INSTRUCTIONAL PRACTICE EVIDENCE GUIDE FOR COMMON CORE STATE STANDARDS

English Language Arts and Literacy, Grades 3-5

The Instructional Practice Evidence Guide is a tool for observing the effective integration of the Common Core State Standards for English Language Arts (ELA) and Literacy into instructional practice. This tool is intended for use by teachers, coaches and instructional leaders to support the development of Common Core State Standards aligned instructional practice. The three key shifts required by Common Core in ELA and Literacy are:

1. Building knowledge through content-rich non-fiction.
2. Reading, writing, and speaking grounded in evidence from text, both literary and informational.
3. Regular practice with complex text and its academic language.

When the shifts are effectively integrated into instructional practice, evidence of the following can typically be observed in an individual lesson and over the course of the year.

Teacher: _____ ***Class:*** _____ ***Date:*** _____

Lesson Focus: _____

EVIDENT IN EACH LESSON

1. A high quality text or texts is at the center of the lesson.			
A. The majority of class time is spent reading, writing or speaking directly about a text.	Yes	No	*Notes:*
B. The text is at or above the complexity level expected for the grade and point in the school year.	Yes	No	
C. The text exhibits exceptional craft and thought and/or provides useful information.	Yes	No	
D. Every student is given extensive opportunity to work with the grade-level text.	Evident	Not Fully Evident	
All of the above are true or evident:	***Yes***	***No***	

2. Questions and tasks are text dependent and text specific.			
A. Questions and tasks address the specific text being read by attending to its particular dimensions, concepts, ideas, and details.	Evident	Not Fully Evident	*Notes:*
B. Questions and tasks attend to the academic language (i.e., vocabulary and syntax) in the text.	Evident	Not Fully Evident	
C. Questions and tasks require students to draw evidence from the text to support their responses.	Evident	Not Fully Evident	
D. Sequences of questions cause students to delve deeper to make nontrivial inferences beyond what is explicitly stated in the text.	Evident	Not Fully Evident	
All of the above are evident:	***Yes***	***No***	

3. All students are productively engaged in the work of the lesson using evidence.			
A. All students – working individually, with other students, or with the teacher – persist in efforts to comprehend demanding grade-level text(s).	Evident	Not Fully Evident	*Notes:*
B. All students persist in efforts to work through questions and tasks independently and with other students.	Evident	Not Fully Evident	
C. The teacher consistently expects and probes students for evidence and precision.	Evident	Not Fully Evident	
D. Students collaborate to build on each other's observations or insights using evidence.	Evident	Not Fully Evident	
All of the above are evident:	***Yes***	***No***	

EVIDENT OVER THE COURSE OF THE YEAR

1. Students encounter an appropriate balance and sequence of texts.	***Note evidence of how this lesson supports or doesn't support the expectations the balance and sequence of texts:***
A. The texts students read reflect a balance of 50% literary and 50% informational texts. B. The informational texts students read are intentionally sequenced to systematically develop knowledge. C. The texts students read follow the staircase of complexity called for by the standards.	
2. Students are asked to practice the range of tasks the standards demand.	***Note evidence of how this lesson supports or doesn't support the expectations for the range of tasks the standards demand:***
A. Writing tasks reflect a balance of 30% persuasive, 35% explanatory or informational and 35% narrative tasks. B. Students demonstrate increasing independence in writing, speaking and listening tasks. C. Students demonstrate increasing facility with grade appropriate academic language (i.e. vocabulary and syntax).	
3. Students work demonstrates that students meet the grade-specific foundational skills and ELA standards.	***Note evidence of how this lesson supports or doesn't support the expectations for student work:***
A. There is evidence of ongoing assessment of students' progress on foundational skills and the ELA standards. B. Students meet the writing expectations of the grade. C. Students meet the speaking and listening expectations of the grade.	

EVIDENT BEYOND THE CLASSROOM

1. The teacher productively collaborates with other teachers to improve practice.[1]	***Note evidence of productive collaboration among teachers:***
A. The teacher collaborates with other teachers to find and develop high quality problems and exercises. B. The teacher collaborates with other teachers to review and analyze student work and develop strategies to improve student learning. C. The teacher collaborates with other teachers to observe and evaluate practice based on the shifts.	

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In addition, the instructional practices discussed or shown in this resource are not intended to mandate, direct, or control a state's, local educational agency's, or school's specific instructional content, academic achievement system and assessments, curriculum, or program of instruction.

[1]Particular emphasis on shared responsibility on the part of school leaders for prioritizing teacher collaboration time.