

The Reading Foundational Skills Observation Protocol¹ is designed to build understanding and experience with best practices to support the explicit teaching of foundational skills: Print Concepts, Phonological Awareness, Phonics and Word Recognition, and Fluency.

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.

Not Yet	Somewhat	Mostly	Yes
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Aligned Content: Is the lesson intentionally and explicitly focused on grade-level reading foundational skills?

- The foundational skill(s) observed in the lesson reflect grade-level standards and are appropriate for the time of year.
- The foundational skill(s) observed in the lesson is part of a systematic scope and sequence.

Not Yet	Somewhat	Mostly	Yes
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Teacher-Directed Instruction: Does the teacher make the foundational skills of the lesson explicit and allow time for student practice?

- Foundational skill(s) instruction is explicit and clear.
- The lesson includes adequate time for aligned teacher instruction and student practice of targeted skill(s).
- The elements of the lesson are presented in an engaging and child-friendly manner.

Not Yet	Somewhat	Mostly	Yes
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Student Practice: Do students practice foundational skills in a variety of ways to support mastery during the lesson?

- Students practice with written and/or oral tasks that are aligned to targeted content and skills.
- Students practice skills out of context.
- Students practice in context with connected text.
- Students practice connecting acquisition of foundational skills to making meaning from reading and listening.

Not Yet	Somewhat	Mostly	Yes
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Assessment & Differentiation: Is student progress monitored and instruction adjusted responsively?

- Teacher collects student data (formal and/or informal).
- Teacher responds to data and adjusts instruction accordingly to support students.

Not Yet	Somewhat	Mostly	Yes
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¹ This tool draws heavily from Student Achievement Partners' [Instructional Practice Guide Coaching Tools \(IPGs\)](#) and the Culture of Learning competency of the [TNTP Core Teaching Rubric](#).