LOUISIANA DEPARTMENT OF EDUCATION

ELA Classroom Support Tool for Grades 3-12

Unit/Module: _____ Lesson: _____ Date: _____

	Description	Teacher:	Teacher:
Learning Habits	Students are engaged in the work of the lesson. ● Student-centered learning ● Teacher reinforcement that is academically focused and consistently promotes additional learning ● Consistent learning experiences that foster inquiry, curiosity, and exploration ● Students collaborate with peers as they engage in lesson activities		
HQIM	High-quality Instructional Materials for ELA are used with integrity. ● Lesson and appropriate scaffolding supports are fully implemented and focus on the purpose of the lesson and promote student mastery of grade-level content ● Majority of the lesson is focused on implementing activities from the HQIM as intended, focusing on student understanding of complex grade-level texts ● HQIM embedded supports are provided, as needed, making grade-level content accessible to all students		

Questions & Tasks	Teacher utilizes high-quality questions to support student understanding. ● Teacher utilizes questions from the HQIM, including scaffolding questions when needed, while maintaining the rigor of the content ● Teacher attends to students' individual needs by effectively utilizing HQIM embedded supports to promote student understanding of grade-level content ● Teacher monitors level of student understanding of the lesson objectives/look-fors ● Teacher actively monitors students' instructional activities to assess each student's progress based on student work expectations, and provides individual feedback ● Instruction is adjusted based on individualized current student data from curriculum-embedded assessments		
Student Ownership	Students are actively involved in leading their own learning and ownership is evident in the classroom. ● Opportunities for student-to-student interaction that strengthens speaking, listening, reading, and writing skills ● Students are able to internalize their learning and articulate the purpose of their learning with their peers ● Student ownership of complex thinking (*teacher support should not impede student reasoning*) ● Students support ideas/analysis of complex grade-level text with text-based evidence ● Students monitor their comprehension of the text and are able to generate a variety of ideas and questions		