### CULTURE OF LEARNING: Are all students engaged in the work of the lesson from start to finish?

- Students **complete** instructional tasks, volunteer responses and/or ask appropriate questions.
- Students **follow behavioral expectations** and directions.
- Students **execute transitions, routines and procedures** in an orderly and efficient manner.
- Students are **engaged in the work of the lesson** from start to finish; there is a **sense of urgency** about how time is used.
- Students and their teacher demonstrate a **joy for learning** through positive relationships and strong classroom culture.

### CORE ACTION 1: Is the lesson centered on a high-quality text or texts?

A. A majority of the lesson is spent listening to, reading, writing, or speaking **about text(s)**.
B. The text(s) are **at or above the complexity level expected** for the grade and time in the school year.
   - **Note:** Texts read aloud in K-2 are above the complexity level of what students can read on their own.
   - **Note:** Texts read independently or in small groups are appropriate for the purpose.
C. The text(s) are worthy of student time and attention. They exhibit **exceptional craft and thought and/or provide useful information**; where appropriate, the texts are richly illustrated.

### FOUNDATIONAL SKILLS (K-2 only)

### CORE ACTION 1: Do instruction and materials explicitly and systematically provide all students with the opportunity to master foundational skills?

A. The foundational skills being taught are **aligned to the standards** for this grade.
B. Foundational skills **instruction is explicit**, including teacher modeling and student practice.
C. Students have **sufficient opportunities to practice** reading and writing newly acquired foundational skills.
D. Students connect acquisition of foundational skills to **making meaning** from reading.
E. Students spend time on skills they are still working to develop, not those they have already mastered.

Note: Core Actions 2 and 3 are not relevant to Foundational Skills lessons.

### CORE ACTION 2: Do questions and tasks, both oral and written, integrate the standards and build students’ comprehension of the text(s) and its meaning?

A. Questions and tasks integrate grade-level standards in service of deep understanding of text(s) and topics.
B. Questions and tasks address the specific text(s) at hand by attending to its particular **structure, concepts, ideas, events and/or details**.
C. Questions and tasks require students to **use details from the text** to demonstrate understanding and/or support their ideas about the text.
D. Questions and tasks attend to **words, phrases and sentences** within the text focus that matter most to build students’ vocabulary and deepen understanding of the text.
E. Questions are **sequenced** to deepen students’ understanding of the text, the author’s craft, and/or the topic under consideration.

### CORE ACTION 3: Are students responsible for doing the thinking in this classroom?

A. Students display **persistence with challenging tasks**, particularly when providing textual evidence to support answers and responses, both orally and in writing.
B. Students provide **precise responses**. When responses are imprecise, the teacher probes understanding but students do the complex thinking.
C. Students **share their developing thinking** about the content of the lesson.
D. Students **explain their thinking**, orally and/or in writing, using evidence from the text(s).
E. Students build on or respectfully question each other’s responses, using evidence from the text to **defend their thinking**.

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*Adapted from Student Achievement Partners Instructional Practice Guide  
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