



**Innovation Configuration Map  
Components of Comprehensive Literacy**

Innovation Configuration Map Components of Comprehensive Literacy		
<u>Literacy Environment</u>	<u>Large Group Explicit Instruction</u>	<u>Independent Learning</u>
<u>Share</u>	<u>Conferring</u>	<u>Strategy Group</u>
<u>Guided Reading Group</u>	<u>Book Club</u>	<u>Foundational Skills and Word Study</u>

Literacy Environment				
a	b	c	d	e
<b>Space</b>				
1. Teacher designates space for large group explicit instruction (meeting area), small group instruction, collaborative work, and independent learning that allows for efficient flow and function.	Teacher designates space for small group instruction, collaborative work, and independent learning; however, <u>large group explicit instruction meeting area is not evident.</u>	Teacher designates space for collaborative work and independent learning; however, <u>large group explicit instruction meeting area and small group instruction are not evident.</u>	Teacher does not designate space conducive to building a community of learners (i.e. flexibility of seating that allows collaboration)	
a	b	c	d	e
<b>Supplies</b>				

<p>2. Teacher <u>promotes student independence</u> by creating location(s) for age-appropriate supplies (readers/writers notebooks, folders, writing utensils, sticky notes, etc) that are accessible and organized.</p>	<p>Teacher provides age-appropriate supplies, but they <u>lack organization and accessibility</u> which affects student independence.</p>	<p>Teacher provides supplies, but they are <u>not always age-appropriate and accessible</u>.</p>	<p>Teacher restricts use of supplies that support independence.</p>	<p>Teacher does not provide supplies.</p>
a	b	c	d	e
<b><i>Classroom Library</i></b>				
<p>3. Teacher curates a classroom library that is easy to access and <u>includes diverse, high-quality</u> literature and informational texts with <u>wide student appeal</u>. <u>A variety of genres are represented</u>, and the number of books supports student motivation to read.</p> <p>Teacher builds a well-organized library where books are grouped, identified, and clearly labeled by genre, theme, and/or author where covers are visible. Books are not solely organized by level, and students have choice.</p>	<p>Teacher curates a classroom library that is easy to access and includes a <u>balance</u> of literature and informational texts. The number of books supports student motivation to read.</p> <p>Teacher builds a well-organized library where books are grouped, identified, and clearly labeled by genre, theme, and/or author where covers are visible. Books are not solely organized by level and students have choice.</p>	<p>Teacher has a classroom library that includes an <u>imbalance</u> of literature and informational texts.</p> <p>Students have access and choice when selecting books.</p>	<p>Teacher has a classroom library that is unorganized and lacks student appeal.</p> <p>Students are restricted to read by level, genre, theme and/or author.</p>	<p>Teacher does not have a classroom library.</p>

a	b	c	d	e
<b>Evidence of Literacy Learning</b>				
<p>4. Teacher shows <u>multiple</u> pieces of evidence demonstrating students' current, in-process literacy learning (student writing and/or drawing, writing about reading, collaborative projects, anchor charts, etc). Evidence could be found in student notebooks, book boxes, on classroom walls, hallways, and/or technology devices.</p>	<p>Teacher shows <u>some</u> pieces of evidence demonstrating students' current, in-process literacy learning (student writing and/or drawing, writing about reading, collaborative projects, anchor charts, etc). Evidence could be found in student notebooks, book boxes, on classroom walls, hallways, and/or technology devices.</p>	<p>Teacher shows evidence of students' literacy learning through anchor charts and <u>final products only</u> (published work).</p>	<p>Teacher shows evidence of student work that lacks authenticity (worksheets, contrived prompts, final products that all look the same) and/or anchor charts are no longer relevant to current learning.</p>	<p>Teacher shows no evidence of students' literacy learning.</p>
a	b	c	d	e
<b>Expectations</b>				
<p>5. Teacher explains, models, practices, posts, and reinforces clear, <u>consistent</u> expectations and routines so students are able to <u>independently</u> function within all components of comprehensive literacy.</p>	<p>Teacher explains, models, practices, posts, and reinforces clear expectations and routines so students are able to function within all components of comprehensive literacy.</p>	<p>Teacher has established expectations and routines, but these are <u>not consistently reinforced</u>.</p>	<p>Teacher provides vague expectations. Students often need redirection, disrupting the function of the components.</p>	<p>Teacher provides no expectations.</p>
a	b	c	d	e
<b>Instructional Time</b>				

<p>6. Teacher <u>optimizes</u> appropriate, uninterrupted time for all students to engage in universal core literacy instruction.</p>	<p>Teacher <u>allots</u> appropriate, uninterrupted time for all students to engage in universal core literacy instruction.</p>	<p>Teacher allots appropriate time for all students to engage in universal core literacy instruction but has <u>time variations and/or interruptions</u> that may occur on an <u>infrequent</u> basis.</p>	<p>Teacher does not allot appropriate time for all students to engage in universal core literacy instruction. Time variations and/or interruptions occur on a frequent basis. Some students miss all or portions of large group instruction due to pull out situations.</p>	<p>Teacher replaces universal core literacy instruction with unrelated activities.</p>
<p style="text-align: right;"><a href="#">IC Map</a></p>				

<b>Large Group Explicit Instruction</b>				
a	b	c	d	e
<b>Connect</b>				
1. Teacher <u>explicitly</u> states the connection to relevant prior learning, shared experiences, familiar texts, OR “real-world” experiences without inviting student response.	Teacher states the connection to relevant prior learning, shared experiences, familiar texts OR “real-world” experiences <u>without inviting student response</u> .	Teacher states the connection to relevant prior learning, shared experiences, familiar texts OR “real-world” experiences.	Teacher opens the lesson by asking students about prior learning, shared experiences, familiar texts OR “real-world” experiences. ( <i>What did we work on yesterday? Who remembers what this book was about?</i> )	Teacher does not connect to prior, shared experiences, familiar texts, OR “real-world” experiences.
a	b	c	d	e
<b>Learning Intention</b>				
2. The learning intention is written in student-friendly language aligned to grade-level Iowa Academic Standards, DOK, and is specific to the focus of the lesson.  Learning intention and/or success criteria is <u>posted AND verbally communicated and all students can easily</u> explain to others what they know, understand, and are expected to do.	The learning intention is written in student-friendly language aligned to grade-level Iowa Academic Standards, DOK, and is specific to the focus of the lesson.  Learning intention and/or success criteria is <u>posted AND verbally communicated</u> and all students can easily explain to others what they are learning.	The learning intention is written in student-friendly language aligned to grade-level Iowa Academic Standards, DOK, and is specific to the focus of the lesson.  Learning intention and/or success criteria is posted <u>OR verbally communicated</u> and <u>most</u> students can easily explain to others what they are learning.	The learning intention is written as a topic or activity and does not convey what students are expected to learn.	There is no evidence of a learning intention.

<p><i>(Example Learning Intention: Teacher language - Today, you will be learning how to locate several ideas and details presented in a text and justify my selections to my peers.)</i></p> <p><i>Student language - I am learning...</i></p>				
a	b	c	d	e
<b>Success Criteria</b>				
<p>3. Success Criteria provides students with clear, specific and attainable goals to achieve the learning intention.</p> <p>Learning intention and/or success criteria is <u>posted AND verbally communicated</u> and <u>all students can easily</u> explain to others what they know, understand, and are expected to do.</p> <p><i>(Example Success Criteria: I can independently read an informational text and underline key ideas and details. I can provide</i></p>	<p>Success Criteria provides students with clear, specific and attainable goals to achieve the learning intention.</p> <p>Learning intention and/or success criteria is <u>posted AND verbally communicated</u> and all students can easily explain to others what they are learning.</p>	<p>Success Criteria describes the tasks related to the learning intention and is not helpful for student self-assessment.</p> <p>Learning intention and/or success criteria is posted <u>OR</u> verbally communicated and <u>most</u> students can easily explain to others what they are learning.</p> <p>(Examples: Complete the science lab. Finish the essay.)</p>	<p>Success Criteria does not describe the task related to the learning intention.</p> <p><i>(Non-Examples: Do your best. Work hard.)</i></p>	<p>There is no evidence of success criteria.</p>

<i>reasons for choices.)</i>				
a	b	c	d	e
<b>Anchor Charts</b>				
4. <u>Teacher and students</u> collaboratively and continually create, update, and/or reference anchor charts during the lesson. <u>Students are collaborative</u> decision-makers in this process.	<u>Teacher</u> creates, updates, and/or references anchor charts during the lesson to match the current learning intention. Students are <u>not collaborative</u> decision-makers in this process.	Teacher rarely creates, updates and/or references anchor charts during the lesson to match the current learning intention.	Teacher displays store bought charts and posters Displays may not connect to current learning intention.	
a	b	c	d	e
<b>Mentor Text</b>				
5. Teacher uses high-quality, mentor texts (literature, student writing, teacher writing) aligned to the learning intention and are appropriate and engaging. <u>Intentionally selected, short excerpts</u> are used to demonstrate how readers use text to comprehend, and how writers use text to express written language.	Teacher uses high-quality, mentor texts (literature, student writing, teacher writing) aligned to the learning intention and are appropriate and engaging. However, <u>excerpts are not intentionally selected, and may be too short, too long, or not a clear example</u> of the skill being taught.	Teacher uses mentor texts, however, the teacher may read the mentor text during the lesson.	Teacher uses texts that are not aligned to the learning intention.	Teacher uses inappropriate materials that are not supportive or engaging. (worksheets, D.O.L., inauthentic texts).
a	b	c	d	e
<b>Focused Instruction (I do it)</b>				
6. Teacher uses I statements to <u>explicitly</u>	Teacher uses I statements to model the strategy and	Teacher <u>models</u> the new learning without use of I	Teacher only uses explanation and/or	Teacher does not prepare students for the task.

<p><u>model</u> the strategy and necessary supplies while students observe. Teacher uses a think/talk/compose aloud using academic literacy language aligned to the Iowa Academic Standards, DOK, and learning intention.</p> <p>Teacher explicitly states: the skill that is being taught; the steps necessary for completing a strategy that supports learning the skill; and why the use of the strategy and skill is important using student friendly language that <u>makes it transferable</u> to independent learning.</p> <p>(This may sound like:  <b>Skill:</b>  <i>Today I will teach you</i>  <b>Steps of a strategy:</b>  <i>First, Next, Finally</i>  <b>Relevance:</b>  <i>Readers/Writers do this because</i></p>	<p>necessary supplies with a think/talk/compose aloud using academic literacy language aligned to the Iowa Academic Standards, DOK, and learning target. <u>Teacher redirects uninvited responses from students.</u></p> <p>Teacher explicitly states the skill that is being taught; the steps necessary for completing a strategy that supports learning the skill; but the <u>why statement is missing</u>. Students can transfer the skill/strategy to independent learning.</p>	<p>statements AND/OR the model is disorganized or confusing.</p> <p>Teacher states the skill that is being taught and states the strategy, but there may be too many steps, steps may be confusing and/or missing, or the strategy may not reflect what a real reader/writer would do.</p>	<p>directions to prepare students for the task. Teacher invites or allows student responses.</p> <p>Teacher gives the steps of a strategy in the form of directions to complete the task.</p> <p>(This may sound like:  <b>Steps of a strategy:</b>  <i>First we will complete this graphic organizer/worksheet. Then, we will write sentences. Finally we will put our sentences into a paragraph.</i>)</p>	<p>Teacher does not state a skill and/or strategy.</p>
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a	b	c	d	e
<b><i>Guided Instruction (We do it OR You do it together)</i></b>				
<p>7. Teacher provides students with a <u>brief opportunity</u> to engage in authentic application of the learning intention by collaborating and explaining their thinking.</p> <p>Teacher moves about the group to listen to student responses and conversations to quickly assess student learning. If needed, the teacher adjusts instruction to meet the needs of the group based on observations.</p>	<p>Teacher provides students with an <u>opportunity</u> to engage in authentic application of the learning intention by collaborating and explaining their thinking,</p> <p>Teacher moves about the group to listen to student responses and conversations to quickly assess student learning. If needed, the teacher adjusts instruction to meet the needs of the group based on observations.</p>	<p>Teacher provides students with the opportunity to actively engage in authentic application of the learning intention by collaborating ; however, the <u>teacher is not listening to responses.</u></p>	<p>Teacher provides students with an opportunity to engage through collaboration; however, engagement is not related to the learning intention and/or authentic.</p>	<p>Teacher does not provide an opportunity for guided instruction.</p>

a	b	c	d	e
<b><i>Link to Independent Learning (You do it)</i></b>				
<p>8. Teacher repeats the learning intention <u>and</u> restates the skill, strategy and relevance, and gives clear expectations to students for immediate or future use of the skill or strategy using academic literacy language to promote transfer.</p>	<p>Teacher repeats the learning intention <u>OR</u> restates the skill , strategy and relevance, and gives clear expectations to students for immediate or future use of the skill or strategy using academic literacy language to promote transfer.</p>	<p>Teacher <u>gives expectations</u> to students for immediate use of the skill or strategy.</p>	<p>Teacher does not give expectations for immediate use of the skill or strategy.</p>	
<p><a href="#">IC Map</a></p>				

<b>Independent Learning</b>				
a	b	c	d	e
<b>Authentic Literacy Practices</b>				
1. Students have appropriate stamina, <u>and</u> choice while engaged in authentic literacy practices ( <i>choice writing/reading, write about reading, speaking and listening, word study</i> ). Students are working individually and/or collaboratively on tasks that connect to previous or current skill/strategy.	Students have appropriate stamina <u>OR</u> choice while engaged in authentic literacy practices. Students are working individually and/or collaboratively on tasks that connect to previous or current skill/strategy.	Students have appropriate stamina or choice while engaged in authentic literacy practices. Students are working individually and/or collaboratively on tasks that <u>do not connect</u> to previous or current skill/strategy.	Students engage with inauthentic busy work designed to keep students occupied and quiet ( <i>worksheets, D.O.L., book quizzes, skill and drill, crossword puzzles, word searches, reading without purpose-DEAR time</i> ).	Students are not engaged in literacy practices.
a	b	c	d	e
<b>Self-Regulation</b>				
2. <u>All</u> students self-regulate using success criteria (logs/rubrics/checklists) to guide learning.  <i>(I know where I'm going. I know how to get there. I monitor my progress. I know what to do next.)</i>	<u>Most</u> students self-regulate using success criteria (logs/rubrics/checklists) to guide learning.	<u>Some</u> students self-regulate using success criteria (logs/rubrics/checklists) to guide learning.	Students do not self-regulate (Students appeal to the teacher for what to do and how to engage independently).	
<a href="#">IC Map</a>				

<b>Share</b>				
<i>Occurs at the end of the block</i>				
a	b	c	d	e
<p>1. Teacher <u>strategically</u> selects a method for sharing that <u>provides formative assessment</u> and holds students accountable for their learning. <u>Teacher reteaches</u> if students are <u>not prepared to share</u>. Methods for sharing may include one or a combination of:</p> <p><b>Whole Class</b> - Teacher reteaches, reaffirms, or provides extension to the learning intention from large group explicit instruction (mini lesson).</p> <p><b>Highlight</b> - Teacher selects 1-3 examples of exemplary student work for students to share with their peers.</p> <p><b>Partner Share</b> - Students reflect on their own reading or writing, then share their learning with their partner.</p>	<p>Teacher selects a method for sharing that holds students accountable for their learning.</p>	<p>Teacher asks for volunteers to share their learning OR teacher shares his/her own alternate strategies instead of encouraging student(s) to share.</p>	<p>Teacher asks all students to share their learning.</p>	<p>Teacher does not ask students to share their learning.</p>

<b>Conferring</b>				
<i>Occurs during independent learning</i>				
a	b	c	d	e
<b>Research</b>				
<p>1. Teacher <u>observes</u>, <u>questions</u>, and <u>confirms</u> the reader/writer.</p> <p>Teacher <u>observes</u> reading/writing behaviors and strategies by inviting the student to share what they are working on AND/OR listening to a student read a portion of text (<i>What are you working on as a reader/writer?, What's your goal for today?, Read some of this book/your piece to me., Can you walk me through what you've been trying to do?, Last time we met, you were working on ___ how's that going? )</i></p> <p>Teacher <u>questions</u> the reader/writer to prompt AND/OR clarify (<i>Say more..., What do you mean by ___?, Could you walk me through that work?</i>)</p>	<p>Teacher <u>observes</u> and <u>confirms</u> the reader/writer.</p> <p>Teacher <u>observes</u> reading/writing behaviors and strategies by inviting the student to share what they are working on AND/OR listening to a student read a portion of text.</p> <p>Teacher <u>confirms</u> the reader/writer but sets the direction for the conference based on past conferring notes or the current observation.</p>	<p>Teacher <u>observes</u> the reader/writer.</p> <p>Teacher <u>observes</u> with a focus on checking that students can apply the teaching from large group explicit instruction (mini lesson) or makes instructional decisions based only on the scope and sequence of curricular materials.</p> <p style="text-align: center;">AND/OR</p> <p>Teacher directs reader/writer to read or share more than necessary, taking too much time.</p>	<p>Teacher listens to the student read from the text or their own writing but stops the student to fix errors. Teacher confuses "helping" with developing student's expertise (teaching the reading not the reader, the writing not the writer)</p> <p style="text-align: center;">AND/OR</p> <p>Teacher circulates the room "fixing" and/or "helping" students work. Students may be raising their hands for help or line up for teacher help.</p>	<p>Teacher does not engage with students as they work independently.</p>

<p>Teacher <u>confirms</u> the reader's/writer's intentions to set the direction for the conference. (<i>I'm noticing you are ____, is that right?</i>)</p>				
<p>a</p>	<p>b</p>	<p>c</p>	<p>d</p>	<p>e</p>
<p><b><i>Decide and Compliment</i></b></p>				
<p>2. Teacher <u>uses information</u> from the research to decide upon a compliment centered on what the learner has done or is almost doing.</p> <p>The compliment is specific, personal, <u>transferable</u>, and is <u>meant to support and instruct</u>.</p> <p><i>(One strategy you are trying is ___ this strategy is helping you get better at...One thing about you as a reader/writer that is so fantastic is...You're not the kind of reader/writer who ____, Instead you're the kind of reader/writer who makes sure to...)</i></p>	<p>Teacher <u>uses information</u> from the research to decide upon a compliment centered on what the learner has done or is almost doing.</p> <p>The compliment is specific and personal, but is <u>not transferable</u> (only applies to this specific instance, not a continuing habit, teaching the reading/writing not the reader/writer).</p>	<p>Teacher provides <u>vague feedback</u> unrelated to skill or strategy. (<i>Good work!, Nice job! Keep going!</i>)</p>	<p>Teacher omits the compliment.</p>	

a	b	c	d	e
<b><i>Focused Instruction</i></b>				
<p>3. Teacher <u>names one learning intention, models, provides guided instruction, links to independent learning, and co-constructs an artifact.</u></p> <p>Teacher <u>names one learning intention</u> that will lift the learning for the student (<i>Today I want to teach you one thing that readers/ writers [SKILL]..., One way we do this is by [STRATEGY]...</i>).</p> <p>Teacher <u>models</u> the skill and strategy (<i>Watch me try this in my book/piece...Do you see how I'm...</i>).</p> <p>Teacher <u>provides guided instruction</u> for the student to practice the new strategy in their independent reading and writing (<i>Let's try a bit of this together and then you can try on your own</i>).</p> <p>Teacher <u>links</u> the learning intention to current and</p>	<p>Teacher <u>names one learning intention, models, and provides guided instruction.</u></p> <p>Teacher <u>names one learning intention</u> that will lift the learning for the student.</p> <p>Teacher <u>models</u> the skill and strategy.</p> <p>Teacher <u>provides guided instruction</u> for the student to practice the new strategy in their independent reading and writing.</p>	<p>Teacher names <u>multiple learning intentions</u> (the conference lacks focus) and <u>explains rather than models</u>. The teaching is not responsive to the reader/writer.</p>	<p>Teacher does not name learning intention but focuses on correcting errors (<i>Let me show you what you need to fix...or teacher fixes it</i>).</p>	

<p>future independent learning through goal setting and directions on how to proceed (<i>So whenever you are _____, remember to...What's your plan when you get back to reading/ writing?</i>).</p> <p>Teacher <u>co-constructs an artifact</u> of the skill/strategy for the student to keep as a reminder for independent learning.</p>				
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a	b	c	d	e
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***Anecdotal Notes***

<p>4. Teacher <u>takes anecdotal conferring notes</u> during and/or following the conference.</p> <p>Teacher has an <u>organized system</u> of keeping notes and <u>tracking frequency</u> of meeting with all students.</p> <p>Teacher <u>uses the information to reflect</u> on all they know about the reader/writer's process, goals, text level, skills and strategies to discern</p>	<p>Teacher <u>takes anecdotal conferring notes</u> during and/or following the conference.</p> <p>Teacher has an <u>organized system</u> of keeping notes but <u>does not track frequency</u> of meeting with all students.</p> <p>Teacher <u>uses the information to reflect</u> on all they know about the reader/writer's process, goals, text level, skills and</p>	<p>Teacher <u>takes anecdotal conferring notes</u> during and/or following the conference.</p> <p>Teacher has a <u>disorganized and/or inconsistent system</u> of keeping notes.</p>	<p>No anecdotal notes are taken.</p>	
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Updated 9/25/2020

patterns and trends and make instructional decisions.	strategies to discern patterns and trends and make instructional decisions.			
<a href="#">IC Map</a>				

<b>Strategy Group</b> Students read and interact with the same OR different texts at their independent or instructional levels, or are working on their own piece of writing. <i>Occurs during independent learning</i>				
a	b	c	d	e
<b><i>Connect and Compliment</i></b>				
<p>1. Teacher <u>explicitly</u> states the purpose for the group by orienting the children to why they've been gathered for the small group and sets the agenda by providing a clear explanation of the strategy and/or content to be taught.</p> <p>The compliment is specific, personal, <u>transferable</u>, and is <u>meant to support and instruct</u>.</p> <p><i>(One strategy you are trying is ___ this strategy is helping you get better at...One thing about you as a reader/writer that is so fantastic is...You're not the kind of reader/writer who ___, Instead you're the kind of reader/writer who makes sure to...)</i></p>	<p>Teacher <u>states</u> the purpose for the group by orienting the children to why they've been gathered for the small group and sets the agenda by providing a clear explanation of the strategy and/or content to be taught.</p> <p>The compliment is specific and personal, but is <u>not transferable</u> (only applies to this specific instance, not a continuing habit, teaching the reading/writing not the reader/writer).</p>	<p>Teacher <u>states</u> the purpose for the group by orienting the children to why they've been gathered for the small group and sets the agenda by providing a clear explanation of the strategy and/or content to be taught. <u>Teacher invites responses from students</u>.</p> <p>Teacher provides <u>vague feedback</u> unrelated to skill or strategy. (<i>Good work!, Nice job! Keep going!</i>)</p>	<p>Teacher omits the connect OR compliment.</p>	<p>Teacher omits the connect AND compliment.</p>

a	b	c	d	e
<b><i>Focused Instruction</i></b>				
<p>2. Teacher names an <u>explicit</u> learning intention that will lift the learning for all the students in the group (<i>Today I want to teach you one thing that readers/ writers [SKILL]..., One way we do this is by [STRATEGY]...</i>).</p> <p>Teacher <u>models</u> the skill and strategy providing a brief demonstration, shared practice, example, or explanation. (<i>Watch me try this in my book/piece...Do you see how I'm...</i>)</p>	<p>Teacher names a learning intention that will lift the learning for all the students in the group.</p> <p>Teacher <u>models</u> the skill and strategy providing a brief demonstration, shared practice, example, or explanation.</p>	<p>Teacher names a learning intention that will lift the learning for all the students in the group.</p> <p>Teacher <u>models</u> the skill and strategy in a <u>disorganized or confusing manner</u>, taking longer than is necessary.</p>	<p>Teacher names or explains multiple learning intentions. The learning intention may not be appropriate for all students in the group.</p> <p>Teacher only uses explanation and/or directions to prepare students for the task.</p>	<p>Teacher does not name a learning intention.</p>
a	b	c	d	e
<b><i>Guided Instruction</i></b>				
<p>3. Teacher <u>circulates</u> to each student as they apply the skill/strategy in their own self-selected independent reading/writing.</p> <p>Teacher <u>uses student data</u></p>	<p>Teacher <u>circulates</u> to each student as they apply the skill/strategy in their own self-selected independent reading/writing.</p> <p>Teacher <u>uses student data</u> (anecdotal notes, running</p>	<p>Teacher <u>circulates</u> to each student as they apply the skill/strategy in their own self-selected independent reading/writing.</p> <p>Teacher uses <u>general prompts</u> for entire group.</p>	<p>Teacher does not circulate to each student to provide feedback or differentiated instruction.</p> <p>Students may be round robin/turn reading, popcorn reading, choral</p>	<p>Teacher uses the whole time to teach/does not allow students time to apply the skill/strategy.</p>

<p>(anecdotal notes, running records, reading logs, writing samples, etc) to provide <u>highly-targeted</u>, scaffolded instruction. <u>Explicit and specific prompting</u> is used for noticed reading and writing behaviors and processes.</p>	<p>records, reading logs, writing samples, etc) to provide scaffolded instruction along with <u>prompting</u> for noticed reading and writing behaviors and processes.</p>		<p>reading, writing in response to a contrived prompt, D.O.L., etc.</p>	
a	b	c	d	e
<b>Link</b>				
<p>4. Teacher <u>links</u> the work students do in the small group to the work they do independently.</p> <p>Teacher <u>reiterates</u> what was taught and encourages the children to practice independently.</p> <p>Teacher <u>co-constructs with or reminds</u> students of an artifact or anchor chart of the skill/strategy for students to keep as a reminder for independent learning.</p>	<p>Teacher <u>links</u> the work students do in the small group to the work they do independently.</p> <p>Teacher <u>reiterates</u> what was taught and encourages the children to practice independently.</p>	<p>Teacher <u>reiterates</u> what was taught.</p>	<p>Teacher does not reiterate what was taught.</p>	
a	b	c	d	e
<b>Anecdotal Notes</b>				
<p>5. Teacher <u>takes anecdotal</u></p>	<p>Teacher <u>takes anecdotal</u></p>	<p>Teacher <u>takes anecdotal</u></p>	<p>No anecdotal notes are</p>	

<p><u>conferring notes</u> during and/or following the conference.</p> <p>Teacher has an <u>organized system</u> of keeping notes and <u>tracking frequency</u> of meeting with all students.</p> <p>Teacher <u>uses the information to reflect</u> on all they know about the reader/writer's process, goals, text level, skills and strategies to discern patterns and trends and make instructional decisions.</p>	<p><u>conferring notes</u> during and/or following the conference.</p> <p>Teacher has an <u>organized system</u> of keeping notes but <u>does not track frequency</u> of meeting with all students.</p> <p>Teacher <u>uses the information to reflect</u> on all they know about the reader/writer's process, goals, text level, skills and strategies to discern patterns and trends and make instructional decisions.</p>	<p><u>conferring notes</u> during and/or following the conference.</p> <p>Teacher has a <u>disorganized and/or inconsistent system</u> of keeping notes.</p>	<p>taken.</p>	
<p style="text-align: right;"><a href="#">IC Map</a></p>				

**Guided Reading Group**

Students read and interact with the same text at their instructional level.

*Occurs during independent learning*

a	b	c	d	e
<b>Connect and Compliment</b>				
<p>1. Teacher <u>explicitly</u> states the purpose for the group by orienting the children to why they've been gathered for the small group and sets the agenda by providing a clear explanation of the strategy and/or content to be taught.</p> <p>The compliment is specific, personal, <u>transferable</u>, and is <u>meant to support and instruct</u>.</p> <p><i>(One strategy you are trying is ___ this strategy is helping you get better at...One thing about you as a reader/writer that is so fantastic is...You're not the kind of reader/writer who ___, Instead you're the kind of reader/writer who makes sure to...)</i></p>	<p>Teacher <u>states</u> the purpose for the group by orienting the children to why they've been gathered for the small group and sets the agenda by providing a clear explanation of the strategy and/or content to be taught.</p> <p>The compliment is specific and personal, but is <u>not transferable</u> (only applies to this specific instance, not a continuing habit, teaching the reading/writing not the reader/writer).</p>	<p>Teacher <u>states</u> the purpose for the group by orienting the children to why they've been gathered for the small group and sets the agenda by providing a clear explanation of the strategy and/or content to be taught. <u>Teacher invites responses from students</u>.</p> <p>Teacher provides <u>vague feedback</u> unrelated to skill or strategy. <i>(Good work!, Nice job! Keep going!)</i></p>	<p>Teacher omits the connect OR compliment.</p>	<p>Teacher omits the connect AND compliment.</p>
a	b	c	d	e

<b><i>Focused Instruction</i></b>				
<p>2. Teacher <u>introduces</u> a new text or a new section of a previously read text by providing an explicit synopsis of the text.</p> <p>Teacher <u>orients</u> students to the text by facilitating a preview of the text to introduce new vocabulary, unfamiliar text/sentence/language structures, and/or scaffold necessary background knowledge.</p> <p>Teacher <u>engages</u> students in practice of letters, sounds, sight words, vocabulary, and/or relevant strategy.</p> <p>Teacher <u>sets an explicit purpose</u> for reading the text (guiding question, strategy focus, comprehension focus, etc).</p> <p>Teacher <u>moves at a brisk pace</u> to ensure students have ample time to read and interact with the text.</p>	<p>Teacher omits <u>one of the following</u> or lacks brevity necessary to provide students with ample time in text:</p> <p>Teacher <u>introduces</u> a new text or a new section of a previously read text by providing an explicit synopsis of the text.</p> <p>Teacher <u>orients</u> students to the text by facilitating a preview the text to introduce new vocabulary, unfamiliar text/sentence/language structures, and/or scaffold necessary background knowledge.</p> <p>Teacher <u>engages</u> students in practice of letters, sounds, sight words, vocabulary, and/or relevant strategy.</p> <p>Teacher <u>sets an explicit purpose</u> for reading the text (guiding question, strategy focus, comprehension focus, etc).</p>	<p>Teacher omits <u>two of the following</u> or lacks brevity necessary to provide students with ample time in text:</p> <p>Teacher <u>introduces</u> a new text or a new section of a previously read text by providing an explicit synopsis of the text.</p> <p>Teacher <u>orients</u> students to the text by facilitating a preview the text to introduce new vocabulary, unfamiliar text/sentence/language structures, and/or scaffold necessary background knowledge.</p> <p>Teacher <u>engages</u> students in practice of letters, sounds, sight words, vocabulary and/or relevant strategy.</p> <p>Teacher <u>sets an explicit purpose</u> for reading the text (guiding question, strategy focus, comprehension focus, etc).</p>	<p>Teacher over scaffolds the text to the point that students will have little to no opportunity to independently process the text.</p>	<p>Teacher does not introduce or orient students to the text.</p>

a	b	c	d	e
<b>Guided Instruction</b>				
<p>3. Teacher <u>circulates</u> to listen to each student as they read. Teacher provides, <u>highly-targeted scaffolded instruction</u> using <u>explicit and specific prompting</u>. Other group members are reading independently.</p> <p>After reading, teacher engages students in a <u>discussion</u> of the text and provides <u>one explicit learning intention</u> followed by a brief opportunity to practice.</p> <p>Teacher may <u>extend the learning</u> by engaging students in further word work, writing, and/or discussion.</p>	<p>Teacher <u>circulates</u> to listen to each student as they read. Teacher provides <u>scaffolded instruction</u> using <u>prompting</u>. Other group members are reading independently.</p> <p>After reading, teacher engages students in a <u>discussion</u> of the text and provides <u>one learning intention</u> followed by a brief opportunity to practice.</p>	<p>Teacher <u>circulates</u> to listen to each student as they read. Other group members are reading independently.</p> <p>After reading, teacher engages students in a <u>discussion</u> of the text and provides <u>multiple learning intentions</u>.</p>	<p>Teacher listens to individual students read aloud one at a time while other students listen (round-robin reading).</p>	<p>Teacher does not provide an opportunity for students to read.</p>
a	b	c	d	e
<b>Link</b>				
<p>4. Teacher <u>links</u> the work students do in the small group to the work they do independently.</p>	<p>Teacher <u>links</u> the work students do in the small group to the work they do independently.</p>	<p>Teacher <u>reiterates</u> what was taught.</p>	<p>Teacher does not reiterate what was taught.</p>	



<p>Teacher <u>reiterates</u> what was taught and encourages the children to practice independently.</p> <p>Teacher <u>co-constructs with or reminds</u> students of an artifact or anchor chart of the skill/strategy for students to keep as a reminder for independent learning.</p>	<p>Teacher <u>reiterates</u> what was taught and encourages the children to practice independently.</p>			
a	b	c	d	e

***Anecdotal Notes***

<p>5. Teacher <u>takes anecdotal conferring notes</u> during and/or following the conference.</p> <p>Teacher has an <u>organized system</u> of keeping notes and <u>tracking frequency</u> of meeting with all students.</p> <p>Teacher <u>uses the information to reflect</u> on all they know about the reader/writer's process, goals, text level, skills and strategies to discern patterns and trends and make instructional</p>	<p>Teacher <u>takes anecdotal conferring notes</u> during and/or following the conference.</p> <p>Teacher has an <u>organized system</u> of keeping notes but <u>does not track frequency</u> of meeting with all students.</p> <p>Teacher <u>uses the information to reflect</u> on all they know about the reader/writer's process, goals, text level, skills and strategies to discern patterns and trends and</p>	<p>Teacher <u>takes anecdotal conferring notes</u> during and/or following the conference.</p> <p>Teacher has a <u>disorganized and/or inconsistent system</u> of keeping notes.</p>	<p>No anecdotal notes are taken.</p>	
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Updated 9/25/2020

decisions.	make instructional decisions.			
<a href="#">IC Map</a>				

<b>Book Club</b> Students read and interact with the same text at their independent level. <i>Occurs during independent learning</i>				
a	b	c	d	e
<b>Connect and Compliment</b>				
<p>1. Teacher <u>explicitly</u> states the purpose for the group by orienting the children to why they've been gathered for the small group and sets the agenda by providing a clear explanation of the strategy and/or content to be taught.</p> <p>The compliment is specific, personal, <u>transferable</u>, and is <u>meant to support and instruct</u>.</p> <p><i>(One strategy you are trying is ___ this strategy is helping you get better at...One thing about you as a reader/writer that is so fantastic is...You're not the kind of reader/writer who ___, Instead you're the kind of reader/writer who makes sure to...)</i></p>	<p>Teacher <u>states</u> the purpose for the group by orienting the children to why they've been gathered for the small group and sets the agenda by providing a clear explanation of the strategy and/or content to be taught.</p> <p>The compliment is specific and personal, but is <u>not transferable</u> (only applies to this specific instance, not a continuing habit, teaching the reading/writing not the reader/writer).</p>	<p>Teacher <u>states</u> the purpose for the group by orienting the children to why they've been gathered for the small group and sets the agenda by providing a clear explanation of the strategy and/or content to be taught. <u>Teacher invites responses from students</u>.</p> <p>Teacher provides <u>vague feedback</u> unrelated to skill or strategy. <i>(Good work!, Nice job! Keep going!)</i></p>	<p>Teacher omits the connect OR compliment.</p>	<p>Teacher omits the connect AND compliment.</p>
a	b	c	d	e

<b><i>Focused Instruction</i></b>				
<p>2. Teacher <u>introduces several appropriate books</u> (within a genre, author, or theme) by providing a <u>brief book talk</u> on each text and allowing <u>students to select the book</u>.</p> <p>Teacher <u>provides guidance</u> for independent reading by referring to relevant anchor charts, modeling the use of specific tools (sticky notes, graphic organizers, etc) and by introducing elements of the text (themes, concepts, time period, structure, etc) to help provide context.</p> <p>OR</p> <p>Teacher <u>prepares</u> students for discussion by <u>modeling a skill/strategy</u>, reviewing group norms, and promoting tools to support reading independence (reading notebooks, sticky notes, organizers).</p>	<p>Teacher <u>introduces a previously selected book</u> by providing a <u>brief book talk</u>.</p> <p>Teacher <u>provides guidance</u> for independent reading by referring to relevant anchor charts, modeling the use of specific tools (sticky notes, graphic organizers, etc) and by introducing elements of the text (themes, concepts, time period, structure, etc) to help provide context.</p> <p>OR</p> <p>Teacher <u>prepares</u> students for discussion by reviewing group norms, and promoting tools to support reading independence (reading notebooks, sticky notes, organizers).</p>	<p>Teacher <u>introduces a previously selected book</u> by introducing elements of the text to help provide context.</p> <p>OR</p> <p>Teacher <u>prepares</u> students for discussion by reviewing group norms.</p>	<p>Teacher does not introduce the text OR prepare students for discussion.</p>	
a	b	c	d	e
<b><i>Guided Instruction</i></b>				

<p>3. <u>Students read</u> the chosen text independently. <u>Teacher confers</u> with individual readers to check for understanding, offer appropriate strategies, and to ensure the reader is prepared for an upcoming book club discussion.</p> <p>OR</p> <p><u>Students engage in collaborative</u> dialogue, <u>which includes listening and building off others' comments</u>. Students cite evidence from the text and reference relevant anchor charts/ tools (sticky notes, write about reading etc). <u>Teacher observes</u> to monitor and scaffold thinking about comprehension and conversation skills as needed.</p>	<p><u>Students read</u> the chosen text independently. <u>Teacher confers</u> with individual readers to check for understanding and offer appropriate strategies.</p> <p>OR</p> <p><u>Students engage in</u> dialogue. Students cite evidence from the text and reference relevant anchor charts/ tools (sticky notes, write about reading etc). <u>Teacher observes</u> to monitor and scaffold thinking about comprehension and conversation skills as needed.</p>	<p><u>Students read</u> the chosen text independently. <u>Teacher confers</u> only to check for understanding.</p> <p>OR</p> <p>Teacher provides prompts for group discussion.</p>	<p>Teacher does not confer with individual readers.</p> <p>OR</p> <p>Teacher dominates the discussion or provides a packet of questions.</p>	
a	b	c	d	e
<b>Link</b>				
<p>4. Teacher <u>links</u> the work students do in the small group to the work they do</p>	<p>Teacher <u>links</u> the work students do in the small group to the work they do</p>	<p>Teacher <u>reiterates</u> what was taught.</p>	<p>Teacher does not reiterate what was taught.</p>	

<p>independently.</p> <p>Teacher <u>reiterates</u> what was taught and encourages the children to practice independently.</p> <p>Teacher <u>co-constructs with</u> or <u>reminds</u> students of an artifact or anchor chart of the skill/strategy for students to keep as a reminder for independent learning.</p>	<p>independently.</p> <p>Teacher <u>reiterates</u> what was taught and encourages the children to practice independently.</p>			
<p>a</p>	<p>b</p>	<p>c</p>	<p>d</p>	<p>e</p>
<p><b><i>Anecdotal Notes</i></b></p>				
<p>5. Teacher <u>takes anecdotal conferring notes</u> during and/or following the conference.</p> <p>Teacher has an <u>organized system</u> of keeping notes and <u>tracking frequency</u> of meeting with all students.</p> <p>Teacher <u>uses the information to reflect</u> on all they know about the reader/writer's process, goals, text level, skills and strategies to discern patterns and trends and</p>	<p>Teacher <u>takes anecdotal conferring notes</u> during and/or following the conference.</p> <p>Teacher has an <u>organized system</u> of keeping notes but <u>does not track frequency</u> of meeting with all students.</p> <p>Teacher <u>uses the information to reflect</u> on all they know about the reader/writer's process, goals, text level, skills and strategies to discern</p>	<p>Teacher <u>takes anecdotal conferring notes</u> during and/or following the conference.</p> <p>Teacher has a <u>disorganized and/or inconsistent system</u> of keeping notes.</p>	<p>No anecdotal notes are taken.</p>	

make instructional decisions.	patterns and trends and make instructional decisions.			
<a href="#">IC Map</a>				

**Foundational Skills and Word Study**

“These foundational skills are not an end in and of themselves; rather, they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines. Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach students what they need to learn and not what they already know—to discern when particular children or activities warrant more or less attention” (IA Core, Pg 19).

a	b	c	d	e	Follows Curriculum	Not Observed
<b>Connect/Review/Warm Up</b>						
1. Teacher <u>explicitly reviews</u> prior learning and makes connections to new skill instruction. <u>The review is delivered in a purposeful manner and at a brisk pace.</u>	Teacher <u>explicitly reviews</u> prior learning and makes connections to new skill instruction.	Teacher <u>reviews</u> prior learning.	Teacher opens the lesson by asking students about prior learning ( <i>What did we work on yesterday?</i> )	There is no review.		
a	b	c	d	e	Follows Curriculum	Not Observed
<b>Learning Intention</b>						
2. Teacher <u>posts</u>	Teacher <u>posts OR</u>	Teacher <u>posts OR</u>	Teacher posts the	Teacher does not		

<p><u>AND verbally communicates a student-friendly learning intention aligned to the teaching point and Iowa Core so that students can easily explain to others what they are learning.</u></p>	<p><u>verbally communicates a student-friendly learning intention aligned to the teaching point and Iowa Core. Students are able to explain to others what they are learning.</u></p>	<p><u>verbally communicates the learning intention aligned to the teaching point and Iowa Core.</u></p>	<p>learning intention, but it is not aligned to the teaching point.</p>	<p>post or communicate the learning intention of the lesson.</p>		
<p>3. Teacher selects a targeted skill based on formative assessment(s) through an <u>explicit and systematic approach</u> (simple to complex sequence, phonological awareness and phonics continuum) to teach foundational and word study skills.</p> <p>Teacher <u>provides differentiation</u> for learners based on formative</p>	<p>Teacher selects a targeted skill based on formative assessments through a <u>systematic approach</u> (simple to complex sequence, phonological awareness and phonics continuum) to teach foundational and word study skills.</p> <p>Teacher <u>provides differentiation</u> for learners based on formative assessment/stude</p>	<p>Teacher selects a targeted skill based on appropriate assessments through a <u>systematic approach</u> (simple to complex sequence, phonological awareness and phonics continuum) to teach foundational and word study skills.</p>	<p>Teacher selects targeted skill with little regard to instructional needs based on formative assessment(s).</p>	<p>Teacher selects random skills.</p>		



assessment/student needs.	nt needs.					
a	b	c	d	e	Follows Curriculum	Not Observed
<b><i>Focused Instruction-I do it (Teach)</i></b>						
4. Teacher <u>explicitly models</u> the targeted skill ( <i>Watch me as I... Watch how I...</i> ). <u>Students observe</u> (I do, You watch). Necessary supplies are also modeled (manipulatives, word cards, word sorts, elkonin boxes, letter tiles, word parts, etc).	Teacher <u>models</u> the targeted skill. <u>Teacher invites responses</u> from students. Necessary supplies are also modeled (manipulatives, word cards, word sorts, elkonin boxes, letter tiles, word parts, etc).	Teacher explains the targeted skill. Instruction may be longer or shorter than is necessary	Teacher only gives directions to prepare students for the task.	Teacher does not prepare students for the task.		
a	b	c	d	e	Follows Curriculum	Not Observed
<b><i>Guided Instruction/Collaborative Learning-We do it/You do it together (Active Engagement)</i></b>						
5. Teacher provides students with a <u>brief opportunity</u> to engage in <u>authentic application</u> of the targeted skill by collaborating and	Teacher provides students with an <u>opportunity</u> to engage in <u>authentic application</u> of the targeted skill by collaborating and explaining their	Teacher provides students with an <u>opportunity</u> to engage in <u>authentic application</u> of the targeted skill.	Teacher provides students with the opportunity to actively engage; however, engagement is inauthentic (DOL, worksheet, word search,	Teacher does not provide an opportunity for active engagement.		

explaining their thinking.	thinking.		crossword) OR is not related to the targeted skill.			
6. Teacher <u>moves about the group to listen to the majority of students' responses and conversations to quickly assess student learning.</u>  Teacher <u>adjusts/reteaches /clarifies</u> instruction based on observations.	Teacher <u>listens</u> to some student responses to assess student learning.  Teacher <u>adjusts/reteaches /clarifies</u> instruction based on observations.	Teacher <u>listens</u> to some student responses to assess student learning.	Teacher is not listening to students' responses.			
a	b	c	d	e	Follows Curriculum	Not Observed
<b><i>Link to Independent Practice- You do it</i></b>						
7. Teacher <u>repeats</u> the learning intention, <u>reviews</u> the targeted skill, and <u>gives clear directions/examples</u> of how to apply this skill to the texts they read (decoding) and	Teacher <u>reviews</u> the targeted skill and <u>gives clear directions/examples</u> of how to apply this skill to the texts they read (decoding) and write (encoding).	Teacher <u>reviews</u> the targeted skill and gives directions.	Teacher does not give directions.			

write (encoding).						
a	b	c	d	e	Follows Curriculum	Not Observed
<b><i>Independent Practice- You do it</i></b>						
<p>8. Students <u>engage</u> in application of the targeted skill by reading <u>and writing</u> a variety of decodable, connected, and <u>authentic</u> texts that support practice of the skill.</p> <p>Students <u>work</u> individually and/or collaboratively on tasks that connect to previous or current targeted skills.</p> <p><u>Connections to the targeted skill</u> are made across</p>	<p>Students <u>engage</u> in application of the targeted skill by reading decodable texts that support practice of the skill.</p> <p>Students <u>work</u> individually and/or collaboratively on tasks that connect to previous or current targeted skills.</p> <p><u>Connections to the targeted skill</u> are made across the instructional day (during reading and writing</p>	<p>Students <u>engage</u> in application of the targeted skill by reading decodable texts that support practice of the skill.</p> <p>Students <u>work</u> individually and/or collaboratively on tasks that connect to previous or current targeted skills.</p>	<p>Students engage with inauthentic tasks that lack relevance and transfer (worksheets, skill and drill, nonsense word drills, flash cards).</p>	<p>Students do not have an opportunity to independently practice.</p>		

the instructional day (during reading and writing instructional blocks, language, science, social studies...).	instructional blocks, language, science, social studies...).					
9. Students spend at least 50% of the foundational skills block involved in independent and/or collaborative work.	Students spend at least 40% of the foundational skills block involved in independent and/or collaborative work.	Students spend at least 30% of the foundational skills block involved in independent and/or collaborative work.	Students spend at least 25% of the foundational skills block involved in independent and/or collaborative work.	Students spend less than 25% of the foundational skills block involved in independent and/or collaborative work.		
a	b	c	d	e	Follows Curriculum	Not Observed
<b>Supplies Management</b>						
10. Teacher promotes student independence by creating location(s) for age appropriate supplies OR Teacher manages student supplies in an organized fashion	Teacher provides age-appropriate supplies, but <u>organization is lacking and/or accessible</u> which affects student independence and instructional time.	Teacher provides supplies in an inefficient manner, and/or are <u>not always age-appropriate and accessible at the appropriate time.</u>	Teacher restricts and/or fails to use appropriate supplies that support independence.	Teacher does not provide supplies.		

Updated 9/25/2020

(manipulatives, word cards, word sorts, elkonin boxes, letter tiles, word parts, etc).						
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