CCSS INSTRUCTIONAL PRACTICE GUIDE

ELA / LIT
SUBJECT

K—2
GRADES

LESSON
GUIDE TYPE

This guide provides concrete examples of what the Core Actions for implementing the Common Core State Standards for English Language Arts and Literacy in grades K—2 look like in daily planning and practice. It is designed as a developmental tool for teachers and those who support teachers.

The Shifts required by the Common Core State Standards for English Language Arts and Literacy are[1]:

1. Regular practice with complex text and its academic language.

2. Reading, writing, and speaking grounded in evidence from text, both literary and informational.

3. Building knowledge through content-rich nonfiction.

Although many indicators will be observable during the course of a lesson, there will frequently be times when a lesson is appropriately focused on a smaller set of objectives. In K—2, for example, the lesson might focus only on foundational reading or reading comprehension or writing. Any particular focus should be communicated between teacher and observer before using the tool.

STUDENT
ACHIEVEMENT
PARTNERS

Visit **achievethecore.org/coaching-tool** to use the digital version of the Instructional Practice Guide.

Date

Teacher Name

School

Observer Name

Grade / Class Period / Section

Topic / Lesson / Unit

Standard(s) Addressed in this Lesson

SUMMARY OF CORE ACTIONS

Core Action 1 for Reading/Listening Comprehension

Focus each lesson on a high quality text (or multiple texts)

Indicators

A.   A majority of the lesson is spent listening to, reading, writing, or speaking about text(s).

B.   The text(s) are above the complexity level expected for the grade and time in the school year.

C.   The text(s) exhibit exceptional craft and thought and/or provide useful information; where appropriate the texts are richly illustrated.

Core Action 1 for Foundational Skills

Ensure that instruction and materials explicitly and systematically provide all students with the opportunity to master foundational skills.

Indicators

A.   The foundational skills being taught are aligned to the standards for this grade.

B.   Instruction and materials address foundational skills by attending to phonological awareness, concepts of print, letter recognition, phonetic patterns and word structure. (Note: not all elements will be addressed in each lesson.)

C.   Instruction and materials provide sufficient opportunities for all students to practice encoding newly acquired foundational skills.

D.   Instruction and materials connect acquisition of foundation skills to making meaning from reading.

E.   Instruction and materials provide opportunities for students to demonstrate understanding of the skills being taught through frequent monitoring of student progress.

Core Action 2

Employ questions and tasks, both oral and written, that are text specific and reflect the standards.

Indicators

A.   Questions and tasks address the text by attending to its particular structure, concepts, ideas, events and details.

B.   Questions and tasks require students to use evidence from text to demonstate understanding and to support their ideas about the text. These ideas are expressed through a variety of means (e.g. drawing, writing, dramatic play, speaking).

C.   Questions and tasks attend to the words, phrases and sentences within the text.

D.   Questions are sequenced to build knowledge by guiding students to delve deeper into text and graphics.

Core Action 3

Provide all students with opportunities to engage in the work of the lesson.

Indicators

A.   The teacher keeps all students perservering with challenging tasks.

   Students habitually display persistence with challenging tasks, particularly when providing textual evidence to support answers and responses, both orally and in writing.

B.   The teacher encourages reasoning and problem solving by posing challenging problems that offer opportunities for productive struggle.

   Students persevere in solving problems in the face of initial difficulty.

C.   The teacher guides students to read with purpose and understanding by making frequent connections between acquisition of foundation skills and making meaning from reading.

   Students demonstrate comprehension while developing foundational skills in reading.

D.   The teacher demonstrates awareness and appropriate action regarding the variations present in student progress toward reading independently.

   When appropriate, students demonstrate progress toward independence in reading and writing.

E.   The teacher focuses on explicitly and systematically strengthening students' reading foundation skills.

   Students demonstrate use of language conventions and decoding skills, activating such strategies as needed to read, write, and speak with grade level fluency and skill.

NOTES

The following pages are provided as a space to record questions, comments, and observations of teacher and student interaction. These notes and related materials (e.g., lesson plan, problems and exercises, tasks and assessments, and student work) will be the basis for the evidence needed to support the ratings for each indicator of the Core Actions on the pages that follow.

NOTES

The following pages are provided as a space to record questions, comments, and observations of teacher and student interaction. These notes and related materials (e.g., lesson plan, problems and exercises, tasks and assessments, and student work) will be the basis for the evidence needed to support the ratings for each indicator of the Core Actions on the pages that follow.

This guide includes two independent sections: Core Action 1 for Reading/Listening Comprehension and Core Action 1 for Reading Foundational Skills. Use the appropriate section based on the lesson being taught; it is not expected that both a reading foundational skills lesson and a reading comprehension lesson would be observable during each ELA or Literacy lesson. When observing only a portion of either type of lesson, some indicators may be appropriately left blank.

For each indicator, circle the appropriate rating based on what was observed during the lesson. Provide specific evidence to support the rating. Refer to questions, comments, and observation recorded in the preceding notes section.

Core Action 1 for Reading/Listening Comprehension

Focus each lesson on a high quality text (or multiple texts).

Indicators

A. A majority of the lesson is spent listening to, reading, writing, or speaking about text(s).

Yes   The lesson is focused on a text or multiple texts.

No   There is no text under consideration in this lesson.

_____

_____

B. The text(s) are above the complexity level expected for the grade and time in the school year[2].

Yes   The text(s) are above both the qualitative and quantitative complexity expected for the grade and time in the school year.

No   The text(s) are below both the quantitative and qualitative 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; where appropriate the texts are richly illustrated.

Yes   The quality of the text(s) is high – they are well written and/or provide useful information.

No   The quality of the text(s) is low – they are poorly written or do not provide useful information.

_____

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2. Intended for texts read aloud by the teacher in grades K – 2. Evaluations of text complexity are only applicable to student reading materials beginning in grade 2. Refer to achievethecore.org/ela-literacy-common-core/text-complexity/ for resources to help analyze the complexity of texts.

Core Action 1 for Foundational Skills

Ensure that instruction and materials explicitly and systematically provide all students with the opportunity to master foundational skills.

Indicators

A. The foundational skills being taught are aligned to the standards for this grade.

Yes   Foundational skills addressed fully align with the standards for the grade.

No   Foundational skills addressed do not align with the standards for the grade.

Not Observed

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_____

B. Instruction and materials address foundational skills by attending to phonological awareness, concepts of print, letter recognition, phonetic patterns and word structure. (Note: not all elements will be addressed in each lesson.)

Yes   Instruction and materials address appropriate foundational skills for the grade.

No   Instruction and materials do not address appropriate foundational skills for the grade.

Not Observed

_____

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C. Instruction and materials provide sufficient opportunities for all students to practice encoding newly acquired foundational skills.

4   Instruction and materials provide continuous opportunity to practice encoding newly acquired foundational skills for the range of students in the classroom.

3   Instruction and materials provide many opportunities to practice encoding newly acquired foundational skills for the range of students in the classroom.

2   Instruction and materials provide few opportunities to practice encoding newly acquired foundational skills for the range of students in the classroom.

1   Instruction and materials do not provide opportunity to practice encoding newly acquired foundational skills for the range of students in the classroom.

Not Observed

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Core Action 1 for Foundational Skills (continued)

Ensure that instruction and materials explicitly and systematically provide all students with the opportunity to master foundational skills.

Indicators

D. Instruction and materials connect acquisition of foundation skills to making meaning from reading.

4   Instruction and materials consistently connect foundational skills to making meaning from reading.

3   Instruction and materials sometimes connect foundational skills to making meaning from reading.

2   Instruction and materials rarely connect foundational skills to making meaning from reading.

1   Instruction and materials do not connect foundational skills to making meaning from reading.

Not Observed

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E. Instruction and materials provide opportunities for students to demonstrate understanding of the skills being taught through frequent monitoring of student progress.

4   Instruction and materials consistently monitor and respond flexibly to student progress.

3   Instruction and materials sometimes monitor and respond flexibly to student progress.

2   Instruction and materials rarely monitor and respond flexibly to student progress.

1   Instruction and materials do not monitor and respond flexibly to student progress.

Not Observed

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Core Action 2

Employ questions and tasks, both oral and written, that are text specific and reflect the standards.

Indicators

A. Questions and tasks address the text by attending to its particular structure, concepts, ideas, events and details.

4 Most questions and tasks return students to the text to build understanding.

3 Many questions and tasks return students to the text to build understanding.

2 Few questions and tasks return students to the text to build understanding.

1 Questions and tasks do not refer to the text.

Not Observed

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B. Questions and tasks require students to use evidence from text to demonstate understanding and to support their ideas about the text. These ideas are expressed through a variety of means (e.g. drawing, writing, dramatic play, speaking).

4 Most questions and tasks require students to cite evidence from the text.

3 Many questions and tasks require students to cite evidence from the text.

2 Few questions and tasks require students to cite evidence from the text.

1 Questions and tasks can be answered without evidence from the text.

Not Observed

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C. Questions and tasks attend to the words, phrases and sentences within the text.

4 Vocabulary questions and tasks consistently focus students on the works, phrases, and sentences that matter most and how they are used in the text.

3 Vocabulary questions and tasks mostly focus students on the words that matter most and how they are used in the text.

2 Vocabulary questions and tasks rarely focus students on the words that matter most and how they are used in the text.

1 No questions and tasks focus students on the words that matter most and how they are used in the text.

Not Observed

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_____

Teacher _____ Date _____

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Core Action 2 (continued)

Employ questions and tasks, both oral and written, that are text specific and reflect the standards.

Indicators

D. Questions are sequenced to build knowledge by guiding students to delve deeper into text and graphics.

4   Most questions are sequenced to support building knowledge.

3   Some questions are sequenced to support building knowledge.

2   Few questions are sequenced to support building knowledge.

1   Questions appear to random and are not sequenced to support building knowledge.

Not Observed

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_____

Core Action 3

Provide all students with opportunities to engage in the work of the lesson.

Indicators

A. The teacher keeps all students perservering with challenging tasks.

   Students habitually display persistence with challenging tasks, particularly when providing textual evidence to support answers and responses, both orally and in writing.

4	The teacher provides consistent opportunities and most students demonstrate this behavior.
3	The teacher provides consistent opportunities and some students demonstrate this behavior.
2	The teacher provides consistent opportunities and few students demonstrate this behavior.
1	The teacher does not provide students opportunity and very few students demonstrate this behavior.

Not Observed

B. The teacher encourages reasoning and problem solving by posing challenging problems that offer opportunities for productive struggle.

   Students persevere in solving problems in the face of initial difficulty.

4	The teacher provides students opportunity consistently and most students demonstrate this behavior.
3	The teacher provides students opportunity consistently and some students demonstrate this behavior.
2	The teacher provides students opportunity inconsistently and few students demonstrate this behavior.
1	The teacher does not provide students opportunity and very few students demonstrate this behavior.

Not Observed

C. The teacher guides students to read with purpose and understanding by making frequent connections between acquisition of foundation skills and making meaning from reading.

   Students demonstrate comprehension while developing foundational skills in reading.

4	The teacher provides students opportunity consistently and most students demonstrate this behavior.
3	The teacher provides students opportunity consistently and some students demonstrate this behavior.
2	The teacher provides students opportunity inconsistently and few students demonstrate this behavior.
1	The teacher does not provide students opportunity and very few students demonstrate this behavior.

Not Observed

Teacher _____   Date _____

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Core Action 3 (continued)

Provide all students with opportunities to engage in the work of the lesson.

Indicators

D. The teacher demonstrates awareness and appropriate action regarding the variations present in student progress toward reading independently.

When appropriate, students demonstrate progress toward independence in reading and writing.

4 The teacher provides students opportunity consistently and most students demonstrate this behavior.

3 The teacher provides students opportunity consistently and some students demonstrate this behavior.

2 The teacher provides students opportunity inconsistently and few students demonstrate this behavior.

1 The teacher does not provide students opportunity and very few students demonstrate this behavior.

Not Observed

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E. The teacher focuses on explicitly and systematically strengthening students' reading foundation skills.

Students demonstrate use of language conventions and decoding skills, activating such strategies as needed to read, write, and speak with grade level fluency and skill.

4 The teacher provides students opportunity consistently and most students demonstrate this behavior.

3 The teacher provides students opportunity consistently and some students demonstrate this behavior.

2 The teacher provides students opportunity inconsistently and few students demonstrate this behavior.

1 The teacher does not provide students opportunity and very few students demonstrate this behavior.

Not Observed

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3. Indicator 3E is only applicable during a Foundational Skills lesson.

This tool is for teachers, those providing support to teachers, and all educators working to implement the CCSS for ELA/Literacy – it is not designed for use in evaluation. The guide should be used 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.

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