behavior. 1 — The teacher does not provide students with opportunities, and few students demonstrate this behavior. N/A — Not observed.
C. The teacher provides extensions with content and at greater depth for students who read, write, speak, and/or listen above grade level, and students engage in those opportunities.	4 — The teacher provides students with opportunities consistently and some students demonstrate this behavior. 3 — The teacher provides students with opportunities consistently and few students demonstrate this behavior. 2 — The teacher provides students with opportunities inconsistently and some students demonstrate this behavior. 1 — The teacher does not provide students with opportunities, and few students demonstrate this behavior. N/A — Not observed.

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Core Action 3: Did all students have opportunities to engage in the work of the lesson?	
D. The teacher creates conditions for student conversations where students are encouraged to talk about each other's thinking, and students engage in those opportunities to clarify or improve their understanding.	4 — The teacher provides students with opportunities consistently and all students demonstrate this behavior. 3 — The teacher provides students with opportunities consistently and some students demonstrate this behavior. 2 — The teacher provides students with opportunities inconsistently and some students demonstrate this behavior. 1 — The teacher does not provide students with opportunities, and few students demonstrate this behavior. N/A — Not observed.
E. The teacher deliberately checks for understanding throughout the lesson and adapts the lesson according to student understanding, and students refine their written and/or oral responses (if appropriate).	4 — The teacher provides students with opportunities consistently and all students demonstrate this behavior. 3 — The teacher provides students with opportunities consistently and some students demonstrate this behavior. 2 — The teacher provides students with opportunities inconsistently and some students demonstrate this behavior. 1 — The teacher does not provide students with opportunities, and few students demonstrate this behavior. N/A — Not observed.

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Observation Notes

Classroom/Teacher/Objective/Standard(s)	
Content/Task(s)	**Teacher/Student Evidence**
1-3 Summary Bullet Points • • • • • • •	

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References

Achieve the Core's Instructional Practice Guide ELA/Literacy Guide, Grades 3-12 – Achieve the Core

Achieve the Core's Instructional Practice Guide Literacy in History/Social Studies, Grades 6-12 – Achieve the Core

Math Classroom Instructional Practice Guide – Ohio Department of Education and Workforce

Student Achievement Partners' Instructional Practice Guide (IPG) - Student Achievement Partners

Tennessee Instructional Practice Guide (IPG), K-12 Knowledge Building Lessons – Tennessee Department of Education

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