

# Integrated Model Curriculum Instructional Practice Guide

(BASED ON INSTRUCTIONAL PRACTICE GUIDE)

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

**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?**

<p><b>A. Questions and tasks address the text by attending to its particular qualitative features, including structure, concepts, ideas, events, and details.</b></p>	<p>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.</p>
<p><b>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.</b></p>	<p>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.</p>
<p><b>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.</b></p>	<p>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.</p>
<p><b>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.</b></p>	<p>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.</p>

**Core Action 3: Did all students have opportunities to engage in the work of the lesson?**

<p><b>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.</b></p>	<p>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.</p>
<p><b>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.</b></p>	<p>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.</p>
<p><b>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.</b></p>	<p>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.</p>

**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.

# Observation Notes

<b>Classroom/Teacher/Objective/Standard(s)</b>	
<b>Content/Task(s)</b>	<b>Teacher/Student Evidence</b>
<b>1-3 Summary Bullet Points</b> <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li><li>•</li></ul>	

# 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](#)

DRAFT