

K-2 Foundational Skills Observation Tool

Grade Level/Course: _____ Teacher: _____ Date: _____

Purpose

The Iowa Literacy Classroom Observation Tools communicate shared expectations for literacy instruction aligned to Iowa's vision and provide trend-level data on how those expectations are showing up in classrooms. The tools are designed to support continuous improvement, not evaluation.

Instructional Materials

Indicator / Observable Evidence	1 Not Yet	2 Somewhat	3 Mostly	4 Yes	N/A	Evidence / Comments
A. The foundational skills observed in the lesson are part of systematic instruction that reflects the implementation of high-quality instructional materials (HQIM) and grade-level standards.						
B. The lesson focuses on grade-appropriate foundational skills (phonological awareness, print concepts, phonics and word recognition, and/or fluency).						

Describe the materials being used in the observation. Capture the name of the product, unit, and lesson, or if the materials come from a different website, source, or are teacher-made.

Instructional Practices

Indicator / Observable Evidence	1 Not Yet	2 Somewhat	3 Mostly	4 Yes	N/A	Evidence / Comments
A. Foundational skill(s) instruction is explicit, clear, and accurate. (e.g., pronunciation (articulation) of sounds (phonemes) is clear and correct (ex: clipping the schwa); accurate and clear explanation of rules for sound and spelling patterns; precise modeling of blending, segmenting, and other content-specific tasks is accurately used as appropriate.)						
B. The teacher connects past foundational skills components to the current lesson.						
C. The teacher models and elicits student practice through a variety of classroom structures appropriately defined within materials and lessons.						
D. When appropriate, instruction and materials provide opportunities to connect the acquisition of foundational skills to making meaning from reading and listening, as well as speaking and writing. (e.g., students practice reading and rereading decodable texts; oral or written text-dependent questions used with decodable text; newly decoded/blended words are used in meaningful and accurate ways when answering text-dependent questions.)						
E. The teacher monitors student practice/student work and provides meaningful feedback or adjusts instruction to support students.						

Student Engagement

Indicator / Observable Evidence	1 Not Yet	2 Somewhat	3 Mostly	4 Yes	N/A	Evidence / Comments
A. Students do the majority of the work in the lesson—practicing the targeted foundational skill(s) through reading, writing, or speaking.						
B. All students actively participate in the practice opportunities provided, whether out of context (e.g., sound drills, word work, dictation) or within connected or decodable text.						
C. Students use appropriate strategies to persevere when they are stuck.						