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

Phonological and Phonemic Awareness and Phonics 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. Because phonological/phonemic awareness and phonics instruction can often be observed within the lesson in a single observation, both components are included in this tool; however, they may also be scored separately. 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.

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

Features of Effective Literacy Instruction by Component	LP		T		Evidence/Recommendations
	+	-	+	-	
Phonological and Phonemic Awareness ❏ Clear enunciation of words, syllables or phonemes presented to students. ❏ Correct articulation of individual phonemes (no added schwa, clear stop sounds, continuous sounds, appropriate voicing). ❏ Provides opportunities for students to repeat a presented word before segmenting or blending. ❏ Instruction on the phonological awareness continuum is appropriate for the skill level/age/grade of students. ❏ Includes opportunities for multisensory engagement. ❏ Lesson duration is appropriate for student skill level/age/grade. ❏ Teacher demonstrates appropriate knowledge of phonological and phonemic awareness skills to provide effective instruction to students.					

LP = Lesson Plan   T = Teacher

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

Features of Effective Literacy Instruction by Component	LP		T		Evidence/Recommendations
	+	-	+	-	

Phonics
- ❏ Includes review of previously learned skills.
- ❏ Direct instruction of the targeted phoneme/grapheme correspondence, syllable type, or morpheme.
- ❏ Provides opportunity for students to hear and produce the targeted phoneme.
- ❏ Includes instruction and feedback on proper articulation of targeted phoneme.
- ❏ Provides opportunity for students to see/read the targeted grapheme (syllable type or morpheme).

Includes keyword, picture or visual to aid in learning.
- ❏ Include multisensory strategies for learning and engagement, as appropriate.
- ❏ Provides opportunities to blend words with the new skill.
- ❏ Provides opportunities to practice encoding using words or phrases that incorporate the new skill.
- ❏ Provides time in appropriate decodable text that allows for ample practice with the target skill and previously learned phonics patterns.
- ❏ Teacher demonstrates appropriate phonics knowledge to provide effective instruction to students.

LP = Lesson Plan   T = Teacher

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PHONOLOGICAL AND PHONEMIC AWARENESS	Mark as observed (+) if:	Mark as not observed (-) if:
Criterion 1: Clear enunciation of words, syllables or phonemes presented to students.	• The teacher presents the word, syllable, or phoneme with clear enunciation at an appropriate volume and pronounces the word correctly. Ideally, students are seated so that they can readily see the teacher's face for visual support as the word is being presented.	• The teacher does not enunciate the target word, syllable, or phoneme clearly or at a volume that allows all students to hear. *Make a note if the teacher does not provide adequate visual support for students (teacher turns away when presenting the word, students are seated where they cannot see the teacher's face as the word is presented, etc.)*
Criterion 2: Correct articulation of individual phonemes (no added schwa, clear stop sounds, continuous sounds, appropriate voicing).	• The teacher correctly articulates individual phonemes consistently throughout the lesson.	• The teacher repeatedly makes errors in articulating individual phonemes. *Adding a schwa sound to the end of phonemes is a common error when articulating phonemes.*
Criterion 3: Provides opportunities for students to repeat a presented word before segmenting or blending.	• The teacher consistently pauses to allow for students to repeat a presented word; the opportunity is built into the routine and there is an expectation for students to orally respond.	• The teacher does not provide opportunities for students to repeat a word presented aloud, the opportunities are inconsistent, or students are not expected to respond.
Criterion 4: Instruction on the phonological awareness continuum is appropriate for the skill level/age/grade of students.	• Instruction on the phonological awareness continuum is appropriate for the skill level/age/grade of students.	• Instruction on the phonological awareness continuum is not appropriate for the skill level/age/grade of students.
Criterion 5: Includes opportunities for multisensory engagement.	• The teacher intentionally integrates multisensory strategies to enhance instruction. Examples could include students being directed to use hand or body movements, manipulation of objects (such as chips) or visual supports.	• Teacher provides no opportunities for multisensory engagement, or inclusion is sporadic and unplanned.
Criterion 6: Lesson 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.
Criterion 7: Teacher demonstrates appropriate knowledge of phonological and phonemic	• The teacher demonstrates appropriate knowledge of phonological and phonemic awareness skills (e.g., proper phoneme articulation, correct use of terms, accurate skill instruction, appropriate corrective feedback.	• The teacher demonstrates a lack of knowledge of phonological and phonemic awareness skills (e.g., incorrect phoneme articulation or inaccurate use of terms,

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awareness skills to provide effective instruction to students.		insufficient skill instruction or incorrect corrective feedback).

PHONICS INDICATORS	Mark as observed (+) if:	Mark as not observed (-) if:
Criterion 1: Includes review of previously learned skills.	• The lesson includes a review of previously learned skills.	• The lesson does not include a review of previously learned skills.
Criterion 2: Direct instruction of the targeted phoneme/grapheme correspondence, syllable type, or morpheme.	• The teacher provides explicit instruction that is clear, targeted, and direct.	• The teacher does not explicitly teach the targeted skill or instruction is vague or unclear.
Criterion 3: Provides opportunity for students to hear and produce the targeted phoneme.	• The teacher provides clear auditory examples of the targeted phoneme and students are expected to orally produce the targeted phoneme.	• The teacher does not provide both auditory examples of the targeted phoneme and opportunities for students to orally produce the targeted phoneme.
Criterion 4: Includes instruction and feedback on proper articulation of targeted phoneme.	• The teacher clearly and accurately articulates the targeted phoneme and observes students as they orally produce the targeted phoneme. The teacher provides clear, direct corrective feedback to students that may include correction of place of articulation (where the phoneme is produced and with which articulators) or manner of articulation (how air is directed or controlled, voicing/no voicing of the phoneme).	• The teacher does not provide clear instruction or incorrectly articulates the targeted phoneme, or the teacher does not provide clear feedback to students on proper articulation of the targeted phoneme when needed.
Criterion 5: Provides opportunity for students to see/read the targeted grapheme (syllable type or morpheme).	• The teacher clearly displays the grapheme, syllable type or morpheme targeted for instruction and directs students to see/read during instruction.	• The teacher does not display or provide an opportunity for students to see/read the grapheme, syllable type or morpheme targeted for instruction.
Criterion 6: Includes keyword, picture or visual to aid in learning.	• The teacher provides a keyword, picture or visual that supports students learning of the targeted skill during instruction.	• The teacher does not provide a keyword, picture or visual that supports students learning of the targeted skill during instruction.
Criterion 7: Include multisensory strategies for learning and engagement, as appropriate.	• The teacher provides an opportunity for multisensory engagement (e.g., a motion, clapping, stomping, moving chips, etc.) during instruction of the targeted skill that is supportive of learning and engagement.	• The teacher does not provide an opportunity for multisensory engagement (e.g., a motion, clapping, stomping, moving chips, etc.) during instruction of the targeted skill when a clear opportunity is available that would support learning and engagement.

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Criterion		
Criterion 8: Provides opportunities to blend words with the new skill.	• The teacher provides multiple opportunities for students to blend words with the new skill.	• The teacher does not provide opportunities to blend words with the new skill or offers inadequate opportunities to blend.
Criterion 9: Provides opportunities to practice encoding using words or phrases that incorporate the new skill.	• The teacher gives opportunities for students to practice encoding (spelling) through age/skill appropriate strategies that target the new skill and previously learned correspondences. This could include phoneme grapheme mapping, sound dictation, word/phrase dictation, etc.	• The teacher does not provide opportunities for students to encode with the new skill or does not provide opportunities that match students' needs.
Criterion 10: Provides time in appropriate decodable text that allows for ample practice with the target skill and previously learned phonics patterns.	• The teacher provides appropriate decodable text for students to practice reading following instruction in the target skill that includes the target skill and previously learned phonics patterns.	• The teacher does not provide decodable text for practice, or the text provided does not match the instruction (for example, the text does not address the target skill or contains numerous phonics patterns students have not yet been taught).
Criterion 11: Teacher demonstrates appropriate phonics knowledge to provide effective instruction to students.	• The teacher demonstrates knowledge of the targeted phonics skill and how it is used in reading and spelling. This may include using age/grade appropriate terminology, correctly categorizing phonemes/graphemes with students, and providing clear and accurate feedback that demonstrates appropriate phonics knowledge.	• The teacher demonstrates a lack of knowledge of the targeted phonics skill and how it is used in reading and spelling or provides inaccurate information to students during instruction.

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Effective Literacy Instruction by Component – Phonological and Phonemic Awareness 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: Clear enunciation of words, syllables or phonemes presented to students.												
Criterion 2: Correct articulation of individual phonemes (no added schwa, clear stop sounds, continuous sounds, appropriate voicing).												
Criterion 3: Provides opportunities for students to repeat a presented word before segmenting or blending.												
Criterion 4: Instruction on the phonological awareness continuum is appropriate for the skill level/age/grade of students.												
Criterion 5: Includes opportunities for multisensory engagement.												
Criterion 6: Lesson duration is appropriate for student skill level/age/grade.												
Criterion 7: Teacher demonstrates appropriate knowledge of phonological and phonemic awareness skills to provide effective instruction to students.												

Notes:

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Effective Literacy Instruction by Component – Phonics											
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: Includes review of previously learned skills.											
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Criterion 6: Includes keyword, picture or visual to aid in learning.											
Criterion 7: Include multisensory strategies for learning and engagement, as appropriate.											
Criterion 8: Provides opportunities to blend words with the new skill.											
Criterion 9: Provides opportunities to practice encoding using words or phrases that incorporate the new skill.											
Criterion 10: Provides time in appropriate decodable text that allows for ample practice with the target skill and previously learned phonics patterns.											
Criterion 11: Teacher demonstrates appropriate phonics knowledge to provide effective instruction to students.											

Notes:

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