

STUDENT  
ACHIEVEMENT  
PARTNERS



# **Tennessee Instructional Practice Guide**

February–March 2020



## Stop & Jot

How have you used observation tools in the past?

- Lessons learned to bring to this work?
- Challenges to avoid?

### Anticipation Guide:

The TN Instructional Practice Guide Is...	Yes	No	Not Sure
1. Used as a checklist to observe instruction.			
2. A shared vision for instruction that helps teachers use standards-aligned materials in service of building knowledge.			
3. Focuses on the content of the lesson being taught.			
4. Materials agnostic.			
5. A focus on general pedagogical content (e.g., professionalism, collegiality).			
6. Designed for intentional, formative feedback.			
7. A tool that principals, instructional coaches, and district instructional team members can use to provide aligned and cohesive feedback.			
8. Designed for formal or summative feedback.			

### Done early?

*Reflect: Would your answers change for the observation tools you currently have in place? Why or why not?*

# Aligning Content and Practice: The Design of the Instructional Practice Guide

APRIL 2019

### **Executive Summary**

Content-specific feedback is a critical part of a teacher’s professional development. The highest-impact feedback and professional learning are framed in the context of the student-teacher-content interactions of the instructional core (Elmore, 2000). However, there is a lack of commonly used teacher observation and evaluation rubrics that encourage content-specific feedback. Most rubrics focus on generic aspects of instruction, such as student engagement, with little focus on what is being taught. The Instructional Practice Guide (IPG) is a K–12 classroom observation rubric that prioritizes what is observable and expected of student-teacher-content interactions aligned to college- and career-ready standards in ELA/literacy and mathematics. This memo provides an overview of the evidence base for the construction of the IPG as an observation rubric for ELA/literacy and mathematics classrooms.

### **Introduction**

*A short description of the Instructional Practice Guide and why it was developed*

Education researchers have long acknowledged student-teacher interactions with content as critical. Richard Elmore (2000) describes a dynamic relationship among three factors that make up the “instructional core”: teacher knowledge and skill, the role of students in the learning process, and the level and complexity of the content the student is being asked to learn. Deborah Ball and Francesca Forzani (2007), who refer to these same interactions as the “instructional triangle,” suggest that one of the limitations of education research is that studies tend to focus on only one corner of the triangle at a time. Curriculum researchers including Russ Whitehurst, Matthew Chingos, and Morgan Polikoff have demonstrated that curricula aligned to college- and career-ready standards can have a significant impact on student learning (Steiner, 2017). Content clearly matters. Moreover, since the 2010 Common Core State Standards Initiative, a majority of states have remade their K–12 ELA/literacy and mathematics standards to align to more rigorous college- and career-ready expectations (Carmichael, Martino, Porter-Magee, & Wilson, 2010). Instruction that leads to student achievement in the context of higher expectations requires as much, if not more, focus on the content of what is being taught as on how it is being taught.

Most teacher observation rubrics are not focused on content. There are a handful of exceptions, including the subject-specific instruments used in the Measures of Effective Teaching (MET) study, the Mathematical Quality of Instruction and the ELA-focused Protocol for Language Arts Teaching Observation, and the mathematics-focused Teaching for Robust Understanding rubric. In 2016 the American Institutes for Research compared 45 state observational rubrics for alignment to state standards, and found alignment to be low in general (Welch et al., 2016). In many cases, they found that

subject-specific indicators were missing altogether. The authors of that work conclude that “too many instruments seem devoted to creating a universal description of good teaching at the expense of providing real guidance for the many kinds of instruction that take place in a typical grades K–12 system. States and districts cannot hope to substantively change instruction with generic, uniform rubrics that contain significant amounts of non-instructional content” (p. 34).

Most commonly used observation rubrics, in addition to being content-agnostic, are long; some of the best known teacher practice frameworks contain well over 50 indicators for an observer to track. The Measures of Effective Teaching (MET) study suggests that classroom observation is likely more reliable and useful if observers are responsible for providing ratings on fewer discrete measures (Bill and Melinda Gates Foundation, 2012). Research from TNTP (2013) suggests that in order to encourage useful, specific, and detailed feedback on what is being taught, “An observer’s time is better spent focusing on a small number of essential components of a successful lesson. ... We will do better when we score what counts rather than everything we can count...” (p. 6).

The Instructional Practice Guide, created by Student Achievement Partners in 2012, prioritizes standards-aligned instructional content. The IPG names a small number of observable classroom practices. By recording observations on these classroom practices, coaches and teachers will be able to gauge whether students are engaging with content in ways that address the expectations of college- and career-ready standards for ELA/literacy and mathematics. The IPG rubric criteria—three “Core Actions” and their supporting “Indicators”—are articulations of classroom interactions among students, teachers, and content required by college and career-ready standards. The rubric criteria are followed by a series of supporting “Beyond the Lesson” questions that are designed to put the content of the lesson in the context of a broader instructional plan for a unit, several units, or an entire year. To remain focused on standards-aligned instruction, the IPG deliberately does not attend to other components commonly found in observation rubrics (e.g., professionalism and collegiality). Instead, the rubric relentlessly prioritizes fewer indicators (13 in ELA/literacy and 12 in mathematics).

The IPG is grounded in the research-based content progression shared by the Common Core and other college- and career-ready standards in ELA/literacy and mathematics. It was influenced by the work of the National Council of Teachers of Mathematics (NCTM), Strategic Education Research Partnership, and TNTP. The IPG is designed for formative use, to facilitate nonevaluative teacher observation and promote professional development through discussion and planning. It is not intended for teacher evaluation or to serve any other summative measure, and it has not been validated for those purposes. This memo summarizes the evidence for the standards-aligned indicators of the IPG.

## Wrap Up

5 minutes

Use the following questions to promote a discussion.

1. **Inferential** What practices in the Middle Ages showed the influence and power of the Catholic Church?
  - » People went to church often and created holy days to mark important religious events; they built large cathedrals; they went on pilgrimages; some people devoted their lives to the Church; the Church grew wealthy; and the Church influenced political decisions and supported or opposed kings.
2. **Inferential** Think back to the unit you just studied about the Renaissance. In what ways did the art created during the Renaissance show the influence and power of the Catholic Church?
  - » Answers may vary, but should include that since the Church was such an important part of life, the subjects of many paintings and sculptures during the Renaissance were often religious subjects, such as Leonardo da Vinci's *The Last Supper* or Raphael's *Madonna*. Also, because the Church was wealthy, Church officials and/or the pope often commissioned works of art, such as Michelangelo's *Pietà* and the ceiling of the Sistine Chapel, or Brunelleschi's dome on the cathedral in Florence.

## READING

45 minutes

### Read-Aloud: Chapter 1 "The Power of the Printed Word" 40 minutes

#### Introduce the Reader 5 minutes

- Ensure each student has a copy of the Reader, *Shifts in Power*.
- Read the title of the Reader with students. Tell students that this Reader mostly includes informational chapters. It is an informative or explanatory book that provides facts about real topics. However, the Reader also contains a literary chapter that tells the story of a boy working in a printing shop during the Reformation.
- Have students turn to the table of contents. Either read several chapter titles from the table of contents aloud or have students read them. Ask students to describe the information they gather by reading the chapter titles in this table of contents.
- Give students a few moments to flip through the Reader and comment on the images they see.
- Ask students to share any comments they have about the Reader.

### Materials

- *Shifts in Power*
- Activity Page 1.2

### Introduce the Chapter

5 minutes

- Tell students you will read aloud Chapter 1, “The Power of the Printed Word.” They should follow along in their Reader as you read.
- Have students turn to the table of contents, locate the chapter, and then turn to the first page of the chapter.
- Preview the core vocabulary words before reading the chapter.
- Begin by telling students the first vocabulary word they will encounter in this chapter is *secular*.
- Have them find the word on page 4 of the Reader. Explain that each vocabulary word is bolded the first time it appears in the chapter.
- Explain that the glossary contains definitions of all the vocabulary words in this Reader. Have students refer to the glossary at the back of the Reader, locate *secular*, and then have a student read the definition.
- Explain the following:
  - The part of speech follows each word in an abbreviated format as follows: noun–*n.*; verb–*v.*; adjective–*adj.*; adverb–*adv.*
  - Alternate forms of the word appearing in the chapter may follow the definition. They may be a different part of speech than the original word.
- Have students reference Activity Page 1.2 while you read each word and its meaning noting that:
  - The page number (for the first occurrence of the word in the chapter) appears in bold print after the definition.
  - Words are listed in the order in which they appear in the chapter.

1. **secular, *adj.*** not connected to religion (4)
2. **parchment, *n.*** material made from animal skin and used as a writing surface (4)
3. **bind, *v.*** to fasten two or more things together (4)
4. **clergy, *n.*** people who are religious leaders and who perform religious ceremonies (4)
5. **revolutionize, *v.*** to completely change something (**revolutionized**) (10)
6. **doctrine, *n.*** a belief or set of beliefs held by a group of people (10)

### Vocabulary Chart for Chapter 1 “The Power of the Printed Word”

Vocabulary Type	Tier 3 Domain-Specific Words	Tier 2 General Academic Words
Core Vocabulary	secular parchment clergy doctrine	bind revolutionize
Spanish Cognates for Core Vocabulary	secular doctrina	revolutionar
Multiple-Meaning Core Vocabulary Words		
Sayings and Phrases	one of a kind turn of events big changes [certainly did] lie ahead stop the presses	

- Read the purpose for reading from the board/chart paper:

Read to learn why Gutenberg’s invention of a printing press was important.

- Have one student read The Big Question at the beginning of the chapter. Ensure students understand the meaning of The Big Question before reading the chapter.

Why was Gutenberg’s invention of a printing press so important?

### *Read “The Power of the Printed Word”*

**25 minutes**

Read the chapter aloud as students follow along in their Readers. As you read, stop to read and discuss the corresponding guided reading supports. Guided reading supports in brackets are directional and not intended to be read aloud. All other phrases and sentences are intended to be read aloud verbatim. Whenever asking a guided reading support question, explicitly encourage students to refer to the text and reread prior to offering an answer.

[At the top of appropriate Reader page spreads throughout the Teacher Guide, you will find pronunciations for one or more unique content-related words found in the Reader. In addition, the pronunciations for each chapter are listed on the activity pages with the chapter vocabulary.]

Word(s)	CK Code
Johann Gensfleisch	/yoe*hon/ /genz*fliesh/
Johann Gutenberg	/yoe*hon/ /goo*ten*berg/
Mainz	/mienz/

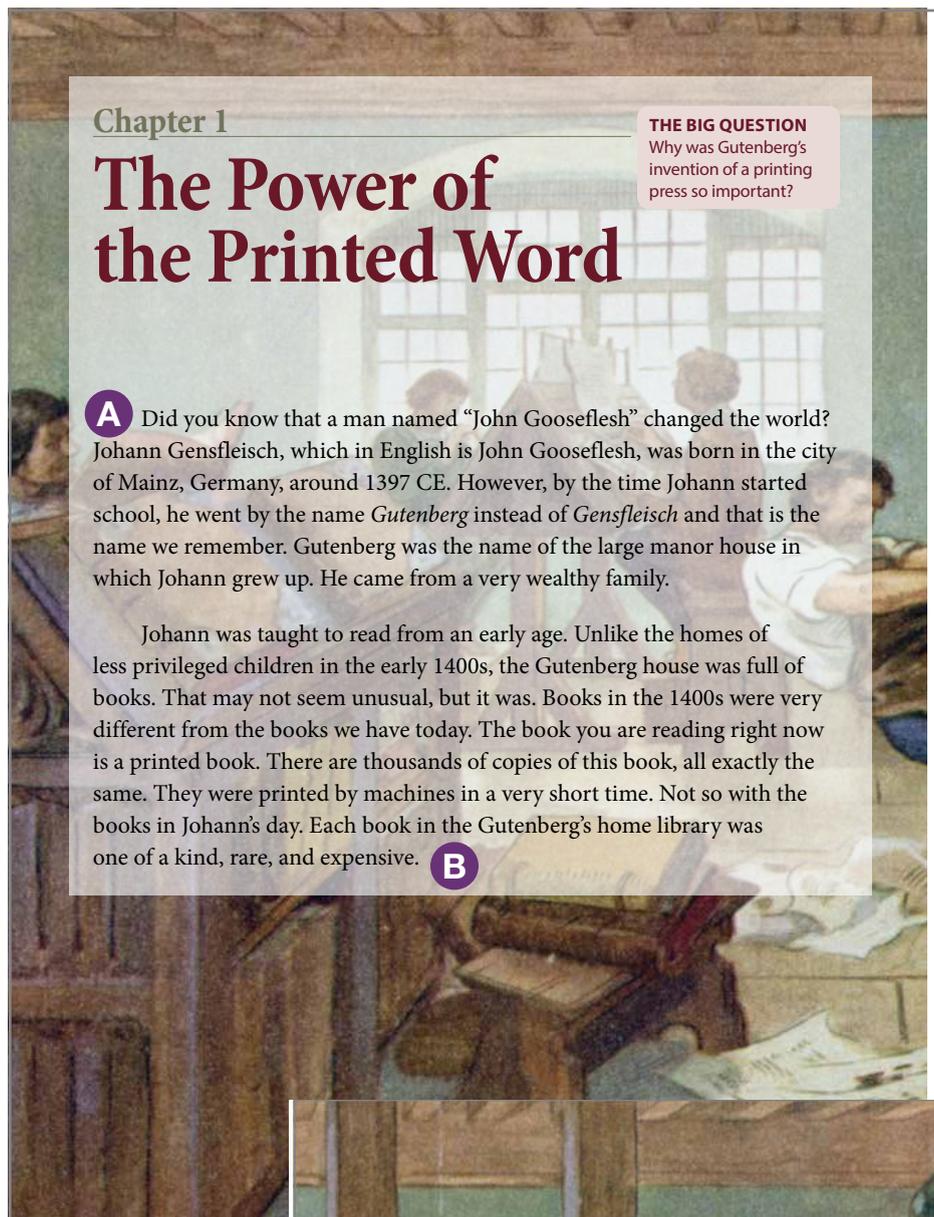
**A** [Read page 2 aloud.]

**B Inferential** Why would only privileged families, such as the Gutenbergs, have books in their homes?

- » Because books were one of a kind, they were rare and expensive, and only privileged families could afford to buy them.

**Support** What does the word *privileged* mean?

- » having more advantages, opportunities, or rights than most people



## Chapter 1

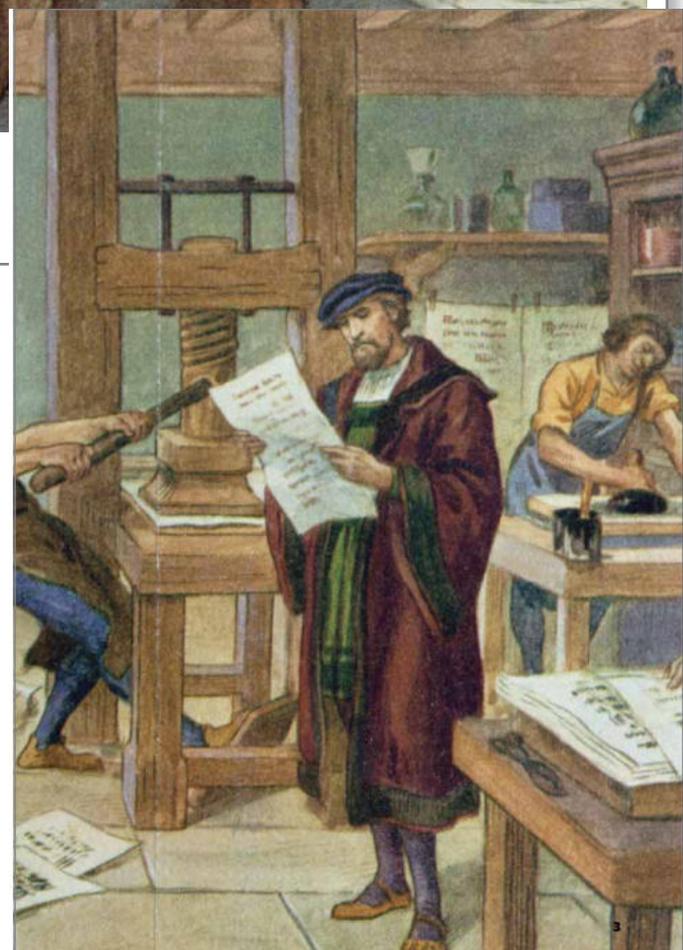
**THE BIG QUESTION**  
Why was Gutenberg's invention of a printing press so important?

# The Power of the Printed Word

**A** Did you know that a man named “John Gooseflesh” changed the world? Johann Gensfleisch, which in English is John Gooseflesh, was born in the city of Mainz, Germany, around 1397 CE. However, by the time Johann started school, he went by the name *Gutenberg* instead of *Gensfleisch* and that is the name we remember. Gutenberg was the name of the large manor house in which Johann grew up. He came from a very wealthy family.

Johann was taught to read from an early age. Unlike the homes of less privileged children in the early 1400s, the Gutenberg house was full of books. That may not seem unusual, but it was. Books in the 1400s were very different from the books we have today. The book you are reading right now is a printed book. There are thousands of copies of this book, all exactly the same. They were printed by machines in a very short time. Not so with the books in Johann's day. Each book in the Gutenberg's home library was one of a kind, rare, and expensive. **B**

2



**A** [Read page 4 aloud.]

**B Inferential** Based on the way it is used on page 4, what does the word *manuscript* mean?

» a book or other type of document written by hand

**C Inferential** Pretend you are a monk living in the Middle Ages. Describe what it would be like to make a book.

» If I were a monk in the Middle Ages, I would make a book by hand. First I would copy the text by hand with pen and ink. Then I would have an illuminator illustrate the book. Finally, I would bind the book by sewing the pages together and sandwiching them between wooden boards. It would take me many months to complete.

**Support** What would you have to do to put the words and illustrations in the book?

» I would have to hand-write the words and draw the illustrations.

**Support** What would you have to do to bind the book?

» To bind the book, I would have to sew the pages together and put it between two boards to press it.

**Support** How long would it take to make a book the way they were made by monks?

» It would take months to make a book.

## **A** Books in the Middle Ages

Throughout the Middle Ages, books were made by hand. Much of the writing was done by monks working in monasteries, although the craft of making books also took place in some universities and **secular** schools. Primarily existing books such as the Bible and great works authored by ancient Greek and Roman scholars were copied. The monks painstakingly

copied the text with pen and ink on thin sheets of **parchment**.



Flemish illuminated manuscript, 1365 CE

It typically took monks many weeks or months to complete the pages of an entire book. The highest quality books were illustrated. This task was accomplished by a skilled artist called an illuminator. An illuminator decorated the pages with colorful, ornate designs and small pictures. Bits of gold, pounded very thin, were applied to the pages of the most expensive books to make the text and illustrations shine.

When the manuscript was finished, the final step was to **bind** the pages into a book. This was done by sewing them together along one side and then sandwiching them between wooden boards covered with cloth or leather.

**B** An enormous amount of time and effort went into creating each book. Only the wealthiest members of society, scholars, and Church **clergy** could afford to own such treasures. Throughout the Middle Ages, of course, these were typically the only people who were able to read.

## D Lead and Letters

When Johann Gutenberg finished school, he went to work at the mint in Mainz. His father was in charge of the mint, which coined money for the city. Johann learned how to melt and cast metal in molds to form precise shapes. He liked working with metal, and he was skilled at metal casting. **E**

As Johann Gutenberg grew older and became a master metalsmith, he thought a lot about the growing demand for books. His experience working with metal gave him an idea: what if he cast letters out of a metal such as lead? He could arrange those metal letters, or pieces of type, in lines to spell out words, make sentences, and create entire pages of text. By applying ink to the surface of the type and pressing paper onto it, he could print those pages. **F**

Gutenberg set out to try. First, he developed a way to pour melted lead into molds in the shapes of the letters of the alphabet. Each letter (piece of type) was cast as a mirror image of how it would look when printed. For example, “R” was cast as “Я,” and “C” was cast as “Ɔ.” Gutenberg made many copies of each letter, both capital and lowercase, plus every punctuation mark. Because his collection of metal type was made up of individual pieces that could be moved around to form endless combinations of letters, it was called movable type. **G**



5



6

**D** [Read page 5 aloud.]

**E Inferential** Based on the way it is used on page 5, what does the word *cast* mean?

- » *Cast* means to pour melted or liquid metal into a hollow or empty mold of a certain shape and then let the metal become hard again to form a solid shape.

**Challenge** [Point out that the word *cast* is a multiple-meaning word.] What are some other meanings of the word *cast*?

- » *Cast* also refers to the sturdy structure used to keep broken bones in place while they heal. *Cast* is also a verb meaning to toss or throw (such as, to cast a net or to cast a fishing line). The word *cast* also refers to the group of people in a play, movie, or other performance.

**F Literal** After working as a master metalsmith at the mint, what idea did Johann have?

- » He wondered, “[W]hat if [I] cast letters out of a metal such as lead? [I] could arrange those metal letters, or pieces of type, in lines to spell out words, make sentences, and create entire pages of text. By applying ink to the surface of the type and pressing paper onto it, [I] could print those pages.”

**G Evaluative** The text says “Gutenberg made many copies of each letter, both capital and lowercase . . .” Why do you think he made so many copies of each letter?

- » Many of the same letters were needed over and over in order to spell all of the words that might be included on just one page of text.

**A** Gutenberg didn't truly invent movable type. The Chinese and Koreans had used a form of movable type hundreds of years earlier. He didn't invent printing, either. Different printing techniques had also existed for centuries. In Europe, people had begun printing with ink on paper using blocks of wood. This technique called woodblock or woodcut printing began around 1400 CE. The surface of a block of wood was carved to create raised letters and images. Ink was then applied to the carved surface. Finally, the block was pressed onto paper to make a print. If you've ever pressed your thumb onto an inkpad and then touched it to paper, you've created a "thumbprint" in much the same way. Woodblock printing was a complex and time-consuming process. It wasn't much faster than copying pages of text by hand!



Movable type from China

Die letzte hünig Sigmund burggraff freid-  
richen von nürnberg marggraff schaff zu  
brandenburg



A woodcut print, 1480 CE

**B** What Johann Gutenberg did invent was a machine that greatly improved the process of printing with movable type. He may have gotten the idea for his press from a winepress, a machine used to press the juice out of grapes. Gutenberg's printing press worked in a similar way. Instead of squeezing grapes, though, his press squeezed paper against the inked surface of metal type to make a clear, dark imprint of words on paper. Once he had perfected both his metal type and his press, he was able to print—with help from a number of assistants—several hundred pages a day.

**C**

7

**A** [Read page 7 aloud.]

**B Inferential** What did Gutenberg's method of printing have in common with Chinese and Korean methods of printing?

» Gutenberg, the Chinese, and the Koreans all used movable type.

**Support** What is movable type?

» Movable type is made up of individual pieces of type, or letters and other symbols, which can be organized to spell words and print whole pages.

**C Evaluative** Compare the length of time it took monks to make a single book to the length of time it might have taken Gutenberg to print a single book.

» It took monks many months to make a single book. Gutenberg could print hundreds of pages in a single day, so he may have been able to make an entire book in one day.

**A** [Read the first paragraph on page 8 aloud.]

**B Inferential** Why did Gutenberg choose the Bible as the first large book printed on his press?

» Gutenberg printed the Bible hoping to make a lot of money. Because religion was so important to people at the time, he may have thought many people wanted copies of the Bible so he would be able to sell many copies.

**C** [Read the rest of page 8 and all of page 10 aloud.]

**D Inferential** What are some reasons more people were able to read books in Europe during this time period?

» Literacy, or the ability to read and write, was increasing in part because of a growing middle class of merchants and craftsmen; more people wanted and needed to learn to read; books were being printed in languages more familiar than Latin; and books and other printed materials became more readily available for those people who could read.

**Challenge** Why were most books at first printed in Latin?

» Latin was the language of the Catholic Church and of scholars and monks who created books.

**A Gutenberg's Bible**

After experimenting with printing a few official documents and small, simple books of grammar, Gutenberg was ready to undertake a big project. He decided to print a large, beautiful Bible. He hoped to make a lot of money. Gutenberg started printing his Bible around 1450 CE. He may have cast more than 100,000 pieces of type for it. Several times during the process he ran out of money and had to borrow more. He completed the first edition of roughly 180 copies of the Bible (the exact number isn't really known) in 1454 or 1455 CE. Gutenberg's Bible was the first large book printed with movable metal type in Europe. **B**

**C The Power of Communication**

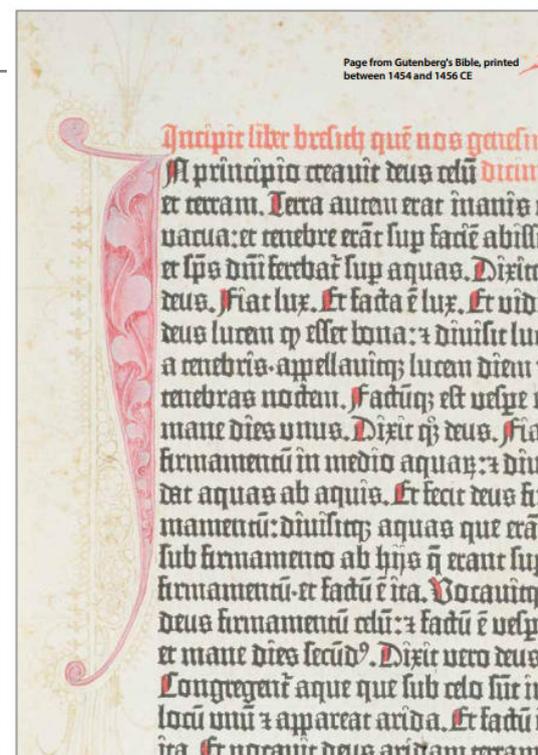
Gutenberg didn't make much money from his Bible or his new printing process. But as you read at the beginning of this chapter, he did change the world. Gutenberg's printing press and the availability of inexpensive paper made it possible to produce many copies of books and documents quickly. This dramatically lowered the price of books and other printed materials. Suddenly, people had a way to distribute ideas and information from person to person, and place to place, much faster than ever before.

Soon printing presses just like Gutenberg's were producing hundreds and then thousands of books in cities throughout Europe. At first, most books were printed in Latin. But it wasn't long before books were being printed in more familiar languages including French, English, Italian, Spanish, and German.

At this time too, literacy, or the ability to read and write, increased across Europe. A growing middle class of merchants and craftsmen gained both wealth and influence. Learning to read and write became something more and more people wanted, and needed, to do. As a result, the demand for books increased. Books and other printed materials were more readily available for those people who could read. **D**

Today, you can walk into a library or bookstore and choose from thousands of books. You can download books from the Internet to laptops, tablets, and phones. So you have to use your imagination to really appreciate

8



**A** *Literal* What do Gutenberg’s printing press and the Internet have in common?

- » Both Gutenberg’s printing press and the Internet revolutionized, or completely changed, the way and speed with which ideas could be communicated to many people.

**B** *Inferential* On page 10 it says, “Some people didn’t like this turn of events, however.” The saying *turn of events* means a big change. What was the *turn of events*, or big change, that some people didn’t like?

- » The turn of events that some people didn’t like was the wide availability of affordable books that provided new ideas to many people.

**C** *Inferential* Why were government officials and the Catholic Church worried about the printing press?

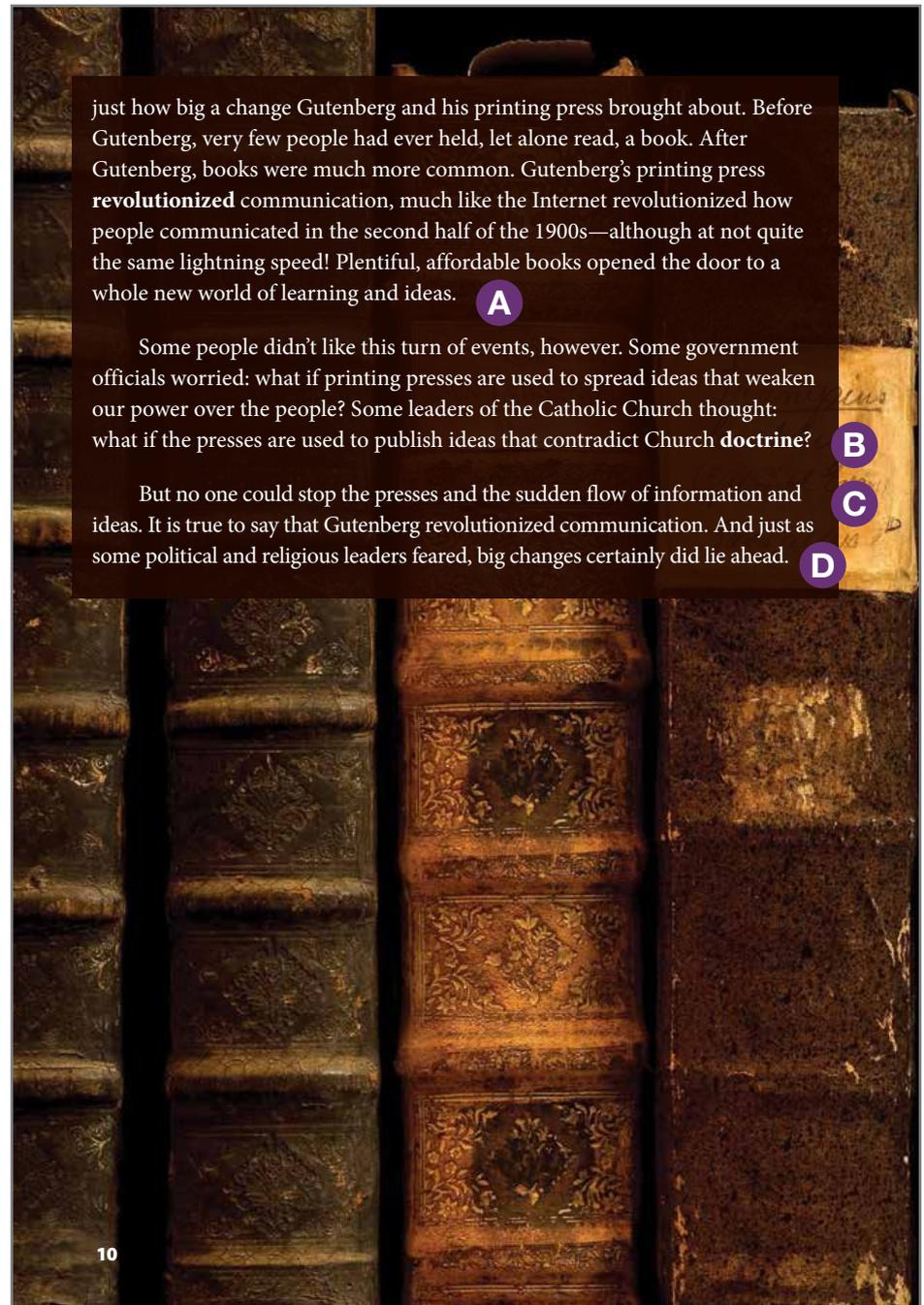
- » They were afraid the printing press would lead to the spread of ideas that could weaken the government’s power or the Church’s power or contradict Church doctrine, making it much more difficult to stop the spread of information that might weaken the government or the Church.

**Support** What is doctrine?

- » a belief or a set of beliefs held by a group of people

**D** *Inferential* The last sentence of this chapter states, “And just as some political and religious leaders feared, big changes certainly did lie ahead.” Based on what we have read, what changes likely lie ahead?

- » Answers may vary, but should include the weakening of government officials’ political power and the publication of ideas that contradicted Church doctrine.



**A** [Read pages 12 and 13 aloud.]

**B Inferential** How did paper (rather than parchment) contribute to the quick spread of ideas and information?

- » Because paper was inexpensive, it made it easy to print many copies of books and documents on it. In turn, this allowed the ideas and information in these books and documents to spread quickly.

**A**

## Upper and Lowercase

Have you ever heard someone call capital letters “uppercase” letters or small letters “lowercase” letters? These terms got their start in early printing shops like Gutenberg’s. A person called a typesetter arranged the individual pieces of type into the whole block of type that would be printed to create a page of text. This person grabbed pieces of type from two boxes, or cases, usually stacked one on top of the other. The upper case held the capital letters, while the lower case held the small letters. The names *uppercase* and *lowercase* caught on, and have survived for more than 500 years!



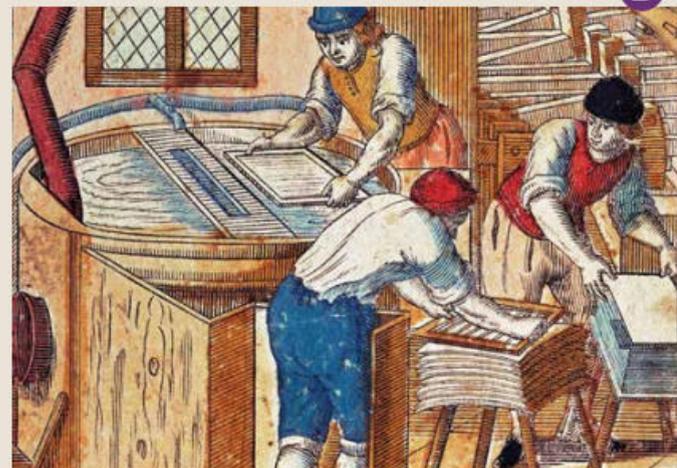
Type

## Parchment vs. Paper

The ancient Egyptians produced paper from the stems of the papyrus plant. Much later, the Chinese developed another way of producing paper. The Chinese method involved placing plant fibers in water to produce a pulp that could be pressed and dried into thin sheets. The art of papermaking slowly made its way across Asia into Europe. By the 1200s, there were paper mills in Spain and Italy.

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In medieval Europe, paper was made primarily from linen rags. The rags were repeatedly soaked in water and beaten to create a pulp of tiny linen fibers. Papermakers dipped frames made of wire mesh into the pulp to capture a thin layer of these fibers, forming a sheet of paper. The sheets were dried and pressed, and sometimes polished with a smooth stone to create a soft, shiny surface. Compared to parchment, paper was lightweight and relatively inexpensive. Paper was often used for making small volumes of sermons and low-cost textbooks, whereas high-quality books were almost always produced using parchment. However, after the invention of the printing press, paper largely replaced parchment. **B**



German papermakers in the 1600s

## Note

Question 3 relates to The Big Question of the chapter.

### Discuss the Chapter and Wrap Up the Lesson

5 minutes

- Use the following questions to discuss the chapter.

1. *Inferential* What adjectives would you use to describe the Christian Church based in Rome during the Middle Ages and most of the Renaissance?
  - » Answers may vary, but should include *wealthy, powerful, and influential*.
2. *Evaluative* Why is the last section of Chapter 1 titled “The Power of Communication”?
  - » This section is titled “The Power of Communication” because it describes how new information and ideas were spread as a result of Gutenberg’s printing press. These new ideas were powerful and threatened the power of the Church and of government officials.
3. *Inferential* Why was Gutenberg’s invention of a printing press so important?
  - » Gutenberg’s printing press made printing books easier, cheaper, and faster. In turn, this made books, full of new learning and ideas, more widely available to more people in Europe.

- Have students take home Activity Page 1.3 to read and complete for homework. Also have students take home Activity Page 1.4, a copy of the Reader glossary, to keep at home and reference throughout this unit.

### Word Work: Revolutionize

5 minutes

1. In the chapter you read, “Gutenberg’s printing press revolutionized communication, much like the Internet revolutionized how people communicated in the second half of the 1900s—although at not quite the same lightning speed!”
2. Say the word *revolutionize* with me.
3. *Revolutionize* means to completely change something.
4. Cell phones have revolutionized the way people communicate with each other on a daily basis.
5. What are some examples of things that have revolutionized life today? Be sure to use the word *revolutionize* in your response. [Ask two or three students to use the target word in a sentence. If necessary, guide and/or rephrase students’ responses to make complete sentences: “The \_\_\_\_\_ revolutionized . . .”]
6. What part of speech is the word *revolutionize*?
  - » verb

[Use a *Discussion* activity for follow-up.] Talk with your partner about an object, invention, or tool that has revolutionized life as we know it compared to life long ago. Describe how it has revolutionized life. Be sure to use the word *revolutionize* in complete sentences as you discuss this with your partner.

## TAKE-HOME MATERIAL

### Reading

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- Have students take home Activity Page 1.3 to read and complete for homework.
- Have students take home Activity Page 1.4 to use as a reference throughout the unit.
- Have students take home a text selection from the *Fluency Supplement* if you are choosing to provide additional fluency practice.

### Materials

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- Activity Pages 1.3, 1.4
- *Fluency Supplement* selection (optional)

## Observing for Core Action 1

<b>Core Action One: High-Quality Texts at the Center of Instruction</b>	
<p>A. A majority of the lesson is spent reading, writing, or speaking about the text(s).</p> <p style="margin-left: 20px;">Type of text(s) (circle): Information / Literary / Other Media or Format</p>	Yes/No
<p>B. The anchor text(s) are at or above the complexity level expected for the grade and time in the school year.</p>	Yes/No
<p>C. The text(s) exhibit exceptional craft and thought, and/or provide meaningful information in the service of building knowledge.</p>	Yes/No
<p><b>Core Action One Summary:</b> The majority of the lesson is grounded in a text that is at or above the expected complexity level and the text is utilized to develop knowledge that is worthy of students' time.</p>	Yes/No

Observation Notes:

## Observing for Core Action 2

<b>Core Action Two: Effective Use of Questions &amp; Tasks</b>	
A. Questions and tasks address the text by attending to its particular qualitative features: its meaning/purpose, and/or language, structure(s), and knowledge demands.	Yes Mostly Somewhat No
B. Questions and tasks require students to use evidence from the text to demonstrate understanding and to support their ideas about the text. These ideas are expressed through written and/or oral responses.	Yes Mostly Somewhat No
C. Questions and tasks attend to the words (academic vocabulary), phrases, and sentences within the text.	Yes Mostly Somewhat No
D. Questions and tasks are sequenced to build knowledge by guiding students to delve deeper into the text and graphics.	Yes Mostly Somewhat No
<b>Core Action Two Summary:</b> Teacher uses questions and tasks to reflect the depth of textual analysis required by grade-level standards and integrate these standards in service of building knowledge.	Yes Mostly Somewhat No

Observation Notes:

## Observing for Core Action 3

<b>Core Action Three: Opportunities for Student Engagement</b>	
A. The teacher poses questions and tasks that allow opportunities for students to do the majority of the work, and students engage in those opportunities via speaking/listening, reading, and/or writing.	Yes Mostly Somewhat No
B. The teacher expects evidence and precision from students and probes students' answers accordingly, and students provide text evidence to support their ideas and display precision in their oral and written responses.	Yes Mostly Somewhat No
C. The teacher cultivates reasoning and meaning making by allowing students to productively struggle, and students persevere through difficulty.	Yes Mostly Somewhat No
D. The teacher creates conditions for student conversations where students are encouraged to talk and ask questions about each other's thinking, and students engage in those opportunities in order to clarify or improve their understanding.	Yes Mostly Somewhat No
E. The teacher deliberately checks for understanding throughout the lesson and adapts the lesson according to student understanding, and students refine their written and/or oral responses (if appropriate).	Yes Mostly Somewhat No
<b>Core Action Three Summary:</b> Students are responsible for developing their thinking, analyzing texts, and synthesizing knowledge orally and through writing (with appropriate supports as needed).	Yes Mostly Somewhat No

Observation Notes:

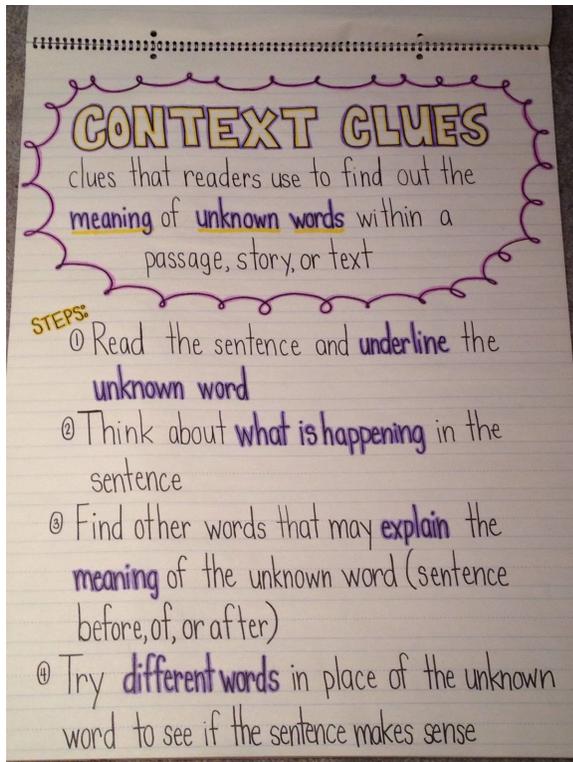
### **Stop & Jot - Personal Reflections**

- How did it feel to use the TN IPG? Where did you feel most successful? Where did you feel stuck?
  
  
  
  
  
  
  
  
  
  
- What was the impact of skimming the text before observing and having the lesson plan on hand?

### **Stop & Jot - System Reflections**

- What will it take to ensure all principals are equipped to use the TN IPG to provide high-quality feedback about the use of high-quality instructional materials?
  
  
  
  
  
  
  
  
  
  
- How will you communicate the contrast of content specific observations (TN IPG) with more content agnostic observations (TEAM)?

Scenarios	Notes about Potential Root Causes
<p><b>Scenario #1:</b></p> <p>Teacher replaces the anchor text with a ReadWorks passage and comprehension questions about the Renaissance (see next page to review text). The Lexile of the passage is 790 (Grade 4-5 Lexile band = 740 - 1010L) and it is labeled for use with Grade 5.</p> <p>See the <a href="#">full text</a> and comprehension questions after this table.</p>	
<p><b>Scenario #2:</b></p> <p>At the end of the lesson, the teacher models a response to answer the target task/Essential Question (Why was Gutenberg's invention of the printing press so important?).</p> <p><i>Teacher: I'm thinking about evidence I can use to answer the question "Why was Gutenberg's invention of the printing press so important?". Hmm let me look back in the text. Well I see right here that one reason was because it changed the printing process and made it easier. Let me write that. I'll remember to indent and use some of the words from the question in my first sentence. What about one more reason? I know that a good short response has at least two pieces of text evidence. Oh right here in the text it says "Books and other printed materials were more readily available for those people who could read." I'll write down that reason too.</i></p> <p>After the teacher models the response, students receive a notecard to answer the target task individually.</p>	
<p><b>Scenario #3:</b></p> <p><i>Teacher: Today we're working on identifying the meaning of words based on context. Let's read our objective on the board</i></p> <p><i>Class choral reading: Determine the meaning of general academic and domain-specific words and phrases in a text (R.I.5.4).</i></p> <p><i>Teacher: Let's review our anchor chart to help us with this skill:</i></p>	



As the class is reading the text, the teacher models how to determine the meaning of the word **parchment** in this sentence from the text: “The monks painstakingly copied the text with pen and ink on thin sheets of parchment.”

The next time the teacher stops, students turn and talk about how to determine the meaning of the word **bind** using the following sentences: “When the manuscript was finished, the final step was to bind the pages into a book. This was done by sewing them together along one side and then sandwiching them between wooden boards covered with cloth or leather.”

Finally, at the end of the lesson the teacher uses an exit ticket:

EXIT TICKET (R.I.5.4)

Name \_\_\_\_\_

Which of the following most closely matches the meaning of the word **distribute** as it is used in the text?

*Suddenly, people had a way to distribute ideas and information from person to person, and place to place, much faster than ever before.*

- a) run
- b) spread
- c) create
- d) read

Explain your answer. What clues did you use?

**Scenario #4:**

The teacher reads aloud Chapter 1 “The Power of the Printed Word” start to finish. A modified application task is introduced (downloaded from Teachers Pay Teachers and labeled “CKLA Unit 7, Lesson 1 Student Work”). The task is a cut and paste that asks students to identify which sentence is the main idea of the chapter and which three details support the main idea. Students will then use the cut and paste to write a paragraph about the main idea and details of this chapter.

Task:

Name \_\_\_\_\_

Cut and paste the boxes below onto the main idea and key details chart.

Books and printed materials became less expensive.	The printing press allowed books to be copied more quickly and easily than writing by hand.
Many more people learned to read because there were more books created in more languages.	Gutenberg’s printing press was a very important invention.



Write a paragraph about what this chapter was all about using the main idea and key details above:

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Before students work independently, the teacher models her thinking for one of the supporting details (“Is this what the entire book is about? Hmm I don’t think the *whole* chapter was about this so this must be one of the key details for this chapter.”) All students work independently to identify which is the main idea and which are the supporting details before starting their paragraphs. The teacher works with one small group to complete the task and then collects all students’ work.

## Scenario #1 Con't

Readworks passage: <https://www.readworks.org/cb711ab0-9296-48ea-8edd-7e64d970b350>



Leonardo da Vinci

*Mona Lisa, a famous painting from the Renaissance period*

# The Renaissance - Introduction to the Renaissance

## DETAILS

### Social Studies: World History

Grade: 5  
Words: 417  
Lexile: 790L  
Nonfiction

### Vocabulary

classical  
literature  
philosophy

### Standards

CCSS.ELA-LITERACY.CCRA.R.1  
CCSS.ELA-LITERACY.CCRA.R.2  
CCSS.ELA-LITERACY.CCRA.R.10

### Author

ReadWorks

Exciting changes started happening in Europe beginning in the 1300s. People woke up to the world around them. Art, literature, and philosophy came alive with new ideas. This time period, which ended in about 1600, is known as the Renaissance. “Renaissance” comes from the Latin word meaning “rebirth.” The Renaissance was the rebirth of learning in Europe after the Middle Ages.

The Middle Ages began with the fall of the Roman Empire. Throughout the Middle Ages, the thoughts of very wise classical philosophers were lost and forgotten. The papacy had control and wanted people to live righteously. They wanted people to think only about theology, or the study of God. Noblemen had to follow the Catholic Church or they would be excommunicated, or kicked out. Peasants were too tired with their daily toil to pursue any interests like art or writing. Neither people, nor their ideas, traveled very far. People were not as curious about the world around them. This is why the Middle Ages is sometimes called the Dark Ages.

During the Renaissance all of this changed. If the Middle Ages were dark, the Renaissance was the bright dawn of a new era. Scholars and teachers began to rediscover the old thoughts of the classical philosophers from Greece and Rome. Instead of just accepting everything the leaders of the Church said, people wanted to experience and learn about the world for themselves. Ships began exploring different parts of the world. They brought back new goods to trade. People started to explore new thinking, too. They realized that they didn’t just have to study their religion. They could enjoy many things here on earth, too. They called their new philosophy humanism because it focused on humans, not just God.

The Renaissance movement got its start in Italy in the early 1300s. More and more ships began arriving from foreign places to Italy's many port cities. With them came goods to trade and many new ideas. Art, literature, thought, and government began to blossom. New cities started to form. A new middle class of merchants grew from all the foreign trade. These middle class people had money and time to explore art and literature. They were not as stuck in the tradition of the Church as the noblemen were, and they had more freedom than peasants. Eventually, these changes would spread to the rest of Europe's mainland. But first, they arrived in Italy — via the sea!

1. How did the ideas of the philosophers of ancient Greece and Rome get lost for so many years?
  - A. The philosophers went on a really long trip, and no one knew where they were.
  - B. The books of the philosophers were buried in a mystery cave, which no one could find.
  - C. No one could study the philosophers' ideas, so they lost their importance.
  - D. All the books were written in languages that no one understood.
2. According to the passage, why didn't people during the Middle Ages care that much about the world around them?
  - A. None of them had families, so their lives were pretty boring.
  - B. They didn't think this world mattered - they were only focused on what their lives would be like in heaven.
  - C. Their brains weren't very developed, so they weren't really able to experience deep emotions about anything.
  - D. They all believed that what mattered most was what they learned from dreams while they were sleeping.
3. How were the people of the Renaissance different than those of the Middle Ages?
  - A. They were more interested in exploring the world around them.
  - B. They tended to be better looking.
  - C. They were all philosophers.
  - D. They all became priests.
4. What caused the Renaissance to arrive in Italy first?
  - A. Italians tended to be less religious than other Europeans, even during the Middle Ages.
  - B. Most of the books by the ancient philosophers had been stored in a library in Italy, so Italians were the first to rediscover them.
  - C. Italy had fertile soil, so it was easy for ideas to blossom there, like flowers.
  - D. Italy had a lot of port cities, so new ideas sailed in from all over the world.

## **Stop & Jot**

Revisit your ideas about:

- the Instructional Core,
- instructional materials and,
- the TN Instructional Practice Guide.

As you consider the goal of increased student achievement:

*Are instructional materials enough to ensure student achievement?*

*What other factors are top of mind for you?*

*What do you want to consider as you plan for next steps?*



## Tennessee Instructional Practice Guide (IPG) K-12 Knowledge Building Lessons\*

\*Note: Use the K-2 Foundational Skills IPG when observing lessons focused on foundational skills development.

<b>Culture of Learning: Environmental Readiness</b>		
<ul style="list-style-type: none"> <li>• Students complete instructional tasks, volunteer responses and/or ask appropriate questions.</li> <li>• Students follow behavioral expectations and directions.</li> <li>• Students execute transitions, routines and procedures in an orderly and efficient manner.</li> <li>• Students are engaged in the work of the lesson from start to finish; there is a sense of urgency about how time is used.</li> <li>• Students and their teacher demonstrate a joy for learning through positive relationships and strong classroom culture that is responsive to student interests, experiences, and approaches to learning.</li> </ul>	<b>Yes</b> <b>No</b>	
<b>Core Action One: High-Quality Texts at the Center of Instruction</b>		
A. A majority of the lesson is spent reading, writing, or speaking about the text(s).  Type of text(s) (circle): Information / Literary / Other Media or Format	<b>Yes</b> <b>No</b>	
B. The anchor text(s) are at or above the complexity level expected for the grade and time in the school year.	<b>Yes</b> <b>No</b>	
C. The text(s) exhibit exceptional craft and thought, and/or provide meaningful information in the service of building knowledge.	<b>Yes</b> <b>No</b>	
<b>Core Action One Summary:</b> The majority of the lesson is grounded in a text that is at or above the expected complexity level and the text is utilized to develop knowledge that is worthy of students' time.	<b>Yes</b> <b>No</b>	
<b>Core Action Two: Effective Use of Questions &amp; Tasks</b>		
A. Questions and tasks address the text by attending to its particular qualitative features: its meaning/purpose, and/or language, structure(s), and knowledge demands.	<b>Yes</b> <b>Somewhat</b>	<b>Mostly</b> <b>Not Yet</b>
B. Questions and tasks require students to use evidence from the text to demonstrate understanding and to support their ideas about the text. These ideas are expressed through written and/or oral responses.	<b>Yes</b> <b>Somewhat</b>	<b>Mostly</b> <b>Not Yet</b>
C. Questions and tasks attend to the words (academic vocabulary), phrases, and sentences within the text.	<b>Yes</b> <b>Somewhat</b>	<b>Mostly</b> <b>Not Yet</b>
D. Questions and tasks are sequenced to build knowledge by guiding students to delve deeper into the text and graphics.	<b>Yes</b> <b>Somewhat</b>	<b>Mostly</b> <b>Not Yet</b>
<b>Core Action Two Summary:</b> Teacher uses questions and tasks to reflect the depth of textual analysis required by grade-level standards and integrate these standards in service of building knowledge.	<b>Yes</b> <b>Somewhat</b>	<b>Mostly</b> <b>Not Yet</b>
<b>Core Action Three: Opportunities for Student Engagement</b>		
<b>Rating Scale</b> <b>Yes</b> - Teacher provides many opportunities, and most students take them. <b>Mostly</b> - Teacher provides many opportunities, and some students take them; or teacher provides some opportunities and most students take them. <b>Somewhat</b> - Teacher provides some opportunities, and some students take them. <b>Not Yet</b> - Teacher provides few or no opportunities, or few or very few students take the opportunities provided.		
A. The teacher poses questions and tasks that allow opportunities for students to do the majority of the work, and students engage in those opportunities via speaking/listening, reading, and/or writing.	<b>Yes</b> <b>Somewhat</b>	<b>Mostly</b> <b>Not Yet</b>
B. The teacher expects evidence and precision from students and probes students' answers accordingly, and students provide text evidence to support their ideas and display precision in their oral and written responses.	<b>Yes</b> <b>Somewhat</b>	<b>Mostly</b> <b>Not Yet</b>
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E. The teacher deliberately checks for understanding throughout the lesson and adapts the lesson according to student understanding, and students refine their written and/or oral responses (if appropriate).	<b>Yes</b> <b>Somewhat</b>	<b>Mostly</b> <b>Not Yet</b>
<b>Core Action Three Summary:</b> Students are responsible for developing their thinking, analyzing texts, and synthesizing knowledge orally and through writing (with appropriate supports as needed).	<b>Yes</b> <b>Somewhat</b>	<b>Mostly</b> <b>Not Yet</b>