

**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.

Culture of Learning: Environmental Readiness		
<ul style="list-style-type: none"> Students complete instructional tasks, volunteer responses and/or ask appropriate questions. Students follow behavioral expectations and directions. Students execute transitions, routines and procedures in an orderly and efficient manner. Students are engaged in the work of the lesson from start to finish; there is a sense of urgency about how time is used. Students and their teacher demonstrate a joy for learning through positive relationships and strong classroom culture that is responsive to student interests, experiences, and approaches to learning. 	Yes	No
Core Action One: High-Quality Texts at the Center of Instruction		
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	Yes	No
B. The anchor text(s) are at or above the complexity level expected for the grade and time in the school year.	Yes	No
C. The text(s) exhibit exceptional craft and thought, and/or provide meaningful information in the service of building knowledge.	Yes	No
Core Action One Summary: 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.	Yes	No
Core Action Two: Effective Use of Questions & Tasks		
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
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
C. Questions and tasks attend to the words (academic vocabulary), phrases, and sentences within the text.	Somewhat	Not Yet
D. Questions and tasks are sequenced to build knowledge by guiding students to delve deeper into the text and graphics.	Yes	Mostly
	Somewhat	Not Yet
Core Action Two Summary: 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	Not Yet
Core Action Three: Opportunities for Student Engagement		
Rating Scale		
Yes - Teacher provides many opportunities, and most students take them.		
Mostly - Teacher provides many opportunities, and some students take them; or teacher provides some opportunities and most students take them.		
Somewhat - Teacher provides some opportunities, and some students take them.		
Not Yet - 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.	Yes	Mostly
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.	Somewhat	Not Yet
C. The teacher cultivates reasoning and meaning making by allowing students to productively struggle, and students persevere through difficulty.	Yes	Mostly
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.	Somewhat	Not Yet
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	Not Yet
Core Action Three Summary: Students are responsible for developing their thinking, analyzing texts, and synthesizing knowledge orally and through writing (with appropriate supports as needed).	Yes	Mostly
	Somewhat	Not Yet