Features of Effective Literacy Instruction by Component – Leader Look Fors Tool User Guidance

Fluency and Vocabulary Look Fors Tool

How to Use This Tool (Tool located on pages 2-3)

The Features of Effective Literacy Instruction by Component tool is meant to support instruction and create a plan for identifying areas of strength, areas of growth and trends across classrooms in instructional practices. The tool can be used over time, over multiple observations, to watch for improvement in instructional practices or to identify opportunities for targeted support at both the individual classroom level and for grade or school-wide support. This tool is not intended to be used for formal evaluation.

Items are intended to be marked as "observed" or "not observed." There may be times where, due to a variety of factors, all items in a section are not observable in a single lesson. This should not be considered problematic unless individual criteria are repeatedly missing, or a trend is determined over time or across classrooms. Ideally, school leaders will use the "Features of Effective Literacy Instruction by Component" look for document in conjunction with the "Features of Effective Instruction" document to ensure that effective features of explicit, systematic instruction are in place as well as specific "look fors" for individual components of literacy instruction.

The columns in the center of the observation form labeled "LP" (lesson plan) and "T" (teacher) provide options for different observation formats. In a more formal observation/feedback cycle, meeting with the teacher to review the lesson that will be observed may occur. In this case, the document provides a place to record whether the features of effective literacy instruction for each observable component are present in the lesson plan. This would be marked under the column with the heading "LP" as either a "+" (criterion was present) or "-" (criterion was missing). During the observation of instruction, the "T" columns can then be marked similarly to indicate criterion that are observed or not observed during the lesson observed. Specific notes about the observation and recommendations for future instruction can then be recorded in the "Evidence/Recommendations" section to provide targeted feedback to the teacher and set goals for next steps in instructional practice. In a less formal observation, only the "T" (teacher) column would be marked to indicate a criterion was observed or not observed during instruction. Alternatively, the observer could simply mark the check boxes next to each criterion to indicate a feature was observed.

Criterion Descriptions (pages 4-6)

Each criterion on the look fors document is a feature of effective instruction specific to the component skill under which it is listed. It is important for leaders to have sufficient knowledge about how skilled reading develops to provide effective feedback to teachers. This section of the user guide provides more detail about how to score each criterion to ensure consistency across users.

Literacy Look Fors Tool for Multiple Observations (pages 7-8)

An additional version of the Tool is located after the criterion descriptions that allows leaders to record observations across multiple classrooms or observe the same teacher over time. This version of the tool can provide a snapshot of effective literacy instruction in the areas of phonological and phonemic awareness and phonics across grade levels or schoolwide to pinpoint areas of strength, areas where additional support is needed, or other trends.

Teacher: _____ Date of Observation: _____ Observed by: _____

Features of Effective Literacy Instruction by Component - Fluency	**LP**		**T**		**Evidence/Recommendations**
	+	**-**	**+**	**-**	
Fluency Indicators ❑ The teacher selects an evidence-based practice for fluency instruction *(see criterion description for this indicator*). ❑ The teacher sets a purpose for the fluency task so students know the objective of the activity. ❑ The teacher establishes appropriate partnerships for fluency practice. ❑ The text provided to students for fluency practice is matched to each student's needs and can be read with 95%-100% accuracy. ❑ When appropriate to the task, the teacher has taught students how to accurately calculate WCPM. ❑ The teacher has trained students how to mark errors and indicate the stopping point on a timed reading (when applicable). ❑ Lesson/task is appropriate for student skill level/age/ grade. ❑ Lesson/task duration is appropriate for student skill level/age/grade.					

LP = Lesson Plan T = Teacher

Teacher: _____ Date of Observation: _____ Observed by: _____

Features of Effective Literacy Instruction by Component - Vocabulary	LP		T		Evidence/Recommendations
	+	-	+	-	
Vocabulary Indicators ❑ Words selected for direct instruction are high-utility, Tier 2 vocabulary applicable across content areas. ❑ The teacher introduces the word (orally and written) and has students say the word. ❑ When appropriate, the teacher provides a visual and/or gesture to support word learning. ❑ The teacher presents a student friendly explanation. ❑ The teacher clarifies the word's meaning. ❑ Teacher actively engages students in using the word. ❑ Teacher checks students' understanding of the word. ❑ After teaching a word, the teacher poses a set of questions that contain examples and non-examples of the word. Ask students, "Is ___ an example of ____?" ❑ The teacher prepares sentence stems that require students to complete the sentence using vocabulary words that relate to the meaning in the context provided. ❑ The teacher expands students' understanding and use of the word.					

LP = Lesson Plan T = Teacher

Fluency Indicators	Mark as observed (+) if:	Mark as not observed (-) if:
Criterion 1: The teacher selects an evidence-based strategy for fluency instruction.	• The teacher has selected an evidence-based practice for fluency instruction, such as: o Phrase Fluency and Phrase-Cued Reading (Students read phrases and short sentences) o Choral Reading (Students read out loud in unison as a whole class or small group along with the teacher or more proficient reader) o Echo Reading (A more proficient reader, usually the teacher, reads a section of the text aloud and then the student reads that same section of text out loud.) o Repeated Reading (Students practice reading aloud the same text, typically for one minute, at least three times.) o Partner Reading (Pairs of students take turns reading aloud to each other. A more proficient reader is paired with a less proficient reader.)	• The teacher provides fluency instruction that is not supported by research to support fluency development.
Criterion 2: The teacher sets a purpose for the fluency task so students know the objective of the activity.	• The teacher clearly articulates the task, the purpose of the task, and what students will do to successfully complete the fluency activity.	• The teacher does not articulate the task or the purpose of the task to students.
Criterion 3: The teacher establishes appropriate partnerships for fluency practice (when applicable).	• The teacher uses student data to carefully match partners so that one partner is slightly more skilled at the fluency task, but each partner can appropriately access the task and the materials provided for practice.	• The teacher randomly assigns partners or partners students at significantly different skill levels, so that the fluency task is inappropriate for one or both partners or the pairing creates frustration for one or both partners.
Criterion 4: The text provided to students for independent fluency practice is matched to each student's needs and can be read with 95%-100% accuracy.	• The teacher provides text to students that has been matched to individual student's needs and can be read with 95%-100% accuracy.	• The text the teacher provides to students for fluency practice is not matched to individual student's needs, indicated by significant struggle or text read too easily to effectively improve fluency skill.
Criterion 5: When appropriate to the task, the teacher has taught students how to accurately calculate WCPM.	• The teacher has provided instruction to students on how to calculate WCPM (word correct per minute) so that students are able to accurately and efficiently	• Teacher has not instructed students on how to calculate WCPM when necessary for a fluency task, or the teacher has not provided clear enough instruction for students to

	calculate WCPM as part of the steps of a fluency practice activity.	calculate WCPM accurately and efficiently within the fluency practice activity.
Criterion 6: The teacher has trained students in a consistent method to mark errors and indicate the stopping point on a timed reading (when applicable).	• The teacher has provided students with clear directions on how errors should be marked (i.e., line through the word, circle the error, etc.) and how to indicate the last word or item read (i.e., slash or bracket after the last word read) on a timed reading.	• The teacher has not provided students with a consistent method to mark errors and indicate the stopping point on a timed reading. Students mark errors in an inconsistent manner.
Criterion 7: Lesson/task is appropriate for student skill level/age/ grade.	• The lesson or task is appropriate for the students' skill level, age and grade based on a predictable sequence of skill instruction.	• The lesson or task is not appropriate for the students' skill level, and grade.
Criterion 8: Lesson/task duration is appropriate for student skill level/age/grade.	• The length of the lesson is sufficient for students to remain engaged; most students demonstrate understanding and participation, and the lesson duration aligns to age-appropriate guidelines.	• The lesson duration does not align to age-appropriate guidelines, or the lesson is too long or short to keep students engaged or allow for demonstration of understanding and participation.

Vocabulary Indicators	Mark as observed (+) if:	Mark as not observed (-) if:
Criterion 1: Words selected for direct instruction are high-utility, Tier 2 vocabulary applicable across content areas.	• The words chosen for direct instruction are carefully selected and meet the following criteria: o Important to understanding the text. o High frequency in text/high utility o Applicable across content areas o Appropriate for the group of students instructed. o For multilingual learners, cognates are utilized when possible.	• The words chosen for direct instruction have not been carefully selected or do not meet the aforementioned criteria.
Criterion 2: The teacher introduces the word (orally and written) and has students say the word.	• The teacher, at a minimum, clearly introduces the word orally and in written form (providing both phonological and orthographic representations of the word) and has students repeat the word. The teacher may also: o *Break a word into syllables both orally and in written form o *Point out word parts or roots to support learning	• The teacher does not clearly introduce the word orally or does not provide a written form of the word for students. *(For example, the teacher hands out a vocabulary worksheet without reading the vocabulary words with students, or the teacher introduces a word orally without providing the word in written form to students).*

	○ *Connect cognates when applicable and appropriate	
Criterion 3: When appropriate, the teacher provides a visual and/or gesture to support word learning.	• When appropriate, the teacher provides a visual support that represents the vocabulary word being introduced, such as a picture, an object, or a video clip and/or includes a gesture, hand motion or movement that supports word learning.	• The teacher does not provide either a visual support or gesture to support word learning when doing so would be appropriate for the word being taught.
Criterion 4: The teacher presents a student-friendly explanation.	• The teacher has prepared a student-friendly explanation or definition of the target vocabulary word that meets the following criteria: ○ Indicates a category or synonym that students already have familiarity with ○ Identifies the word's attributes or characteristics. ○ For multiple meaning words, targets the meaning of the word in the context it occurs in the text. *(Example: **Irate** is a feeling of extreme anger; A **peninsula** is a piece of land surrounded by water on three sides.)*	• The teacher has not prepared a student-friendly definition, or the definition that has been prepared is vague, overly complex, or otherwise inappropriate or inaccessible to the students being taught.
Criterion 5: The teacher clarifies the word's meaning.	• The teacher provides several examples of the word used in context by embedding the word into sentences that clarify its meaning or elaborating on the definition to provide better understanding of the word's meaning.	• The teacher does not provide additional examples of the word used in context beyond the definition or provides an example that does not help to clarify the word's meaning for students.
Criterion 6: The teacher actively engages students in using the word.	• The teacher provides multiple opportunities for students to use the word throughout the lesson, including both oral repetition and discussion.	• The teacher provides limited opportunities for students to engage in using the word throughout the lesson.
Criterion 7: The teacher checks students' understanding of the word.	• The teacher embeds checks for understanding through question/response, student generated examples, listening to student interactions, etc. Teacher provides positive corrective feedback as needed.	• The teacher does not embed checks for understanding within the lesson.
Criterion 8: After teaching a word, the teacher provides examples and non-examples of the word. Ask students, "Is ___ an example of ____?"	• The teacher provides clear examples and non-examples of the word and allows students to engage in conversation that deepens their understanding of the word and its defining attributes or non-defining attributes.	• The teacher does not provide examples and non-examples of the word or provides minimal examples without the opportunity for students to engage in conversation that deepens their understanding of the word and its defining attributes or non-defining attributes.

Criterion 9: The teacher prepares sentence stems that support students in using the vocabulary word in a complete sentence in an applicable context.	• The teacher prepares sentence stems that allow students to produce complete sentences using the vocabulary word in context. *Example: "_____is an example of _____ because…" or " _____ is not an example of _____ because…"*	• The teacher has not prepared sentence stems that support students in producing complete sentences using the vocabulary words in context.
Criterion 10: The teacher expands students' understanding and use of the word.	• The teacher provides opportunities for students to expand their understanding and use of the word through additional questioning and discussion or extension activities (e.g., multiple meanings, semantic feature analysis, scaling, etc.). *(Example: "What would be other situations where someone might become **irate**? If someone was **irate**, what might help calm them down?)*	• The teacher does not provide opportunities for students to expand their understanding and use of the word

Effective Literacy Instruction by Component – Fluency This tool may be used to observe literacy instruction across multiple classrooms. Write the teachers' names or the grade levels observed in the vertical column headings. If using the tool to record observations of one teacher over time, record observation dates in the column headings. During the observation, record whether each criterion was observed using a "+" for observed and "-" for not observed.											
Criterion 1: The teacher selects an evidence-based practice for fluency instruction *(see criterion description for this indicator*).											
Criterion 2: The teacher sets a purpose for the fluency task so students know the objective of the activity.											
Criterion 3: The teacher establishes appropriate partnerships for fluency practice.											
Criterion 4: The text provided to students for fluency practice is matched to each student's needs and can be read with 95%-100% accuracy.											
Criterion 5: When appropriate to the task, the teacher has taught students how to accurately calculate WCPM.											
Criterion 6: The teacher has trained students how to mark errors and indicate the stopping point on a timed reading (when applicable).											
Criterion 7: Lesson/task is appropriate for student skill level/age/ grade.											
Criterion 8: Lesson/task duration is appropriate for student skill level/age/grade.											

Notes:

Effective Literacy Instruction by Component – Vocabulary This tool may be used to observe literacy instruction across multiple classrooms. Write the teachers' names or the grade levels observed in the vertical column headings. If using the tool to record observations of one teacher over time, record observation dates in the column headings. During the observation, record whether each criterion was observed using a "+" for observed and "-" for not observed.											
Criterion 1: Words selected for direct instruction are high-utility, Tier 2 vocabulary applicable across content areas.											
Criterion 2: Teacher introduces the word (orally and written) and has students say the word.											
Criterion 3 Teacher presents a student friendly explanation.											
Criterion 4: Teacher clarifies the word's meaning.											
Criterion 5: Teacher actively engages students in using the word.											
Criterion 6: Teacher checks students' understanding of the word.											
Criterion 7: After teaching a word, teacher poses a set of questions that contain examples and non-examples of the word. Ask students, "Is ___ an example of ____?"											
Criterion 8: Teacher prepares sentence stems that require students to complete the sentence using vocabulary words that relate to the meaning in the context provided.											
Criterion 9: Teacher expands students' understanding and use of the word.											

Notes: