

# Diagnosing ELA Practice



# Instructional Shifts Demanded by the Core

## 6 *Shifts* in ELA/Literacy

Balancing Informational and Literary Text  
Building Knowledge in the Disciplines  
Staircase of Complexity  
Text-based Answers  
Writing from Sources  
Academic Vocabulary

## 6 *Shifts* in Mathematics

Focus  
Coherence  
Fluency  
Deep Understanding  
Applications  
Dual Intensity

# ELA/Literacy Shift 1: Balancing Informational and Literary Text

What the Student Does...	What the Teacher Does...
<ul style="list-style-type: none"><li>•Build <b>content knowledge</b></li><li>•Exposure to the world through <b>reading</b></li><li>•Apply <b>strategies</b></li></ul>	<ul style="list-style-type: none"><li>•Balance <b>informational &amp; literary text</b></li><li>•<b>Scaffold</b> for informational texts</li><li>•Teach “<b>through</b>” and “<b>with</b>” informational texts</li></ul>

## Principal's Role:

Purchase and provide equal amounts of informational and literacy **texts** for each classroom

Provide PD and co-planning opportunities for teachers to become more intimate with non fiction texts and the way they **spiral** together

Support and demand **ELA teachers' transition** to a balance of informational text

# ELA/Literacy Shift 2: Knowledge in the Disciplines

What the Student Does...	What the Teacher Does...
<ul style="list-style-type: none"><li>•Build content knowledge through text</li><li>•Handle <b>primary source</b> documents</li><li>•<b>Find Evidence</b></li></ul>	<ul style="list-style-type: none"><li>•Shift identity: “I teach reading.”</li><li>•Stop <b>referring</b> and summarizing and start reading</li><li>•<b>Slow down</b> the history and science classroom</li></ul>

## Principal's Role:

Hold **teachers accountable** for building student **content knowledge** through text

Support and demand the role of **all teachers** in advancing students' literacy

Give teachers **permission** to slow down and deeply study texts with students

# ELA/Literacy Shift 3: Staircase of Complexity

What the Student Does...	What the Teacher Does...
<ul style="list-style-type: none"><li>• Re-read</li><li>• Read material at <b>own level to enjoy meeting</b></li><li>• <b>tolerate frustration</b></li></ul>	<ul style="list-style-type: none"><li>• more <b>complex texts</b> at every grade level</li><li>• Give students <b>less to read</b>, let them re-read</li><li>• <b>More time</b> on more complex texts</li><li>• Provide <b>scaffolding &amp; strategies</b></li><li>• Engage with <b>texts w/ other adults</b></li></ul>

## Principal's Role:

Ensure that texts are appropriately complex at every grade and that complexity of text builds from grade to grade.

Support and demand that teachers build a unit in a way that has students scaffold to more complex texts over time

# ELA/Literacy Shift 4: Text Based Answers

What the Student Does...	What the Teacher Does...
<ul style="list-style-type: none"><li>•find evidence to <b>support their argument</b></li><li>•Form own <b>judgments and become scholars</b></li><li>•Conducting reading as a close reading of the text</li><li>• engage with the <b>author and his/her choices</b></li></ul>	<ul style="list-style-type: none"><li>•Facilitate <b>evidence based conversations</b> about text</li><li>•<b>Plan and conduct rich conversations</b></li><li>•<b>Keep students in the text</b></li><li>•Identify questions that are text-dependent, <b>worth asking/exploring</b>, deliver richly</li></ul>

## Principal's Role:

Support and demand that teachers work through and tolerate student frustration with complex texts and learn to chunk and scaffold that text

Provide planning time for teachers to engage with the text to prepare and identify appropriate text-dependent questions.

Hold teachers accountable for fostering evidence based conversations about texts with and amongst students.

# ELA/Literacy Shift 5: Writing from Sources

What the Student Does...	What the Teacher Does...
<ul style="list-style-type: none"><li>•generate informational texts</li><li>•Make arguments using evidence</li><li>•Organize for persuasion</li><li>•Compare multiple sources</li></ul>	<ul style="list-style-type: none"><li>•Spending much less time on personal narratives</li><li>•Present opportunities to write from multiple sources</li><li>•Give opportunities to analyze, synthesize ideas.</li></ul>

## Principal's Role:

Support , enable, and demand that teachers spend more time with students writing about the texts they read – building strong arguments using evidence from the text.

# ELA/Literacy Shift 6:

## Academic Vocabulary

What the Student Does...	What the Teacher Does...
<ul style="list-style-type: none"><li>•Use <b>high octane words</b> across content areas</li><li>•Build “<b>language of power</b>” database</li></ul>	<ul style="list-style-type: none"><li>•Develop students’ ability to <b>use and access words</b></li><li>•<b>Sequence texts</b> so that students encounter high-octane words within a particular domain over and over in increasingly complex contexts</li></ul>

### Principal’s Role:

Shift attention on how to plan vocabulary meaningfully using tiers and transferability strategies

Demand the spiraling of increasingly complex texts within particular domains

# **An aligned literacy model includes...**

- **Efficiency of time**
- **Text complexity for all (Frustration/ Productive Struggle is OK)**
- **Far greater emphasis on writing from sources than narrative**
- **Primacy of text based evidence**
- **Deliberate skills instruction (Lisa Delpit was right!)**
- **Frequent opportunities for oral comprehension, rich language experiences, background knowledge to keep students' comprehension progressing**
- **Frequent exposures to coherent texts which are connected to the primary materials.**
- **Exposure to varied, spiraled, and sophisticated syntax, content knowledge, and vocabulary.**
- **Leveled text structure does not prohibit domain specific acceleration**

# TriState/EQUIP Rubrics –ELA/ Literacy

I. Alignment to the Rigors of the CCSS	II. Key Areas of Focus in the CCSS	III. Instructional Supports	IV. Assessment
<p><i>The lesson/unit aligns with the letter and spirit of the CCSS:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Focuses teaching and learning on a targeted set of grade-level CCS ELA/Literacy standards.**</li> <li><input type="checkbox"/> Makes close reading of text(s) a central focus of instruction and includes sequences of text-dependent questions that cause students to read closely, examine textual evidence, and discern deep meaning.**</li> <li><input type="checkbox"/> Includes a clear and explicit purpose for instruction and selects text(s) that are of sufficient quality and scope for the stated purpose.**</li> <li><input type="checkbox"/> Focuses on quality text selections that measure within the grade-level text complexity band.** (i.e., present vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics that are similar to CCSS grade-level exemplars [Appendices A and B])</li> </ul> <p><u><i>In addition, for units:</i></u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Integrates reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills.</li> <li><input type="checkbox"/> (Grades 3-5) Builds students' content knowledge and their understanding of the reading and writing norms in history/social studies, the arts, science or technical subjects. (Note: Grades 6-12 rubric for literacy in history/social studies and science is under development.)</li> </ul>	<p><i>The lesson/unit addresses key areas of focus in the CCSS:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Text-Based Evidence:</b> Facilitates rich and rigorous evidence-based discussions and writing through specific, thought-provoking questions about common texts (including, when applicable, illustrations, charts, diagrams, audio/video, and media).**</li> <li><input type="checkbox"/> <b>Writing from Sources:</b> Routinely expects that students draw evidence from texts to inform, explain, or make an argument in various written forms (notes, summaries, short responses, or formal essays).**</li> <li><input type="checkbox"/> <b>Academic Vocabulary:</b> Focuses on building students' academic vocabulary throughout instruction.**</li> </ul> <p><u><i>In addition, for units:</i></u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Increasing Text Complexity:</b> Focuses students on the close reading of a progression of complex texts drawn from the grade-level band. Provides text-centered learning that is sequenced, scaffolded, and supported to advance students toward independent reading of complex texts at the CCR level.**</li> <li><input type="checkbox"/> <b>Balance of Texts:</b> Includes a balance of informational and literary texts as stipulated in the CCSS [p.5] and indicated by instructional time.**</li> <li><input type="checkbox"/> <b>Building Disciplinary Knowledge:</b> Provides opportunities for students to build knowledge about a topic or subject through analysis of strategically sequenced, discipline-specific texts.</li> <li><input type="checkbox"/> <b>Balance of Writing:</b> Includes a balance of on-demand and process writing (e.g. multiple drafts and revisions over time) and short, focused research projects.</li> </ul>	<p><i>The lesson/unit is responsive to varied student learning needs:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Cultivates student interest and engagement in reading, writing, and speaking about texts.**</li> <li><input type="checkbox"/> Provides <i>all</i> students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text.**</li> <li><input type="checkbox"/> Focuses on sections of text(s) presenting the greatest challenge through discussion questions and other supports that promote deep thinking.</li> <li><input type="checkbox"/> Integrates appropriate supports for students who are ELL, students with disabilities, and students reading well below the grade level text band.</li> <li><input type="checkbox"/> Provides extensions and/or more advanced text for students reading well above the grade level text band.</li> </ul> <p><u><i>In addition, for units:</i></u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Includes a progression of learning where concepts and/or skills advance and deepen over time.**</li> <li><input type="checkbox"/> Gradually removes supports, requiring students to demonstrate their independent capacities.</li> <li><input type="checkbox"/> Provides for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation, and/or reflection.</li> <li><input type="checkbox"/> Integrates targeted instruction in such areas as grammar and conventions, writing strategies, fluency, and all aspects of foundational reading for grades 3-5.</li> <li><input type="checkbox"/> Includes regular independent reading based on student choice and interest to build stamina, confidence, and motivation.</li> <li><input type="checkbox"/> Uses technology and media to deepen learning and draw attention to evidence and texts as appropriate.</li> </ul>	<p><i>The lesson/unit regularly assesses whether students are mastering standards-based content:</i></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade level CCSS standards with appropriately complex text(s).**</li> <li><input type="checkbox"/> Assesses student proficiency using methods that are unbiased and accessible to all students.**</li> <li><input type="checkbox"/> Includes aligned rubrics and/or assessment guidelines that provide sufficient guidance for interpreting performance.**</li> </ul> <p><u><i>In addition, for units:</i></u></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Uses varied modes of assessment, including a range of pre, formative, summative, and self-assessment measures</li> </ul>
<p align="center"><b>Rating: 3 2 1 0</b></p>	<p align="center"><b>Rating: 3 2 1 0</b></p>	<p align="center"><b>Rating: 3 2 1 0</b></p>	<p align="center"><b>Rating: 3 2 1 0</b></p>

# Tri-State Quality Review Rubric Purposes

- 1) Provide clear, descriptive criteria for CCSS lessons/units
- 2) Provide meaningful, constructive feedback to developers of lessons/units
- 3) Identify lessons/units that can serve as models
- 4) Guide collegial review and jurying processes

# Tri-State Quality Review Rubric Intended Use

- **The Tri-State Quality Review Rubric is designed to evaluate:**
  - Lessons that include instructional activities and assessments aligned to the CCSS that may extend over a few class periods or days.
  - Units that include integrated and focused lessons aligned to the CCSS that extend over a longer period of time.

# Tri-State Quality Review Rubric: Two Formats

- The one page format contains the entire rubric including dimensions, criteria and ratings.
- The two page format is used during the review process and includes a column following each dimension for recording observations, comments and suggestions for improvement.

# Tri-State Dimension I

## I. Alignment to the Depth of the CCSS

*The lesson/unit aligns with the letter and spirit of the CCSS:*

- Targets a set of grade-level CCSS ELA/Literacy standards.
- Includes a clear and explicit purpose for instruction.
- Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose (i.e., presents vocabulary, syntax, text structures, levels of meaning/purpose, and other qualitative characteristics similar to CCSS grade-level exemplars in Appendices A & B).

# Tri-State Dimension II

## II. Key Shifts in the CCSS

*The lesson/unit addresses key shifts in the CCSS:* □

Reading Text Closely: Makes reading text(s) closely, examining textual evidence, and discerning deep meaning a central focus of instruction.

□ Text-Based Evidence: Facilitates rich and rigorous evidence-based discussions and writing about common texts through a sequence of specific, thought-provoking, and text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media).

# Tri-State Dimension III

## III. Instructional Supports

*The lesson/unit is responsive to varied student learning needs:*

- Cultivates student interest and engagement in reading, writing, and speaking about texts.
- Addresses instructional expectations and is easy to understand and use.
- Provides *all* students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text.
- Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence.
- Integrates appropriate supports in reading, writing, listening and speaking for students who are ELL, have disabilities, or read well below the grade level text band.
- Provides extensions and/or more advanced text for students who read well above the grade level text band.

# Tri-State Dimension IV

## IV. Assessment

*The lesson/unit regularly assesses whether students are mastering standards-based content and skills:*

- Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade level CCSS standards with appropriately complex text(s).
- Assesses student proficiency using methods that are unbiased and accessible to all students.
- Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance.

# Use the Quality Rubric & Criteria to Review a Lesson/Unit

1. **Record** the grade and title of the lesson/unit at the top of Rubric.
2. **Scan** the lesson/unit packet to see what it contains and how it is organized. **Skim** key materials in the packet, particularly those related to the Dimensions
3. **Identify the grade-level standards** that the lesson/unit targets and compare its focus and expectations to those of the targeted CCSS
4. **Study and measure the text(s)** that serves as the centerpiece for the lesson/unit, analyzing text complexity, quality, scope, and relationship to instruction.
5. **Analyze** the lesson/unit for evidence of Dimension I: *Alignment to the Rigor of the CCSS*.
6. **Check** the criteria in Column I for which there is clear and substantial evidence of meeting the descriptors.
  - Closely examine the evidence presented within a lesson/unit packet through the “lens” of each criterion.
  - If clear and substantial evidence is found, check the criterion on the rubric; if not, use the comment column to provide input on specific improvements that can be made to meet the criterion.
7. **Reference the criteria to make observations and recommendations** about this lesson/unit and record in the column next to the Dimension.

# Use the Quality Rubric & Criteria to Evaluate a Lesson/Unit

*If it is helpful to provide a criterion-based rating, in addition to feedback:*

1. Examine the pattern of checks in the Dimension's column. Determine which of the descriptors on the 3-2-1-0 rating scale (found below the rubric, on the left) best characterizes the lesson/unit.
  - If all applicable “must have” criteria have been met, as well as other criteria deemed important, the lesson/unit is considered “exemplary” and receives a “3” rating.
  - If all “must have” criteria are not met, determine where the lesson/unit currently sits along the rating scale for the dimension.
    - 3:** Meets all “must have” criteria (\*\*) in dimensions I, II and most of the criteria in III, IV.
    - 2:** Meets many of the “must have” criteria in dimensions I, II and many of the criteria in III, IV.
    - 1:** Meets some of the criteria in the dimension.
    - 0:** Does not meet the criteria in the dimension.
2. Circle the rating at the bottom of the Dimension's column.
3. Make constructive comments/recommendations that explain the rating and indicate how to improve the lesson/unit.

# Repeat for remaining dimensions

## **II. Key Areas of Focus in the CSSS**

Examine the lesson/unit through the “lens” of the criteria

Check the criteria that are met

Provide input on improvements needed to meet criteria not yet met

If evaluating, use the criteria to determine a 3-2-1-0 rating

## **III. Instructional Supports**

Examine the lesson/unit through the “lens” of the criteria

Check the criteria that are met

Provide input on improvements needed to meet criteria not yet met

If evaluating, use the criteria to determine a 3-2-1-0 rating

## **IV. Assessment**

Examine the lesson/unit through the “lens” of the criteria

Check the criteria that are met

Provide input on improvements needed to meet criteria not yet met

If evaluating, use the criteria to determine a 3-2-1-0 rating

# Marylin Jager Adams:

## How Might Children Acquire **1,000,000** Vocabulary Words?

### ❖ Direct Vocabulary Instruction

20 Words Taught per Week, every week, from G 1 - G 12

- Number of words per week = 20
- Number of weeks per school year = 36
- Number of years from G 1 - G 12 = 12
- = 20 words x 36 weeks per grade x 12 grades =

$20 \times 36 \times 12 = 8640$  words learned total

(Assuming that the kids learn every word perfectly)

# The Wizard of Oz

**Use details and evidence to support your answers!**

- **What motivates Dorothy?**
- **What role do the red shoes play?**
- **What element of the human psyche does the lion represent?**
- **What is the climax of the story?**
- **How many settings are there in the story?**
- **Is it real or is it a dream?**
- **What is the theme?**

# W.E.B. Dubois

Discuss these answers and be 100% sure to have ONLY evidence based conversations about the text!

1. What is the unasked question Dubois is referring to, and what are the variety of ways people ask it?
2. Why is this “unasked question” present?
3. What is the “other world” Dubois is referring to?
4. What “revelation” did Dubois have as a young man and what caused it? What are the implications of this revelation?
5. What does Dubois mean when he refers to “a region of blue sky”? What are the ways he achieves that sky?
6. What are the three “how’s” that Dubois’ considers using to wrest the prizes from the other boys?
7. What can be inferred about Dubois’ vision for a path to equality with the “other world”?

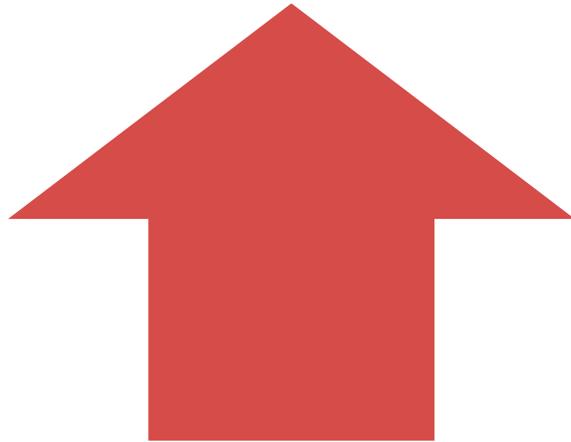
**“Students living in poverty often have a gap in their knowledge of words and knowledge about the world.”**

**-David Liben**

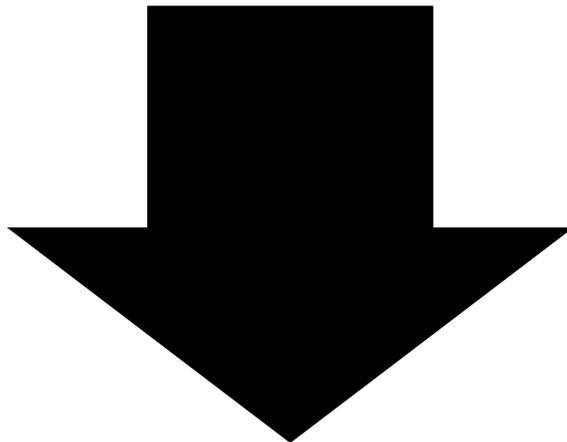
# **An aligned literacy model includes...**

- **Efficiency of time**
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- **Frequent opportunities for oral comprehension, rich language experiences, background knowledge to keep students' comprehension progressing**
- **Frequent exposures to coherent texts which are connected to the primary materials.**
- **Exposure to varied, spiraled, and sophisticated syntax, content knowledge, and vocabulary.**
- **Leveled text structure does not prohibit domain specific acceleration**

# Reading Targets



**CCSS goal: students leave the lesson having read, analyzed and understood what they have READ.**



**Current goal: Students leave the lesson knowing the details of the narrative and the way a particular “element” is playing out.**

# A Common Concern:

## Micro-standards and our Literary Elements

- 2: Determine **a theme** or central idea of a text and analyze in detail its development over the course of the text including how it emerges and is shaped and refined by specific details; provide an objective **summary** of the text.
3. Analyze how complex **characters** develop over the course of a text, interact with others, and advance the **plot** or develop the theme.
4. Analyze how an author's choices concerning how to structure a text, order events within it (e.g. parallel **plots**) and manipulate time (e.g. pacing, **flashbacks**) create such effects as **mystery, tension, and surprise**.

# Common Pitfalls in early CCSS implementation

- **Low Rigor Questions and Activities**
  - What are the kids actually doing?
  - Do the activities and questions require students to be able to read, think, understand, make meaning, and conduct analysis?
- **Pacing of Texts and Concepts**
  - When is the “reading” or math thinking actually happening?
  - Is there enough TIME built into lessons for this work to happen with teacher support?
- **Progressions**
  - Are students steadily acquiring knowledge and skills along the progressive assumptions built into the standards?
- **Micro Standards**
  - Are we breaking the standards up into bits and losing key verbs, nouns, or relationships/ connections
- **Teachers are still doing all the thinking**
  - If you read between the lines, who will end up making the meaning? Who will be articulating mathematical reasoning?

# Targeting Instruction

- In “Brain Birds” and “A Soft Spot for Crows,” are the authors’ attitudes toward crows and ravens positive or negative? How do the authors convey their views? Use examples from both articles to support your response. In your response, be sure to identify the authors’ attitudes toward crows and ravens explain how each author supports his views use examples from both articles to support your response

# Evidence Collection Tools

## CORE ACTION 2: Employ questions and tasks that are text dependent and text specific.

INDICATORS	EVIDENCE OBSERVED OR GATHERED	Notes:
A. Questions and tasks address the text by attending to its particular structure, concepts, ideas, events and details.	Questions and tasks do not merely identify the text and instead elicit deeper thinking. Questions and tasks consistently return students to the text to build understanding.	
B. Questions and tasks require students to use details from text to demonstrate understanding and to support their ideas about the text. These ideas are expressed through both written and spoken responses.	Questions and tasks can be answered without reference to evidence from the text. Questions and tasks require students to cite evidence from the text.	
C. Questions and tasks attend to the academic language (i.e., vocabulary and syntax) in the text.	Questions and tasks do not explicitly attend to academic language or syntax, or attend to domain-specific vocabulary. Questions and tasks attend only upon students to use domain-specific academic language.	
D. Questions are sequenced to elicit deeper inferences should		

### NEW YORK CCSS INSTRUCTIONAL PRACTICE GUIDE

This guide provides concrete examples of what the Core Actions for Implementing the Common Core State Standards (CCSS) for English Language Arts and Literacy in grades 3-5 look like in daily planning and practice. It is designed as a developmental tool for teachers and those who support teachers and can be used to observe a lesson and provide feedback or to guide lesson planning and reflection. For all uses, refer to the CCSS for English Language Arts and Literacy (corestandards.org/ELA-Literacy).

Date:  Class:

Teacher:  Unit or Lesson:

Standards Addressed:

### NEW YORK CCSS INSTRUCTIONAL PRACTICE GUIDE

The Skills required by the Common Core State Standards for English Language Arts and Literacy are:

1. Balancing Informational and Literary Text
2. Building Knowledge in the Disciplines
3. Staircase of Complexity
4. Text-Based Answers
5. Writing From Sources
6. Academic Vocabulary

The Core Actions should be evident in planning and observable in instruction. For each lesson, artifacts or observables might include: lesson plan, text(s) and materials, tasks, teacher instruction, student discussion and behavior, and student work. When observing a portion of a lesson, some indicators may be appropriately left blank.

## CORE ACTION 1: Focus each lesson on a high quality text (or multiple texts).

INDICATORS	EVIDENCE OBSERVED OR GATHERED	Notes:
A. A majority of the lesson is spent reading, speaking, listening, and/or writing about a text(s).	There is no text under consideration in the lesson. The lesson is focused on a text or multiple texts.	
B. The text(s) are at or above the complexity level expected for the grade and time in the school year?	The text(s) are below both the qualitative and quantitative complexity expected for the grade and time in the school year. The text(s) are at or above both the qualitative and quantitative complexity expected for the grade and time in the school year.	
C. The text(s) exhibit exceptional craft and thought and/or provide useful information.	The quality of the text(s) is low – they are poorly written and do not provide useful information. The quality of the text(s) is high – they are well written and/or provide useful information.	

1. Refer to Common Core State Standards for English Language Arts and Literacy (corestandards.org/ELA-Literacy) for additional information about the Skills required by the CCSS.

2. Refer to the achievement scale for each content area for complete information on the complexity of resources.

Published 8/30/2021. Send feedback to [info@engageinny.org](mailto:info@engageinny.org).

*Ideal for evidence based feedback on practice*

- peer observations
- informal supervisory observations
- learning walks

# NEW YORK CCSS INSTRUCTIONAL PRACTICE GUIDE



ENGLISH  
LANGUAGE  
ARTS /  
LITERACY



GRADES 3-5



DAILY

This guide provides concrete examples of what the Core Actions for Implementing the Common Core State Standards (CCSS) for English Language Arts and Literacy in grades 3-5 look like in daily planning and practice. It is designed as a developmental tool for teachers and those who support teachers and can be used to observe a lesson and provide feedback or to guide lesson planning and reflection. For all uses, refer to the CCSS for English Language Arts and Literacy ([corestandards.org/ELA-Literacy](http://corestandards.org/ELA-Literacy)).

The Shifts required by the Common Core State Standards for English Language Arts and Literacy are<sup>1</sup>:

1. Balancing Informational and Literary Text
2. Building Knowledge in the Disciplines
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4. Text-Based Answers
5. Writing From Sources
6. Academic Vocabulary

Date:

Class:

Teacher:

Unit or Lesson:

Standards Addressed:

The Core Actions should be evident in planning and observable in instruction. For each lesson, artifacts or observables might include: lesson plan, text(s) and materials, tasks, teacher instruction, student discussion and behavior, and student work. When observing a portion of a lesson, some indicators may be appropriately left blank.

## CORE ACTION 1: Focus each lesson on a high quality text (or multiple texts).

INDICATORS	EVIDENCE OBSERVED OR GATHERED	Notes:
A. A majority of the lesson is spent reading, speaking, listening, and/or writing about a text(s).	<p>_____→</p> <p>There is no text under consideration in this lesson.</p> <p>The lesson is focused on a text or multiple texts.</p>	
B. The text(s) are at or above the complexity level expected for the grade and time in the school year. <sup>2</sup>	<p>_____→</p> <p>The text(s) are below both the quantitative and qualitative complexity expected for the grade and time in the school year.</p> <p>The text(s) are at or above both the qualitative and quantitative complexity expected for the grade and time in the school year.</p>	
C. The text(s) exhibit exceptional craft and thought and/or provide useful information.	<p>_____→</p> <p>The quality of the text(s) is low – they are poorly written and do not provide useful information.</p> <p>The quality of the text(s) is high – they are well written and/or provide useful information.</p>	

<sup>1</sup>Refer to Common Core Shifts at a Glance ([achievethecore.org/ELA/Shifts](http://achievethecore.org/ELA/Shifts)) for additional information about the Shifts required by the CCSS.  
<sup>2</sup>Refer to [achievethecore.org/ela-literacy-common-core/ass-complexity/](http://achievethecore.org/ela-literacy-common-core/ass-complexity/) for text complexity resources.

### CORE ACTION 2: Employ questions and tasks that are text dependent and text specific.

INDICATORS	EVIDENCE OBSERVED OR GATHERED	
A. Questions and tasks address the text by attending to its particular structure, concepts, ideas, events and details.	<p>Questions and tasks do not refer directly to the text and instead elicit opinion answers.</p> <p>Questions and tasks repeatedly return students to the text to build understanding.</p>	Notes:
B. Questions and tasks require students to use details from text to demonstrate understanding and to support their ideas about the text. These ideas are expressed through both written and spoken responses.	<p>Questions and tasks can be answered without reference to evidence from the text.</p> <p>Questions and tasks require students to cite evidence from the text.</p>	
C. Questions and tasks attend to the academic language (i.e., vocabulary and syntax) in the text.	<p>Questions and tasks do not explicitly attend to academic language or focus exclusively on domain-specific vocabulary.</p> <p>Questions and tasks intentionally support students in developing facility with academic language.</p>	
D. Questions are sequenced to guide students in delving deeper into text and graphics. These inferences should relate to key ideas of the text.	<p>Questions do not follow a clear sequence or are all at the same level of depth.</p> <p>Questions are sequenced to support and challenge students in deep examination of the text.</p>	

### CORE ACTION 3: Provide all students with opportunities to engage in the work of the lesson.

INDICATORS	ILLUSTRATIVE STUDENT BEHAVIOR	EVIDENCE OBSERVED OR GATHERED	
A. The teacher provides the conditions for all students to focus on text.	Students persist in efforts to read, speak and/or write about demanding grade-level text(s).	Notes:	<p>The teacher does not provide students opportunity and very few students demonstrate this behavior.</p> <p>The teacher provides students opportunity consistently and all students demonstrate this behavior.</p>
B. The teacher expects evidence and precision from students and probes students' answers accordingly.	Students habitually provide textual evidence to support answers and responses.		
C. The teacher creates the conditions for student conversations and plans tasks where students are encouraged to talk about each other's thinking.	Students use evidence to build on each other's observations or insights during discussion or collaboration.		
D. The teacher acts on knowledge of individual students to promote progress toward independence in grade-level literacy tasks.	When possible, students demonstrate independence in completing literacy tasks.		
E. When appropriate, the teacher explicitly and systematically attends to strengthening students' reading foundation skills.	Students demonstrate use of word level diagnostic skills, activating such strategies as needed to read with grade-level fluency and comprehension.		

This tool is for use by teachers, those providing support to teachers, and others working to implement the CCSS for English Language Arts and Literacy – it is redesigned for use in evaluation. The guide is intended for use in conjunction with the CCSS Instructional Practice Guide Supplement for Reflection Over the Course of the Year. Both tools are available at [achievethecore.org/instructional-practice](http://achievethecore.org/instructional-practice). To the extent possible under law, we have waived all copyright and related or neighboring rights to this work. Any and all components may be customized to meet the needs of any audience – they may be modified, reproduced, and disseminated without prior permission.

# Aligned to the CCSS

- Meet the rigors of the Tri-State Rubric
- Consistently and intensively reviewed by Student Achievement Partners
- Address 6 shifts in ELA and 6 shifts in Mathematics
- Focus on the Major work of the grade in Mathematics
- Meet measures of complexity in ELA
- Demand close, deep, conceptual thinking and conversation in every classroom in every lesson
- Rigorous and challenging for all (Frustration/Productive Struggle is necessary and appropriate)
- Primacy of text based evidence and articulation of mathematical reasoning

- <http://www.youtube.com/watch?v=NtXn9JaxcTA>
- <http://www.engageny.org/resource/common-core-instruction-making-a-claim-using-two-texts-with-similar-themes>
- <https://www.teachingchannel.org/videos/guided-reading-differentiation-system>
- [http://www.scholastic.com/teachers/top\\_teaching/2009/10/reading-workshop](http://www.scholastic.com/teachers/top_teaching/2009/10/reading-workshop)
- <http://www.youtube.com/watch?v=lqZNzyhX1Rk>

# Teaching is the Core

## Video

