

STUDENT  
ACHIEVEMENT  
PARTNERS

**Instructional Practice Toolkit**  
**ELA/Literacy – Grade 2**  
***Facilitator Resources***

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## Facilitator Guide: Instructional Practice Toolkit (ELA/Literacy)

### Purpose and Audience

The Instructional Practice Toolkit (IPT or Toolkit) is designed for use by coaches and instructional leaders to help teachers, and those who support teachers, build understanding and experience with College and Career Readiness (CCR) standards-aligned instruction. It is designed to highlight the throughline from designing and planning a lesson, to teaching it, and finally to analyzing student work to see if the intended outcomes were achieved for students. Learning how to recognize and support effective teaching and learning practices that reflect the specific Shifts of CCR standards helps to develop shared, complementary expertise across districts, schools, and classrooms.

The IPT is designed for educators with varying levels of experience with the CCR standards and the Shifts. However, the IPT requires the facilitator and participants to have basic knowledge of the instructional Shifts required by the standards and with the Instructional Practice Guide (IPG). Throughout the IPT, there are recommendations for resources and additional training to build the capacity of all learners in key content areas. Facilitators should be aware of the capacity and goals of the participants and adjust the content and the pace of learning to meet the specific needs of the audience.

The three Shifts in instruction for ELA/literacy are:



**Complexity:** Practice regularly with complex text and its academic language.



**Evidence:** Ground reading, writing, and speaking in evidence from the text, both literary and informational.



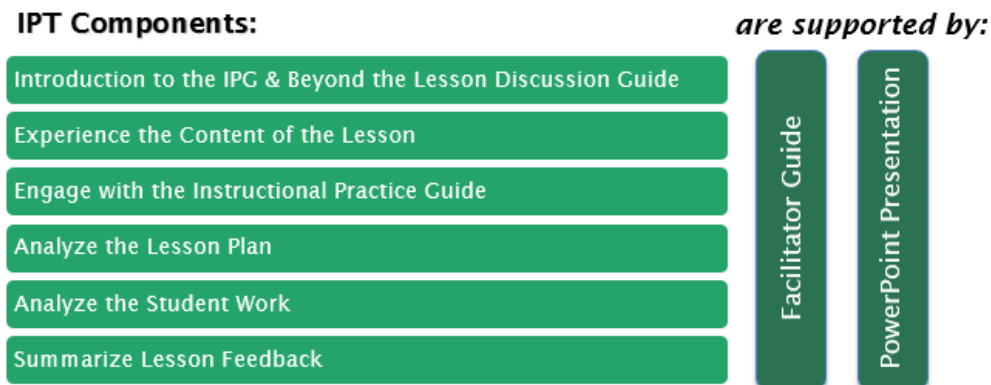
**Knowledge:** Build knowledge through content-rich nonfiction.

### Learning Goals

- Examine and discuss evidence of standards-aligned practice using content-specific tools and resources including Instructional Practice Guide and Beyond the Lesson Discussion Guide
- Engage with authentic lesson content and discuss the related shifts and specific standards required (e.g., read the text)
- Observe lesson video and gather evidence of teacher and student actions that exemplify standards aligned instruction
- Analyze and interpret lesson plans and student work to collect and discuss evidence of standards-aligned practice
- Summarize overall trends of standards-aligned practice and discuss implications and next steps based on a variety of specific roles and contexts

## Overview of the Instructional Practice Toolkit

The Instructional Practice Toolkit is anchored in the Core Actions of the [Instructional Practice Guide](#). In addition to observing a lesson using



the IPG and reflecting on the [Beyond the Lesson: Discussion Guide](#) (BTL) questions, participants will analyze the lesson plan and the student work associated with that lesson. A Feedback Summary will be used at the end of the IPT to summarize feedback. It will highlight both the lesson's strengths and opportunities for improvement specifically against the Core Actions and their indicators. A PowerPoint presentation is provided to guide the learning and activities throughout the IPT and serves as the anchor for delivering the material.

### How to Facilitate the IPT

To prepare to facilitate the IPT, first read through the entire PowerPoint including the notes section on each slide. The notes sections detail key talking points, instructions for activities, and resources for providing additional background knowledge for participants as needed. In addition, facilitators should complete each activity that participants will engage in, before delivering the IPT. Model responses are provided for the facilitator to reference as they prepare for the session.

It is recommended that participants be organized into groups small enough to promote evidence-based discussion and participation from every member of the group, but large enough to allow for varied opinions. Four to eight people per group is ideal.

### Timeframe to Complete all Components of the Toolkit: 6 - 8 hours

The Toolkit could be delivered:

- In a one- day professional learning session
- Broken into shorter sessions as part of an extended professional development learning opportunity or PLC

Facilitators should be aware of the capacity and goals of the participants and adjust the content and the pace of learning to meet the

specific needs of the audience.


The information in the table below can be adapted to be used with any video and associated materials.

Components and Activities	Time	Materials Needed
<b>Introduction</b> <ul style="list-style-type: none"> <li>▪ <i>Essential Question</i></li> <li>▪ <i>Learning Goals</i></li> <li>▪ <i>The Teaching and Learning Cycle</i></li> <li>▪ <i>Overview of IPT Components</i></li> <li>▪ <i>Norms</i></li> </ul>	10-15 minutes	For the facilitator: <ul style="list-style-type: none"> <li>▪ PowerPoint</li> </ul>
<b>Introduction to the Instructional Practice Guide &amp; Beyond the Lesson Discussion Guide</b> <ul style="list-style-type: none"> <li>▪ <i>The Shifts</i></li> <li>▪ <i>IPG Design</i></li> <li>▪ <i>Beyond the Lesson Guide</i></li> </ul>	30 minutes: For participants with prior knowledge of the Shifts and the IPG.	For each participant: <ul style="list-style-type: none"> <li>▪ <a href="#">College and Career-Ready Shifts for English Language Arts/Literacy</a></li> <li>▪ <a href="#">IPG (for the grade level featured in the session) and Beyond the Lesson Guide, ELA/Literacy</a></li> </ul>
<b>Experience the Content of the Lesson</b> <ul style="list-style-type: none"> <li>▪ <i>Core Action 1</i></li> <li>▪ <i>Text Complexity</i></li> <li>▪ <i>Read text and qualitative analysis</i></li> <li>▪ <i>Reflection</i></li> </ul>	45-60 minutes	For each participant: <ul style="list-style-type: none"> <li>▪ Copy of text (<i>Due to copyright restrictions, the facilitator will need to obtain copies of the text for participants. Determine if the text is available online or if advanced purchase is required</i>)</li> <li>▪ <a href="#">Text Complexity: Qualitative Measures Rubric (Literature)</a></li> <li>▪ <a href="#">What Makes This Text Complex? - Participant Handout</a></li> <li>▪ Standards document for the grade level featured (CCSS linked <a href="#">here</a>) or your state’s corresponding CCR standards</li> </ul> For the facilitator: <ul style="list-style-type: none"> <li>▪ <a href="#">What Makes This Text Complex? - Model Response</a></li> </ul>


Components and Activities	Time	Materials Needed
<b>Engage with the Instructional Practice Guide</b> <ul style="list-style-type: none"> <li>▪ <i>Core Actions 2 &amp; 3</i></li> <li>▪ <i>Low Inference Notes</i></li> <li>▪ <i>Watch the Lesson Video</i></li> <li>▪ <i>Complete the IPG</i></li> <li>▪ <i>Beyond the Lesson Guide</i></li> <li>▪ <i>Reflection</i></li> </ul>	90 minutes  If calibration is a goal, an additional 30 - 45 minutes will be required for a norming discussion.	For each participant: <ul style="list-style-type: none"> <li>▪ <a href="#">The Observation and Feedback Cycle: Best Practices for Low Inference Notes</a></li> </ul> For the facilitator: <ul style="list-style-type: none"> <li>▪ Edited <a href="#">video</a> of a lesson &amp; optional <a href="#">transcript</a></li> <li>▪ <a href="#">IPG - Model Response</a></li> <li>▪ Optional: <a href="#">Tool for capturing participant evidence</a> (<i>note: must be prepared ahead of time</i>)</li> </ul>
<b>Analyze the Lesson Plan</b> <ul style="list-style-type: none"> <li>▪ <i>Lesson Plan Analysis</i></li> <li>▪ <i>Reflection</i></li> </ul>	45-60 minutes	For each participant: <ul style="list-style-type: none"> <li>▪ <a href="#">Teacher-created Lesson Plan</a></li> <li>▪ <a href="#">Lesson Plan Analysis - Participant Handout</a></li> </ul> For the facilitator: <ul style="list-style-type: none"> <li>▪ <a href="#">Lesson Plan Analysis - Model Response</a></li> </ul>
<b>Analyze the Student Work</b> <ul style="list-style-type: none"> <li>▪ <i>Student Work Analysis</i></li> <li>▪ <i>Reflection</i></li> </ul>	45-60 minutes	For each participant: <ul style="list-style-type: none"> <li>▪ <a href="#">Student Work Samples</a></li> <li>▪ <a href="#">Student Work Analysis - Participant Handout</a></li> </ul> For the facilitator: <ul style="list-style-type: none"> <li>▪ <a href="#">Student Work Analysis - Model Response</a></li> </ul>
<b>Summarize Lesson Feedback</b> <ul style="list-style-type: none"> <li>▪ <i>The Teaching and Learning cycle</i></li> <li>▪ <i>Beyond the Lesson Guide</i></li> <li>▪ <i>Synthesize evidence from the IPG, Lesson Plan Analysis, and Student Work Analysis</i></li> <li>▪ <i>Reflection</i></li> </ul>	45 minutes	For each participant: <ul style="list-style-type: none"> <li>▪ Previously Completed Participant Handouts</li> <li>▪ <a href="#">Lesson Feedback Summary - Participant Handout</a></li> </ul> For the facilitator: <ul style="list-style-type: none"> <li>▪ <a href="#">Lesson Feedback Summary - Model Response</a></li> </ul>

## Shifts at a Glance

# College- and Career-Ready Shifts in English Language Arts/Literacy


 **Complexity:** Practice regularly with complex text and its academic language.

Rather than focusing solely on the skills of reading and writing, the Common Core and other college- and career-ready (CCR) standards highlight the growing complexity of the texts students must read to be ready for the demands of college and careers. CCR standards build a staircase of text complexity so that all students are ready for the demands of college- and career-level reading no later than the end of high school. Closely related to text complexity—and inextricably connected to reading comprehension—is a focus on academic vocabulary: words that appear in a variety of content areas (such as *ignite* and *commit*).

 **Evidence:** Ground reading, writing, and speaking in evidence from text, both literary and informational.

College- and career-ready standards place a premium on students writing to sources, i.e., using evidence from texts to present careful analyses, well-defended claims, and clear information. Rather than asking students questions they can answer solely from their prior knowledge or experience, CCR standards expect students to answer questions that depend on their having read the text or texts with care. CCR standards also require the cultivation of narrative writing throughout the grades; in later grades, a command of sequence and detail will be essential for effective argumentative and informational writing.

Likewise, the reading standards focus on students' ability to read carefully and grasp information, arguments, ideas, and details based on text evidence. Students should be able to answer a range of text-dependent questions, questions in which the answers require inferences based on careful attention to the text.

 **Knowledge:** Build knowledge through content-rich nonfiction.

Building knowledge through content rich nonfiction plays an essential role in literacy and in CCR standards. In K–5, fulfilling the standards requires a 50–50 balance between informational and literary reading. Informational reading primarily includes content rich nonfiction in history/social studies, science, and the arts; the K–5 standards strongly recommend that students build coherent general knowledge both within each year and across years. In grades 6–12, ELA classes pay much greater attention to a specific category of informational text—literary nonfiction—than has been traditional. In grades 6–12, the standards for literacy in history/social studies, science, and technical subjects ensure that students can independently build knowledge in these disciplines through reading and writing.

To be clear, CCR standards—including the Common Core—require substantial attention to literature throughout K–12, as half of the required work in K–5 and the core of the work of 6–12 ELA.

# INSTRUCTIONAL PRACTICE GUIDE

**ELA / LIT**      **K–2**  
SUBJECT              GRADES

## READING / LISTENING COMPREHENSION

GUIDE TYPE

---

Date

---

Teacher Name

---

School

---

Grade / Class Period / Section

---

Topic / Lesson / Unit

---

Learning Goal

---

Standard(s) Addressed in this Lesson

---

Observer Name

## About The Instructional Practice Guide

Content-specific feedback is critical to teacher professional development. The Instructional Practice Guide (IPG) is a K–12 classroom observation rubric that prioritizes what is observable in and expected of classroom instruction when instructional content is aligned to college- and career-ready (CCR) standards, including the Common Core State Standards (CCSS), in ELA/literacy ([corestandards.org/ELA-Literacy](http://corestandards.org/ELA-Literacy)). It purposefully focuses on the limited number of classroom practices tied most closely to content of the lesson.<sup>1</sup>

Designed as a developmental rather than an evaluation tool, the IPG supports planning, reflection, and collaboration, in addition to coaching. The IPG encompasses the three Shifts by detailing how they appear in instruction:<sup>2</sup>



**Complexity:** Practice regularly with complex text and its academic language.



**Evidence:** Ground reading, writing, and speaking in evidence from text, both literary and informational.



**Knowledge:** Build knowledge through content-rich nonfiction.

This rubric is divided into the Core Actions teachers should be taking. Each Core Action consists of indicators which further describe teacher and student behaviors that exemplify CCR-aligned instruction.

## Using The Instructional Practice Guide

The K–2 ELA/literacy IPG is intended for use with reading and listening comprehension lessons; refer to the Foundational Skills collection ([achievethecore.org/foundational-skills](http://achievethecore.org/foundational-skills)) for support with foundational skills instruction and observation. For each observation, you should make note of what you see and hear. It may be helpful to supplement what you've recorded with further evidence from artifacts such as lesson plans, tasks, or student work. Although many indicators will be observable during the course of a lesson, there may be times when a lesson is appropriately focused on a smaller set of objectives or you observe only a portion of a lesson. In those cases you should expect to not observe some of the indicators and to leave some of the tool blank. Whenever possible, share evidence you collected during the observation in a follow-up discussion.

After discussing the observed lesson, use the Beyond the Lesson Discussion Guide to put the content of the lesson in the context of the broader instructional plan. The questions in the Beyond the Lesson Discussion Guide help delineate what practices are in place, what has already occurred, and what opportunities might exist to incorporate the Shifts into the classroom during another lesson, further in the unit, or over the course of the year.

To further support content-specific planning, practice, and observation, explore the collection of free IPG companion tools, resources, and professional development modules at [achievethecore.org/instructional-practice](http://achievethecore.org/instructional-practice).

1. Refer to Aligning Content and Practice ([achievethecore.org/IPG-aligning-content-and-practice](http://achievethecore.org/IPG-aligning-content-and-practice)) for the research underpinning the Core Actions and indicators of the Instructional Practice Guide and to learn more about how the design of the tool supports content-specific observation and feedback.

2. Refer to College- and Career-Ready Shifts in ELA/literacy ([achievethecore.org/shifts-ela](http://achievethecore.org/shifts-ela)) and the K–2 Publishers' Criteria for the Common Core State Standards for English Language Arts and Literacy ([achievethecore.org/publisherscriteria-ela-k-2](http://achievethecore.org/publisherscriteria-ela-k-2)) for additional information about the Shifts.



# CORE ACTIONS AND INDICATORS

For the complete Instructional Practice Guide, go to [achievethecore.org/instructional-practice](http://achievethecore.org/instructional-practice).

ELA / LIT  
SUBJECT

K–2  
GRADES

READ / LISTEN  
GUIDE TYPE

## Core Action 1

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

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

Name of Text: \_\_\_\_\_

Type of Text(s) (circle): Informational / Literary / Other Media or Format

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

Quantitative Measure(s) used: \_\_\_\_\_

Quantitative Score(s): \_\_\_\_\_

Approximate Grade Band: \_\_\_\_\_

To approximate the grade band for the text, consider the quantitative measure or score, the qualitative features, and the related task.

- C. The text(s) exhibit exceptional craft and thought and/or provide meaningful information in the service of building knowledge; where appropriate, the texts are richly illustrated.

## Core Action 2

Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards.

- A. Questions and tasks address the text by attending to its particular qualitative features: its meaning/purpose and/or language, structure(s), or knowledge demands.
- B. Questions and tasks require students to use evidence from the text to demonstrate 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 (academic vocabulary), phrases, and sentences within the text.
- D. Questions and tasks are sequenced to build knowledge by guiding students to delve deeper into the text and graphics.

## Core Action 3

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

- A. The teacher poses questions and tasks for students to do the majority of the work: speaking/listening, reading, and/or writing. Students do the majority of the work of the lesson.
- B. The teacher cultivates reasoning and meaning making by allowing students to productively struggle. Students persevere through difficulty.
- C. The teacher expects evidence and precision from students and probes students' answers accordingly. Students provide text evidence to support their ideas and display precision in their oral and/or written responses.
- D. The teacher creates the conditions for student conversations where students are encouraged to talk about each other's thinking. Students talk and ask questions about each other's thinking, in order to clarify or improve their understanding.
- E. The teacher deliberately checks for understanding throughout the lesson and adapts the lesson according to student understanding. When appropriate, students refine written and/or oral responses.
- F. When appropriate, the teacher explicitly attends to strengthening students' language and reading foundational 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.

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

INDICATORS / NOTE EVIDENCE OBSERVED OR GATHERED FOR EACH INDICATOR	RATING
<p>A. A majority of the lesson is spent listening to, reading, writing, or speaking about text(s).</p> <p>Name of Text: _____</p> <p>Type of Text(s) (circle):                      Informational / Literary / Other Media or Format</p>	<p>Yes- The lesson is focused on a text or multiple texts.                      No- There is no text under consideration in this lesson.</p>
<p>B. The anchor text(s)<sup>3</sup> are at or above the complexity level expected for the grade and time in the school year.<sup>4</sup></p> <p>Quantitative Measure(s) used: _____</p> <p>Quantitative Score(s): _____</p> <p>Approximate Grade Band: _____</p> <p>To approximate the grade band for the text, consider the quantitative measure or score, the qualitative features,<sup>5</sup> and the related task.</p>	<p>Yes- The anchor text(s) are at or above both the qualitative and quantitative complexity expected for the grade and time in the school year.                      No- The anchor text(s) are below the qualitative and/or quantitative complexity expected for the grade and time in the school year.                      N/A- Anchor text not observed</p>
<p>C. The text(s) exhibit exceptional craft and thought and/or provide meaningful information in the service of building knowledge; where appropriate, the texts are richly illustrated.</p>	<p>Yes- The text(s) exhibits exceptional craft and thought and/or provides meaningful information in the service of building knowledge.                      No- The text(s) does not exhibit exceptional craft and thought and/or provide meaningful information in the service of building knowledge.</p>

3. Anchor texts are texts used as the centerpiece of instructional time, distinct from varied texts students might read on their own for a variety of purposes.  
 4. Refer to [achievethecore.org/ela-literacy-common-core/text-complexity/](https://achievethecore.org/ela-literacy-common-core/text-complexity/) for text complexity resources.  
 5. The SCASS rubric is a qualitative tool to determine the levels of meaning or purpose, text structure, language, knowledge demands (life experiences, cultural/literary knowledge, content knowledge).

**CORE ACTION 2: Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards.**

INDICATORS <sup>6</sup> / NOTE EVIDENCE OBSERVED OR GATHERED FOR EACH INDICATOR	RATING
<p>A. Questions and tasks address the text by attending to its particular qualitative features: its meaning/purpose and/or language, structure(s), or knowledge demands.</p> <p style="text-align: right;"><input type="checkbox"/> NOT OBSERVED</p>	<p>4- Most questions and tasks attend to the qualitative features of the text to build understanding.</p> <p>3- Many questions and tasks attend to the qualitative features of the text to build understanding.</p> <p>2- Few questions and tasks attend to the qualitative features of the text to build understanding.</p> <p>1- Questions and tasks do not attend to the qualitative features of the text to build understanding.</p> <p>N/A- There is no text present in the lesson.</p>
<p>B. Questions and tasks require students to use evidence from the text to demonstrate 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).</p> <p style="text-align: right;"><input type="checkbox"/> NOT OBSERVED</p>	<p>4- Most questions and tasks require students to cite evidence from the text.</p> <p>3- Many questions and tasks require students to cite evidence from the text.</p> <p>2- Few questions and tasks require students to cite evidence from the text.</p> <p>1- Questions and tasks can be answered without evidence from the text.</p> <p>N/A- There is no text present in the lesson.</p>
<p>C. Questions and tasks attend to the words (academic vocabulary), phrases, and sentences within the text.</p> <p style="text-align: right;"><input type="checkbox"/> NOT OBSERVED</p>	<p>4- Vocabulary questions and tasks consistently focus students on the words, phrases, and sentences that matter most and how they are used in the text.</p> <p>3- Vocabulary questions and tasks mostly focus students on the words that matter most and how they are used in the text.</p> <p>2- Vocabulary questions and tasks rarely focus students on the words that matter most and how they are used in the text.</p> <p>1- No questions and tasks focus students on the words that matter most and how they are used in the text.</p> <p>N/A- There is no text present in the lesson.</p>
<p>D. Questions and tasks are sequenced to build knowledge by guiding students to delve deeper into the text and graphics.</p> <p style="text-align: right;"><input type="checkbox"/> NOT OBSERVED</p>	<p>4- Most questions and tasks are intentionally sequenced to support building knowledge.</p> <p>3- Some questions and tasks are intentionally sequenced to support building knowledge.</p> <p>2- Few questions and tasks are intentionally sequenced to support building knowledge.</p> <p>1- Questions and tasks seem random and are not intentionally sequenced to support building knowledge.</p> <p>N/A- There is no text present in the lesson.</p>

6. These actions may be viewed over the course of 2-3 class periods.

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

**INDICATORS / NOTE EVIDENCE OBSERVED OR GATHERED FOR EACH INDICATOR / RATING**

- 4- Teacher provides many opportunities, and most students take them.
- 3- Teacher provides many opportunities, and some students take them; or teacher provides some opportunities and most students take them.
- 2- Teacher provides some opportunities, and some students take them.
- 1- Teacher provides few or no opportunities, or few or very few students take the opportunities provided.

<p><b>A. The teacher poses questions and tasks for students to do the majority of the work: speaking/listening, reading, and/or writing.</b></p> <p><b>Students do the majority of the work of the lesson.</b></p>	<p style="text-align: right;">4 3 2 1 <input type="checkbox"/> NOT OBSERVED</p>
<p><b>B. The teacher cultivates reasoning and meaning making by allowing students to productively struggle.</b></p> <p><b>Students persevere through difficulty.</b></p>	<p style="text-align: right;">4 3 2 1 <input type="checkbox"/> NOT OBSERVED</p>
<p><b>C. The teacher expects evidence and precision from students and probes students' answers accordingly.</b></p> <p><b>Students provide text evidence to support their ideas and display precision in their oral and/or written responses.</b></p>	<p style="text-align: right;">4 3 2 1 <input type="checkbox"/> NOT OBSERVED</p>
<p><b>D. The teacher creates the conditions for student conversations where students are encouraged to talk about each other's thinking.</b></p> <p><b>Students talk and ask questions about each other's thinking, in order to clarify or improve their understanding.</b></p>	<p style="text-align: right;">4 3 2 1 <input type="checkbox"/> NOT OBSERVED</p>
<p><b>E. The teacher deliberately checks for understanding throughout the lesson and adapts the lesson according to student understanding.</b></p> <p><b>When appropriate, students refine written and/or oral responses.</b></p>	<p style="text-align: right;">4 3 2 1 <input type="checkbox"/> NOT OBSERVED</p>
<p><b>F. When appropriate, the teacher explicitly attends to strengthening students' language and reading foundational skills.<sup>7</sup></b></p> <p><b>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.</b></p>	<p style="text-align: right;">4 3 2 1 <input type="checkbox"/> NOT OBSERVED</p>

7. This indicator is referring to the foundational skills instruction that might take place in the context of a reading/listening comprehension lesson. Refer to the Foundational Skills Observation Tool ([achievethecore.org/foundational-skills-observation](https://achievethecore.org/foundational-skills-observation)) for support with foundational skills instruction and observation.

# BEYOND THE LESSON: DISCUSSION GUIDE

## ENGLISH LANGUAGE ARTS / LITERACY

### INTRODUCTION

The Beyond the Lesson Discussion Guide is designed for the post-observation conversation using the Instructional Practice Guide ([achievethecore.org/instructional-practice](https://achievethecore.org/instructional-practice)) or any other observation rubric. The questions put the content of the lesson in the context of the broader instructional plan for the unit or year. The conversation should first reflect on the evidence collected during the observation to consider what worked, what could improve, and what resources are available to support improvement. If any parts of the Lesson Planning Tool ([achievethecore.org/lesson-planning-tool](https://achievethecore.org/lesson-planning-tool)) were used in preparing for the lesson, refer to that information during the discussion. After discussing the observed lesson, use the “Beyond the Lesson” questions to help clearly delineate what practices are in place, what has already occurred, and what opportunities might exist in another lesson, further in the unit, or over the course of the year to incorporate the Shifts into the classroom.

1. Why was this text selected for today’s lesson? Is this text one of a sequence of texts designed to build knowledge? Please explain. For more information refer to page 33 of the Standards.
2. What content knowledge are students expected to gain from reading this sequence of resources? For sample resources refer to [achievethecore.org/text-set-project](https://achievethecore.org/text-set-project)
3. Beyond this lesson, what steps have been taken to ensure that students are reading a range and volume of literary and informational texts as recommended by the CCSS? (Remember, Grades K–5 focus on 50% Literary and 50% Informational, while Grades 6–12 focus on 30% Literary and 70% Informational.) For more information refer to page 5 of the Standards.
4. What steps have been taken to ensure students are given frequent opportunities to read independently and engage with a high volume of texts? How are students held accountable for reading independently? For sample resources refer to [achievethecore.org/text-set-project](https://achievethecore.org/text-set-project)
5. Beyond this lesson, what steps have been taken to ensure all students are reading texts of increasing complexity with increasing independence over the course of the year? For sample resources refer to [achievethecore.org/text-set-project](https://achievethecore.org/text-set-project)
6. How are students monitored as they progress toward being able to read and comprehend grade-level literary and informational texts independently and proficiently? For more information refer to page 5 of the Standards.
7. How are all students supported in working with grade-level text? What scaffolds are provided for students who are reading below grade level? What opportunities are provided for students who are reading above grade level to engage more deeply with grade-level or above-grade-level texts?
8. How are students increasingly taking charge of speaking & listening, language, and writing tasks expected by the grade-level standards?
9. Beyond this lesson, what steps have been taken to ensure that student writing tasks reflect the range of tasks recommended by the CCSS? (Remember, CCSS recommends 30% argument, 35% explanatory or informational, and 35% narrative.) For more information refer to page 5 of the Standards.
10. What steps have been taken to ensure students regularly conduct both short and more sustained research projects? For sample resources refer to [achievethecore.org/text-set-project](https://achievethecore.org/text-set-project)

### CLASSROOM ENVIRONMENT: IMPORTANT TO CREATING A LITERACY-RICH ENVIRONMENT

In addition to the discussion between observer and teacher, be aware that the following environmental factors may also provide useful information. The classroom library organization supports the following:

- Reading a wide range of text genres and resources at varying levels of complexity (poetry, fiction, bibliographies, informational texts, videos, etc.)
- Building knowledge about a range of topics (history, social studies, science, technical subjects, arts, music, etc.)
- Integrating authentic response options for students (book reviews, recorded reading, writing, discussions, etc.)

**Text Complexity: Qualitative Measures Rubric<sup>1</sup>**

**LITERATURE**

Text Title \_\_\_\_\_

Text Author \_\_\_\_\_

	<b>Exceedingly Complex</b>	<b>Very Complex</b>	<b>Moderately Complex</b>	<b>Slightly Complex</b>
<b>TEXT STRUCTURE</b>	<ul style="list-style-type: none"> <li>○ <b>Organization:</b> Is intricate with regard to such elements as point of view, time shifts, multiple characters, storylines and detail</li> <li>○ <b>Use of Graphics:</b> If used, illustrations or graphics are essential for understanding the meaning of the text</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Organization:</b> May include subplots, time shifts and more complex characters</li> <li>○ <b>Use of Graphics:</b> If used, illustrations or graphics support or extend the meaning of the text</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Organization:</b> May have two or more storylines and occasionally be difficult to predict</li> <li>○ <b>Use of Graphics:</b> If used, a range of illustrations or graphics support selected parts of the text</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Organization:</b> Is clear, chronological or easy to predict</li> <li>○ <b>Use of Graphics:</b> If used, either illustrations directly support and assist in interpreting the text or are not necessary to understanding the meaning of the text</li> </ul>
<b>LANGUAGE FEATURES</b>	<ul style="list-style-type: none"> <li>○ <b>Conventionality:</b> Dense and complex; contains abstract, ironic, and/or figurative language</li> <li>○ <b>Vocabulary:</b> Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading</li> <li>○ <b>Sentence Structure:</b> Mainly complex sentences with several subordinate clauses or phrases; sentences often contain multiple concepts</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Conventionality:</b> Fairly complex; contains some abstract, ironic, and/or figurative language</li> <li>○ <b>Vocabulary:</b> Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic</li> <li>○ <b>Sentence Structure:</b> Many complex sentences with several subordinate phrases or clauses and transition words</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Conventionality:</b> Largely explicit and easy to understand with some occasions for more complex meaning</li> <li>○ <b>Vocabulary:</b> Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic</li> <li>○ <b>Sentence Structure:</b> Primarily simple and compound sentences, with some complex constructions</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Conventionality:</b> Explicit, literal, straightforward, easy to understand</li> <li>○ <b>Vocabulary:</b> Contemporary, familiar, conversational language</li> <li>○ <b>Sentence Structure:</b> Mainly simple sentences</li> </ul>
<b>MEANING</b>	<ul style="list-style-type: none"> <li>○ <b>Meaning:</b> Multiple competing levels of meaning that are difficult to identify, separate, and interpret; theme is implicit or subtle, often ambiguous and revealed over the entirety of the text</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Meaning:</b> Multiple levels of meaning that may be difficult to identify or separate; theme is implicit or subtle and may be revealed over the entirety of the text</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Meaning:</b> Multiple levels of meaning clearly distinguished from each other; theme is clear but may be conveyed with some subtlety</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Meaning:</b> One level of meaning; theme is obvious and revealed early in the text.</li> </ul>
<b>KNOWLEDGE DEMANDS</b>	<ul style="list-style-type: none"> <li>○ <b>Life Experiences:</b> Explores complex, sophisticated or abstract themes; experiences portrayed are distinctly different from the common reader</li> <li>○ <b>Intertextuality and Cultural Knowledge:</b> Many references or allusions to other texts or cultural elements</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Life Experiences:</b> Explores themes of varying levels of complexity or abstraction; experiences portrayed are uncommon to most readers</li> <li>○ <b>Intertextuality and Cultural Knowledge:</b> Some references or allusions to other texts or cultural elements</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Life Experiences:</b> Explores several themes; experiences portrayed are common to many readers</li> <li>○ <b>Intertextuality and Cultural Knowledge:</b> Few references or allusions to other texts or cultural elements</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Life Experiences:</b> Explores a single theme; experiences portrayed are everyday and common to most readers</li> <li>○ <b>Intertextuality and Cultural Knowledge:</b> No references or allusions to other texts or cultural elements</li> </ul>

<sup>1</sup> Adapted from Appendix A: Research Supporting Key Elements of the Standards, Common Core State Standards for English Language Arts and Literacy in History/Social Studies and Science and Technical Subjects (2010).

## What Makes This Text Complex (Grades K-2)?

### 1. Quantitative Measure

Go to <http://www.lexile.com/> and enter the title of your text in the Quick Book Search in the upper right of home page. Most texts will have a Lexile, measure in this database. For more information on other valid quantitative measures, click [here](#).



Most of the texts that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.

2-3 band	420-820L
4-5 band	740-1010L

### 2. Qualitative Features

Consider the four dimensions of text complexity below. For each dimension, note some examples from the text that make it more or less complex. For more information on these four dimensions, click [here](#).

<b>Meaning/Purpose</b>	<b>Text Structure</b>
<b>Language Features</b>	<b>Knowledge Demands</b>

### 3. Reader and Task Considerations

What will challenge my students most in this text? What supports can I provide?

How will this text help my students build knowledge about the world?

# What Makes This Text Complex (Grades K-2)?: Model Response

## *Emperor’s Egg* by Martin Jenkins

### 1. Quantitative Measure

Go to <http://www.lexile.com/> and enter the title of your text in the Quick Book Search in the upper right of home page. Most texts will have a Lexile, measure in this database. For more information on other valid quantitative measures, click [here](#).

**AD 570L**  
Adult Directed

Most of the texts that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.

2-3 band	420-820L
4-5 band	740-1010L

### 2. Qualitative Features

Consider the four dimensions of text complexity below. For each dimension, note some examples from the text that make it more or less complex. For more information on these four dimensions, click [here](#).

<p><b><u>Moderately Complex</u></b> The central idea of the text is clear, concrete, &amp; narrowly focused. The text describes the breeding process of Emperor Penguins and the unusual parenting roles of males and females.</p> <p style="text-align: right;"><b>Meaning/Purpose</b></p>	<p><b><u>Moderately/Very Complex</u></b> Information is presented in expanded formats: front page before title page provides important context, page layouts vary widely. In general though, connections between ideas, processes &amp; events are explicit and clear. Text Features enhance the reader’s understanding (use of captions, diagrams); text is richly illustrated to support understanding the text.</p> <p style="text-align: right;"><b>Text Structure</b></p>
<p style="text-align: right;"><b>Language Features</b></p> <p><b><u>Moderately/Very Complex</u></b> Easy to understand with some occasions for more complex meaning; vocabulary is familiar, with some use of academic vocabulary; primarily simple and compound sentences, with some complex constructions. Example: “The adults arrive at their breeding areas – often 100 miles from the open sea – in late autumn.”</p>	<p style="text-align: right;"><b>Knowledge Demands</b></p> <p><b><u>Moderately Complex</u></b> Relies on common practical knowledge (laying eggs) and some discipline-specific content knowledge (harsh condition in Antarctica); includes a mix of simple and more complicated, abstract ideas (“He’s taking care of his egg. He didn’t lay it himself, of course.”)</p>

### 3. Reader and Task Considerations

***What will challenge my students most in this text? What supports can I provide?***

- Some vocabulary, both academic and domain-specific, will need to be taught/explained/discussed (e.g., anticipation, miserable, trundle, racket, waddle, breeding, mate).
- Some support may be needed to navigate the text structures (e.g., captions, diagrams).
- May need to build knowledge of the harsh conditions in Antarctica and the various roles of male and female species in the breeding process.

***How will this text help my students build knowledge about the world?***

- Students will learn about the special reproductive roles of male and female emperor penguins.



# The Observation and Feedback Cycle: Best Practices for Low Inference Notes

## Observe

The school leader visits the classroom and takes low-inference notes on teacher and student actions.

### Best Practices for Observation

1. **Eliminate effects of bias.** Enter the classroom without judgment and work from evidence.
2. **Take low-inference notes.** Write down only what teacher and students say and do.
3. **Look for learning.** Seek evidence of what students know and are able to do.
4. **Remain, review, reflect.** Pause to organize your evidence before rating.

## Collecting low inference evidence during an observation

Capturing high-quality notes during the observation is the first step in ensuring that ratings are accurate and feedback aligns to teachers' needed areas of improvement. **Low-inference note-taking is a skill**, not knowledge. Knowing how to do a push-up doesn't mean you can do 25 of them in 60 seconds; it comes with practice. When taking low-inference notes, the school leader describes what is taking place without drawing conclusions or making judgments about what he or she observes. When taking notes on instruction, ask:

- What do you see and hear the teacher and students saying and doing?
- What evidence can you gather of student learning?
- What will students know and be able to do at the end of the lesson?

## Common mistakes/pitfalls to avoid

- Distinguish between low-inference statements and opinions. For instance, you can identify key words that give away subjectivity: e.g., *"I think,"* or *"I feel."* Be cognizant of keeping evidence separate from opinions, using this framework:

Evidence	Opinion
<ul style="list-style-type: none"> <li>• Is observable</li> <li>• Is not influenced by the observer's perspective</li> <li>• Is free of evaluative words</li> <li>• Does not draw conclusions</li> </ul>	<ul style="list-style-type: none"> <li>• Makes inferences</li> <li>• Depends on observer's perspective</li> <li>• Includes evaluative words</li> <li>• Draws conclusions</li> </ul>

- Replace vague quantifiers by capturing more specific evidence: e.g., *"a lot of students raised their hands"* vs. *"17 of 20 students raised their hands."*
- Swap Edu-Speak for Evidence. For example, rather than saying, *"You differentiated by scaffolding questions during the mini-lesson,"* identify the actual questions that the teacher asked, such as *"What is the name of this shape? How is it different from a square or rectangle? Where in real life have you seen this shape?"*

For electronic version, visit: [https://www.weteachnyc.org/media2016/filer\\_public/2a\\_d3/2ad3839feeae-42ba-8249-614b33136717/best\\_practices\\_for\\_low\\_inference\\_notes.pdf](https://www.weteachnyc.org/media2016/filer_public/2a_d3/2ad3839feeae-42ba-8249-614b33136717/best_practices_for_low_inference_notes.pdf)

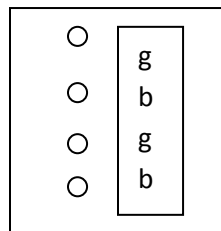
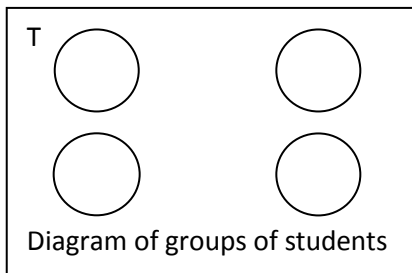
## Tips for low inference note taking

Where to find the data for student outcomes during an observation:

- Sit with a table/group of students. Write down the questions asked and answers given by the students in that group.
- Copy down what each student has written on their paper VERBATIM into your observation notes (e.g., answer to #2 on handout, response to quick-write prompt). The observer can obtain a handout from the teacher, if available, and record the answers directly onto it.
- Write down the time and circulate in the room. Record the item that all students are working on in that moment. Then, go around a second time.
- Select a problem, determine the correct answer, and tally the number of students who have the correct response written on their papers.
- If recording observation notes using an iPad, use the iPad to take pictures of actual student work during the classroom observation.
- Move around the classroom and identify students performing at high, medium, low levels and strategically capture their work
- Monitor observation notes to ensure that the “student side” is not neglected.
- Ask students to tell you what they are learning/doing, why they are learning, and if they have learned anything new today.
- Collect the lesson plan and/or copies of student work prior to leaving the classroom.

How do I capture as much evidence as possible?

- Set up a coding system ( T= teacher, S= student, HU= hands up)
- Time transitions, each section of the lesson, work time, etc.
- Copy objective or aim, or make a note if it is not posted
- Draw circles to represent groups of students or teacher interaction with students



- If you notice a trend, create a tally on the side, so you can capture other evidence that may be occurring while also documenting the trend. For example, Jane is the only one responding to the teacher’s questions. You may capture several instances verbatim, but you can also capture how many times it occurs if you can’t capture everything Jane said.

Use tallies or shorthand in the diagram or a chart:

Jane is called on	<del>    </del>
Times teacher provides feedback to front table	

- Quality over quantity: collect a full interaction.
  - When teacher did \_\_, student \_\_. When student said \_\_, teacher said \_\_.

## Low-Inference Note-Taking Samples: Strong versus Weak

### Strong example of low-inference notes:

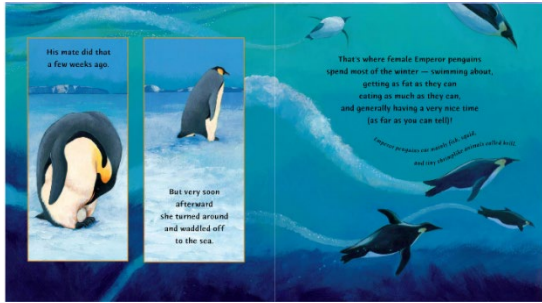
Time	Teacher Actions	Student Actions
1:00	Teacher says to walking students, "You need to be on the rug in 3-2-1."	Twenty-four students on the carpet facing the front of the room. 3 students walking around the classroom. As teacher said "one" students joined classmates.
1:01	Teacher asked "How many days are there in the week?"  Teacher repeated question and then said, "Anyone?"  Teacher asked kids to stand and lead them in "The Days of the Week" song.	5-6 kids spoke to each other when teacher spoke.  She called on Terrence who said "7."  16 of the 27 kids stood up for the song.
1:02	Teacher asked "What day comes after Saturday?"	Steven shouted out, "Monday!" Most students laughed – 2 boys physically rolled around and knocked over 2 girls. Steven walked away from the group, and sat in the opposite corner of the classroom.
1:03	Teacher said, "OK boys and girls if you hear my voice clap once, if you hear my voice clap twice."	After two claps, all but 2 boys were quiet and looking at her.

### Weak example of low-inference notes:

Time	Teacher Actions	Student Actions
1:00		Students on carpet during mini-lesson. Lots of students walking around the classroom while the teacher tried to get their attention.
1:01	Teacher asked questions about the calendar.	Many students were not listening while the teacher reviewed the days of the week.
1:02		Steven called out over and over again when you asked the question about the days of the week.
1:03		Steven walked away from the group and the class fell apart.
1:04	Mini-lesson is not successful. Little student learning accomplished as teacher has no classroom management skills.	
1:05	Poor classroom management continues through sloppy transitions from carpet to desks.	Several students are talking to one another.
1:06	The teacher seemed to be okay with this.	A few students go to the round table. Some start reading and some don't.

## Instructional Practice Guide – Building Knowledge Model Response

Indicator	Evidence
<b>Core Action 1: Focus each lesson on a high-quality text (or multiple texts).</b>	
<p><b>A.</b> A majority of the lesson is spent reading, writing, or speaking about text(s).</p> <p>Name of Text(s): <u><i>The Emperor's Egg</i></u>            Type of Text(s) (circle): <u>Informational</u> / Literary / Other Media or Format</p>	<p>The majority of the lesson is a read aloud and includes a combination of shared reading, interactive read aloud, discussion, and writing about <i>The Emperor's Egg</i>.</p>
<p><b>B.</b> The anchor text(s) are at or above the complexity level expected for the grade and time in the school year. Quantitative Measure(s) used: <u>Lexile</u></p> <p>Quantitative Score(s): <u>570L</u></p> <p>Approximate Grade Band: <u>2nd-3rd Grade</u></p> <p>To approximate the grade band for the text, consider the quantitative measure or score, the qualitative features, and the related task.</p>	<p>The Emperor's Egg has a Lexile of 570, placing it appropriately within the 2<sup>nd</sup>- 3<sup>rd</sup> grade band.</p> <p>Qualitatively, the text is moderately complex for its purpose (a clear central idea on the breeding process of Emperor Penguins) and knowledge demands (some practical knowledge like egg-laying and more discipline specific knowledge like the harsh conditions in Antarctica). The text is more complex due to its language features (some academic vocabulary, some complex sentence construction) and text structure (variety of page layouts with rich illustrations).</p> <p>The text(s) are above both the qualitative and quantitative complexity expected for the grade and time in the school year; this text is appropriate for a 2nd grade read-aloud.</p>
<p><b>C.</b> The text(s) exhibit exceptional craft and thought and/or provide meaningful information in the service of building knowledge.</p>	<p>The texts exhibit exceptional craft and provide meaningful information, for example:</p> <ul style="list-style-type: none"> <li>-narrator voice employed for engagement text is written "to" the audience: "but wait"; "can you imagine...?"; "I don't know about you."</li> <li>-multiple examples of rich language: "open sea"; "coat of down"; "sets off"; "dot on the horizon"; "special call like a fingerprint."</li> <li>-illustrations are used to clearly accompany text, which are vivid and realistic. Varied text and graphics are used. Throughout—sometimes in panels, others with varied print (see insert below).</li> </ul>

Indicator	Evidence
	
<b>Core Action 2: Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards.</b>	
<p><b>A.</b> Questions and tasks address the text by attending to its particular qualitative features: its meaning/purpose and/or language, structure(s), or knowledge demands.</p>	<p>Some questions and tasks address the text’s language and details: “Is a penguin a mammal?”; “What is a caption?”; “So how does the mom get it [the egg] to the dad?”; “What does 'trundle' mean?”, and the shared writing task (completing 4 quadrant chart about food, habitat, behavior/adaptations, and body covering).</p> <p>Questions do not attend to structure or the purpose of the text (that penguins’ environment made for unusual breeding patterns). Neither does the group work task (connecting animal behavior to habitat).</p>
<p><b>B.</b> Questions and tasks require students to use evidence from the text to demonstrate understanding and to support their ideas about the text. These ideas are expressed through written and/or oral responses.</p>	<p>Many questions require students to demonstrate understanding of the text and support their ideas: “How many people are surprised about that [mother waddling off to sea]?”; “So how does it [the egg] get from the mom to the dad?”; “What does 'trundle' mean?”</p> <p>Students are also led to act out the mother passing the egg to the father (based on a student question), the height of the penguin, and the word “trundle.”</p> <p>The group task following the read-aloud requires text evidence in written form and allowed for oral responses during group work.</p>
<p><b>C.</b> Questions and tasks attend to the words (academic vocabulary), phrases and sentences within the text.</p>	<p>2 1/2 minutes were spent on identifying and acting out the word “trundle.” Other rich academic vocabulary was not addressed during the observed lesson (waddles, krill, horizon). Other phrases or sentences were not identified or discussed.</p>

Indicator	Evidence
<p><b>D.</b> Questions are sequenced to build knowledge by guiding students to delve deeper into the text and graphics.</p>	<p>Questions (and tasks) mostly focus on facts (“Is a penguin a mammal?”) The lesson and group task allow students to collect information and knowledge about penguins’ behavior, looks, and habitat.</p> <p>Question around the behavior of the mother penguin consist of student opinions: “How many are surprised about that [mother waddles off to sea]?”; “Does anyone else have other thoughts?”</p> <p>The group work asks students to identify the “looks, food, habitat, and behavior” of the Emperor Penguin.</p> <p>There was not an observed opportunity to distinguish between male and female behavior the breeding habits of Emperor Penguins (the uniqueness of which was the focus of the selected text).</p>
<p><b>Core Action 3: Provide all students with opportunities to engage in the work of the lesson.</b></p>	
<p><b>A.</b> The teacher poses questions and tasks for students to do the majority of the work: speaking/listening, reading, and/or writing.</p> <p>Students do the majority of the work of the lesson.</p>	<p>Students did the work of the lesson; they raised their hands when finding true/false statements from the anticipation guide, engaged in shared reading, answered discussion questions, and completed the evidence gathering tasks.</p>
<p><b>B.</b> The teacher cultivates reasoning and meaning making by allowing students to productively struggle.</p> <p>Students persevere through difficulty.</p>	<p>Lesson questions tend to have one clear answer or were answered by one line of text. Though they do help making meaning of the facts presented in the text, the questions and tasks do not lead to productive struggle (see questions listed above).</p>
<p><b>C.</b> The teacher expects evidence and precision from students and probes students' answers accordingly.</p> <p>Students provide text evidence to support their ideas and display precision in their oral and/or written responses.</p>	<p>When students were discussing the mom “waddling off to sea,” the teacher allows for varied viewpoints, asks for student explanation, and names this as a place to return to the text (“Let’s see as the story goes on if this is ok for the mom to do”).</p> <p>Group work task itself didn’t allow students to dig into key differences between the male and female penguin, and students weren’t pushed to go beyond listing behaviors that could have been either/or—missing attending to the more precise central idea of the text.</p>

Indicator	Evidence
<p><b>D.</b> The teacher creates the conditions for student conversations where students are encouraged to talk about each other's thinking.</p> <p>Students talk and ask questions about each other's thinking, in order to clarify or improve their understanding.</p>	<p>During the read-aloud portion of the lesson, discussion questions were posed by and answered to the teacher; students did not discuss peer's answers or insights.</p> <p>The teacher provides pairs of students with 10 minutes to complete a graphic organizer that focused on an emperor penguin's looks, habitat, food, and actions. The students discussed each subheading and evidence from the text they should use to complete the charts.</p> <p>During the shared writing, the teacher completed an anchor chart to capture the information that the students discussed with their conversations with their partners. Students did not discuss each other's thinking to improve their own understanding.</p>
<p><b>E.</b> The teacher deliberately checks for understanding throughout the lesson and adapts the lesson according to student understanding.</p> <p>When appropriate, students refine written and/or oral responses.</p>	<p>Teacher deliberately checks for understanding throughout the lesson to assess student understanding of the facts and details in the text. At minute marker 14:12, a student says he doesn't understand a part of the text. Teacher asked, "What part don't you understand?" Student says that he does not understand how the egg gets passed from the female to male without getting frozen. Teacher and student then model how penguins pass an egg from a female to a male.</p>
<p><b>F.</b> When appropriate, the teacher explicitly attends to strengthening students' language and reading foundational skills.</p> <p>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.</p>	<p>Teacher reinforces foundational skills as needed when individual students are reading aloud ("Did a nice job of...monitoring...you backed up and smoothed it out."; "Help or time"; "You have the beginning blend, tr-"). The individual reinforcement of foundational skills supports students with making meaning of sound-spelling patterns.</p>

Owen Elementary

Jean Domyancic

12/5/13

9:45-10:45

Room: 236

Grade 2

Demographics: This class has 23 2<sup>nd</sup> grade students. Of those 23 students, two students are physically handicapped and receive instruction in a self-contained classroom. One student is autistic and comes into this classroom during different times of the day, but receives most of the direct instruction in a self-contained classroom. Generally, 20 students are in the classroom during reading, writing, and math instruction. Of the 20 students, one has an IEP for academic concerns and another student has an IEP for speech concerns. There are two students in the class who participate in the gifted program at the school. The class is ethnically diverse and also has a wide range of academic abilities.

**ELA Standards:**

CCSS.ELA-Literacy. RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

CCSS.ELA-Literacy. RI.2.2 Identify the main topic of a multiparagraph text as well as the focus on the specific paragraphs within the text.

CCSS.ELA-Literacy. RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

CCSS.ELA-Literacy. RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic icons) to locate key facts or information in a text efficiently.

CCSS.ELA-LITERACY. RI.2.6 Identify the main purpose of the text, including what the author wants to answer, explain, or describe.

**Learning Targets:** Students will be able to read content rich nonfiction material at the second grade level and above.

Students will be able to gain facts about Emperor penguins regarding their habitat, food, behavior/ adaptations, and body covering.



Students will be able to answer text based questions about the topic by rereading the text.

Students will be able to make and write fact based generalizations about Emperor Penguins habitat, food, behavior, and adaptation.

Students will expand their vocabulary by focusing on vocabulary that appears in the text.

**Materials:** Harcourt Trophies 2<sup>nd</sup> Grade text *Banner Days The Emperor's Egg*, Teaching Kids News article *Lost Penguin Back In His Natural Habitat.*, chart paper, anticipation guide and research grid.

**How this lessons fits with a larger unit:** Prior to this lesson, students have been involved in a nonfiction informational reading and writing unit. During our reading and writing workshop time, students have learned how to use various resources to research an animal. Their research was used to write a nonfiction booklet about the animal. Some of the resources were nonfiction books, magazines, and 2 computer sources...Peeblego and World Book Encyclopedia. After this lesson, students will create a nonfiction brochure about Emperor Penguins.

**Lesson Plan for Video Lesson:**

- Class will have completed the anticipation guide on the story the day before. This guide has statements, some true some false, regarding the topic of the Emperor Penguin. The students will write true/false to the facts based upon background knowledge. The *Emperor's Egg* will then be read in class.
- The class will reread the story aloud and students will complete the anticipation guide by answering true or false to the statements. Their answers will now be text based answers on the information during the rereading. The teacher will also ask various text based questions...
  - Where does the Emperor Penguin live?
  - Who takes care of the egg? Are you surprised?
  - Why does the author say he didn't lay it himself of course?
  - How does a penguin walk?
  - Who is taller male or female?
  - What is does the female do after she leaves? Why does she do this?

- Have you read about any other animal that eats shrimplike creatures?
  - Why is May or June the beginning of winter in Antarctica?
  - How do penguins stay warm in the frigid winters in Antarctica?
  - What do you think is the chip, chip sound?
  - What two jobs does the father have to do?
  - How does the father feed it? How long can the father feed it?
  - What is special or unique about each penguin?
  - How does the mother feed the penguin chick?
  - What is something you learned about penguins that you did not know before?
  - What nonfiction text features did you notice?
  - Why did author change the font of some of the text?
- Teacher will discuss vocabulary words in the text: island, mate, waddled, krill, huddle, trundles, horizon, trumpeting, racket.
  - **Collaborative Activity (approximately 10 minutes):** Students will complete a "fact finding" sheet with partners to gain specific facts on Emperor Penguins food, habitat, behavior/adaptations, and body covering. They will use the text as their resource. Students will be working with partners in various places in the classroom.
  - Students will share their facts with the class and teacher will record the information on chart paper.
  - Students will be asked to use their new knowledge of Emperor Penguins to understand another nonfiction text...article from Teaching Kids News *Lost Penguin Back In His Natural Habitat*.
  - Teacher will share a news article about a young penguin that got lost. During this sharing, teacher will read part aloud and students will read part aloud.
  - Students will answer text based questions and explore new vocabulary such as *natural, floes, conservation, disturb, elegant, pounds, satellite transmitter*.

**Closure:** Teacher works to connect reading nonfiction information text to news reporting article. Does all nonfiction writing have the same features? What was the author's purpose of writing this nonfiction material? How can reading nonfiction material help us in life?

# Lesson Plan Analysis

**Lesson:** \_\_\_\_\_

*Use this document to record information/evidence from the sample lesson plan. Evidence should consider the Core Actions. You may also record potential questions you have beyond the lesson. Evidence recorded will be integrated into the Feedback Summary worksheet.*

<b>Core Action 1: Focus each lesson on a high-quality text (or multiple texts).</b>
<b>Discussion Questions</b>
<p><b>What text(s) will be used in the lesson? If multiple texts are used, is it clear which of these texts are anchor or supporting texts?</b></p>
<p><b>Is there evidence that the text(s) were evaluated for complexity?</b></p>
<p><b>What evidence can be noted for the text(s) exhibiting exceptional craft and thought and/or providing meaningful information in the service of building knowledge? What are the central ideas of the text?</b></p>
<p><b>What is the intended learning for the lesson?</b></p>
<p><b>Which standard(s) are targeted in this lesson?</b></p>
<p><b>Does the lesson plan for a majority of the time to be spent reading, writing, or speaking about the text?</b></p>

**Core Action 2:**

**Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards.**

**Discussion Questions**

**How are questions, activities, and tasks designed and sequenced to guide students to the central ideas and development of the text to build knowledge?**

**How will students be expected to use evidence from this text to demonstrate understanding and support their ideas (e.g., Think, Pair, Share; journal; small group discussion, act it out, etc.)?**

**Which vocabulary words, phrases, and sentences demand time and attention because they are:**

- **critical to comprehension *or***
- **valuable words for students to know *or***
- **related to the central idea of the text?**

**How are they addressed in the lesson?**

**If present, what is the culminating task for the lesson? How will students demonstrate understanding of the structure, concepts, ideas, or details of the text?**

**Core Action 3:  
Provide all students with opportunities to engage in the work of the lesson.**

**Discussion Questions**

**What scaffolds are planned so that all students will persevere through difficult tasks?**

**What supports are planned for students who read below grade level?**

**What extensions are planned for students who read above grade level?**

**What consideration and opportunities for student progress toward independent reading of this text are built into the lesson?**

**How are language and foundational skills practice addressed (for grades K-5, if applicable) in the lesson?**

## Beyond the Lesson

### Discussion Questions

Are there indications that this text is one of a sequence designed to build knowledge?

Is there evidence of how this lesson fits within longer-term content goals?

Is there evidence of support for increasing independence in writing or speaking?

## Lesson Plan Analysis: Model Response

**Lesson:** Grade 2 – Building Knowledge through Close Reading

*Use this document to record information/evidence from the sample lesson plan. Evidence should consider the Core Actions. You may also record potential questions you have beyond the lesson. Evidence recorded will be integrated into the Feedback Summary worksheet.*

### Core Action 1: Focus each lesson on a high-quality text (or multiple texts).

#### Discussion Questions

**What text(s) will be used in the lesson? If multiple texts are used, is it clear which of these texts are anchor or supporting texts?**

The anchor text for the lesson is *The Emperor’s Egg* by Martin Jenkins.

**Is there evidence that the text(s) were evaluated for complexity?**

Complexity information for the text is not included in the lesson plan.

**What evidence can be noted for the text(s) exhibiting exceptional craft and thought and/or providing meaningful information in the service of building knowledge? What are the central ideas of the text?**

The lesson plan shows how the lesson fits with a larger unit. Prior to the lesson, students engaged in animal research during their reading and writing workshop time. Students used a variety of sources to write a nonfiction booklet about the animal. The non-fiction text for the lesson is focused on the breeding habits of the Emperor Penguin in Antarctica. The text is richly illustrated, contains useful vocabulary, and provides information about how the penguin has adapted to survive in the frigid environment.

**What is the intended learning for the lesson?**

The lesson plan includes three learning targets: Students will be able to read and understand a content rich 2nd grade nonfiction text (answering text-based questions and noting key vocabulary); Students will be able to gain facts about Emperor penguins regarding their habitat, food, behavior/adaptations, and body covering; and students will be able to make and write fact-based generalizations about Emperor Penguin habitat, food, behavior and adaptation.

**Which standard(s) are targeted in this lesson?**

- CCSS.ELA-Literacy. RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
- CCSS.ELA-Literacy. RI2.2 Identify the main topic of a multi-paragraph text as well as the focus on the specific paragraphs within the text.
- CCSS.ELA-Literacy. RI2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
- CCSS.ELA-Literacy. RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic icons) to locate key facts or information in a text efficiently.
- CCSS.ELA-LITERACY. RI2.6 Identify the main purpose of the text, including what the author wants to answer, explain, or describe.

**Does the lesson plan for a majority of the time to be spent reading, writing, or speaking about the text?**

Yes, the plan calls for students to be working first with the anticipation guide they marked the previous day, rereading portions of the text whole group, and then working with partners to complete a fact-finding sheet.

## Core Action 2:

**Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards.**

### Discussion Questions

**How are questions, activities, and tasks designed and sequenced to guide students to the central ideas and development of the text to build knowledge?**

There is a list of questions planned for the discussion as students re-read key portions of the text. The questions guide students to gather information from the text and act out key vocabulary in context. The students will then complete a fact-finding sheet with partners to find evidence and organize information on penguins' food, habitat, looks and behavior. The teacher will lead students in sharing their findings and will record evidence on chart paper.

**How will students be expected to use evidence from this text to demonstrate understanding and support their ideas (e.g., Think, Pair, Share; journal; small group discussion, act it out, etc.)?**

Students will use the text to find evidence to support their ideas on the fact-finding sheet for penguin food, habitat, looks and behavior. This will be done with a partner.

**Which vocabulary words, phrases, and sentences demand time and attention because they are:**

- **critical to comprehension *or***
- **valuable words for students to know *or***
- **related to the central idea of the text?**

Targeted vocabulary includes: island, mate, waddled, krill, huddle, trundles, horizon, trumpeting, racket. There is no evidence for why these words were selected.

**How are they addressed in the lesson?**

There are no specific plans to address these words.

**If present, what is the culminating task for the lesson? How will students demonstrate understanding of the structure, concepts, ideas, or details of the text?**

The only task included with the lesson is the fact-finding sheet for noting evidence of penguins' food, habitat, looks, and behavior. It is noted that after this lesson students will create a nonfiction brochure about Emperor penguins.



**Core Action 3:  
Provide all students with opportunities to engage in the work of the lesson.**

**Discussion Questions**

**What scaffolds are planned so that all students will persevere through difficult tasks?**

The anticipation guide that the students completed provided some true facts about Emperor penguins. The graphic organizer provides categories for sorting evidence and facts learned while reading. Working in partnerships is a scaffold for finding evidence and rereading.

**What supports are planned for students who read below grade level?**

Rereading as a whole group, verifying the statements on the anticipation guide whole group, and working in partners to collect and note evidence.

**What extensions are planned for students who read above grade level?**

There is no evidence of planning for students able to read the text independently.

**What consideration and opportunities for student progress toward independent reading of this text are built into the lesson?**

Whole group rereading of the text is shared in the lesson.

**How are language and foundational skills practice addressed (for grades K-5, if applicable) in the lesson?**

Students are expected to follow along during whole group reading and rereading to find evidence, though this is not a foundational skills lesson.

## Beyond the Lesson

### Discussion Questions

**Are there indications that this text is one of a sequence designed to build knowledge?**

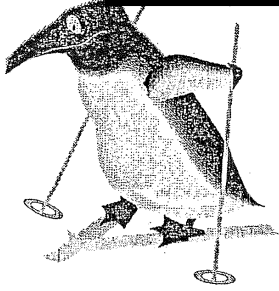
Prior to this lesson, students have been involved in a nonfiction informational reading and writing unit. During our reading and writing workshop time, students have learned how to use various resources to research an animal. Their research was used to write a nonfiction booklet about the animal. Some of the resources were nonfiction books, magazines, and two computer sources: Pebblego and World Book Encyclopedia. After this lesson, students will create a nonfiction brochure about Emperor penguins.

**Is there evidence of how this lesson fits within longer-term content goals?**

There is not specific mention of content goals other than learning about Emperor penguins.

**Is there evidence of support for increasing independence in writing or speaking?**

N/A

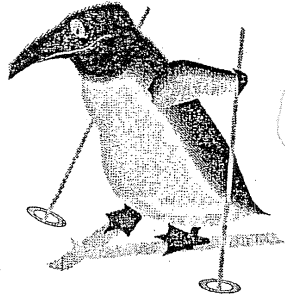
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## Anticipation Guide for The Emperor's Egg

1. An Emperor Penguin is the biggest in the world.
2. After the mother penguin lays the egg she leaves it with the father, and waddles off to sea.
3. The father penguin balances the egg on his feet and tucks it under his tummy to keep it warm.
4. The father watches the egg by himself for 12 months.
5. Meanwhile, the mother is swimming, eating, and having a great time!
5. Finally the chick hatches, and the father feeds it with a milky food from his throat.
7. When the mother comes back, she watches the chick so the father can go off to sea for a meal.

Before  
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Name: \_\_\_\_\_



## Anticipation Guide for The Emperor's Egg

Before  
ReadingAfter  
Reading

1. An Emperor Penguin is the biggest in the world.
2. After the mother penguin lays the egg she leaves it with the father, and waddles off to sea.
3. The father penguin balances the egg on his feet and tucks it under his tummy to keep it warm.
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5. Meanwhile, the mother is swimming, eating, and having a great time!
5. Finally the chick hatches, and the father feeds it with a milky food from his throat.
7. When the mother comes back, she watches the chick so the father can go off to sea for a meal.

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T 144

Name: [REDACTED]

Date 12-5-13

<u>Looks</u>	<u>Habitat</u>
<ul style="list-style-type: none"> <li>• black and white</li> <li>• fat in sides</li> <li>• flipper</li> <li>• about 4 feet.</li> <li>• beak</li> <li>• yellow</li> <li>• gray</li> <li>• fur</li> <li>• flipper</li> </ul>	<ul style="list-style-type: none"> <li>• Antarctica</li> <li>• ice</li> <li>• snowy</li> <li>• cold</li> <li>• windy</li> </ul>
<u>Food</u>	<u>Behavior/Acts</u>
<ul style="list-style-type: none"> <li>• fish</li> <li>• squid</li> <li>• krill</li> <li>• pook</li> <li>• milk</li> </ul>	<ul style="list-style-type: none"> <li>• swim</li> <li>• waddle</li> <li>• slide</li> <li>• huddle</li> <li>• "</li> </ul>

Name:



<u>Looks</u>	<u>Habitat</u>
<p>flippers White tum tum</p>	<p>Antarctica cold and windy by coste</p>
<u>Food</u>	<u>Behavior/Acts</u>
<p>fish squid krill babys eat puke</p>	<p>lays egg slide on bellys swim try to make themselves fat</p>

## Student Work Analysis

Lesson: \_\_\_\_\_

*Use this document to record information/evidence from the sample student work. Evidence should consider the Core Actions. Evidence recorded will be integrated into the Feedback Summary worksheet. **Before analyzing student work, be sure to have first completed the student assignment.***

### General notes and observations about the task:

1. **Does the task attend to any of the following? Note all that apply.**
  - The structure, concepts, ideas, events or details of the text(s)?
  - The words, phrases, and sentences within the text(s)?
  - Understanding the central ideas and development of the text(s)?
2. **How does the task require students to use evidence from anchor text(s) to demonstrate understanding and to support ideas about the text?**
3. **Do the directions, prompts, and/or scoring guidelines for the task adequately provide or indicate opportunities for students to demonstrate the requirements of the targeted standard(s) for the task?**

### Analyzing individual student samples (worksheet on back):

1. **What does the student's work demonstrate about his/her understanding of the task?**
2. **What does the student's work demonstrate about the depth of his/her understanding of the text(s) and topic?**
3. **What does the student's work demonstrate about his/her proficiency with the requirements of the targeted standard(s)?**

*(See worksheet)*

### After looking at student work:

1. **On what aspects of the task have students generally performed well?**
2. **Are there common errors made across the collection of student work?**

## Student Work Analysis Worksheet

Student Work Sample	What does the student's work demonstrate about the depth of his/her understanding of the text(s) and topic?	What does the student's work demonstrate about his/her understanding of the task?	What does the student's work demonstrate about his/her proficiency with the requirements of the targeted standard?
Student <u>A</u>			
Student <u>B</u>			
Student <u>C</u>			
Student <u>D</u>			

*Note: For a collection of more than four samples of student work, print this page multiple times.*



## Student Work Analysis: Model Response

### Lesson: Grade 2 – Building Knowledge through Close Reading

Use this document to record information/evidence from the sample student work. Evidence should consider the Core Actions. Evidence recorded will be integrated into the Feedback Summary worksheet. **Before analyzing student work, be sure to have first completed the student assignment.**

#### General notes and observations about the task:

**1. Does the task attend to any of the following? Note all that apply.**

- The structure, concepts, ideas, events or details of the text(s)?
- The words, phrases, and sentences within the text(s)?
- Understanding the central ideas and development of the text(s)?

The anticipation guide pays attention to some of the facts in the text. The fact-finding sheet requires students to find and categorize information from the text.

**2. How does the task require students to use evidence from anchor text(s) to demonstrate understanding and to support ideas about the text?**

The fact-finding sheet requires students to draw evidence (facts and details) from the text.

**3. Do the directions, prompts, and/or scoring guidelines for the task adequately provide or indicate opportunities for students to demonstrate the requirements of the targeted standard(s) for the task?**

The fact-finding sheet task does require students to record facts or information from the text, but it is unknown if the students needed to know and use various text features (RI.2.5). The tasks did not require students to determine the meaning of words or phrases (RI.2.4), or identify the main topic of the text (RI.2.2), or identify the main purpose of the text (RI.2.2). The tasks did have students identify the focus of some of the specific paragraphs within the text (RI.2.6) and demonstrate understanding of key details (RI.2.1).

#### Analyzing individual student samples (worksheet on back):

1. What does the student's work demonstrate about his/her understanding of the task?
2. What does the student's work demonstrate about the depth of his/her understanding of the text(s) and topic?
3. What does the student's work demonstrate about his/her proficiency with the requirements of the targeted standards?

*(See worksheet)*

## After looking at student work:

### 1. On what aspects of the task have students generally performed well?

In general, the students were able to find and record some facts about the Emperor Penguins' food, behavior, habitat, and looks. They were able to record the correct answers to the anticipation guide task as it was reviewed in class.

### 2. Are there common errors made across the collection of student work?

There are no common errors.

## Student Work Analysis Worksheet

Student Work Sample	What does the student's work demonstrate about the depth of his/her understanding of the text(s) and topic?	What does the student's work demonstrate about his/her understanding of the task?	What does the student's work demonstrate about his/her proficiency with the requirements of the targeted standard?
<b>Student A</b>	The student demonstrates some understanding of what a penguin looks like, its environment, what it eats, and some ways it moves.	The student is able to list 4-9 words for each fact category.	With a partner, the student is able to list facts from the text and correctly categorize them (RI.2.1). The student may or may not have used text features to locate the information efficiently (RI.2.5).
<b>Student B</b>	The before-reading answers do give some information about the student's background knowledge of the topic, but nothing about the text.	The student completed the anticipation guide and correctly filled in the after reading column, revising original answers and indicating the page number for the evidence.	Because this work is done as a whole group, what the student is able to do independently is unknown.
<b>Student C</b>	The before-reading answers do give some information about the student's background knowledge of the topic, but nothing about the text.	The student completed the anticipation guide and correctly filled in the after reading column, revising original answers and indicating the page number for the evidence.	Because this work is done as a whole group, what the student is able to do independently is unknown.
<b>Student D</b>	The student demonstrates some understanding of the habitat (Antarctica coast), food, and behavior of the Emperor penguin.	The student is able to list 2-4 facts for each fact category.	With a partner, the student is able to correctly list and categorize facts from the text (RI.2.1). The student may or may not have used text features to locate the information efficiently (RI.2.5).

*Note: For a collection of more than four samples of student work, print this page multiple times.*

## Feedback Summary

**Lesson:** \_\_\_\_\_

*Using the completed Instructional Practice Guide, the Lesson Plan Analysis, and Student Work Analysis, consider the aggregate strengths and considerations for the lesson. Choose relevant Beyond the Lesson questions to guide longer-term reflection.*

Evidence of the Shifts and standards-aligned practice	Areas where alignment to the Shifts and standards can improve
<b>Core Action 1: Focus each lesson on a high-quality text (or multiple texts).</b>	
<b>Core Action 2: Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards.</b>	

Evidence of the Shifts and standards-aligned practice	Areas where alignment to the Shifts and standards can improve
<b>Core Action 3: Provide all students with opportunities to engage in the work of the lesson.</b>	
<b>Beyond the Lesson</b> <i>Choose relevant <b>Beyond the Lesson</b> questions to guide longer-term reflection.</i>	

## Implications and Next Steps

## Feedback Summary: Model Response

### Lesson: Grade 2 – Building Knowledge through Close Reading

Using the completed *Instructional Practice Guide*, the *Lesson Plan Analysis*, and *Student Work Analysis*, consider the aggregate strengths and considerations for the lesson. Choose relevant *Beyond the Lesson* questions to guide longer-term reflection.

**Note for Facilitator:** The italicized statements can be used for group discussions, as a basis for developing questions for a coaching conversation with the teacher, or for participants to take a deeper dive into adapting the lesson and deepening their understanding of the Shifts required by college- and career-ready standards.

Evidence of the Shifts and standards-aligned practice	Areas where alignment to the Shifts and standards can improve
<b>Core Action 1: Focus each lesson on a high-quality text (or multiple texts).</b>	
<ul style="list-style-type: none"> <li>The lesson is focused on a rich complex text, <i>The Emperor’s Egg</i>.</li> <li>The majority of the lesson included a combination of shared reading, interactive read aloud, and discussion about <i>The Emperor’s Egg</i>.</li> <li>The bulk of the lesson is spent reading the text, discussing the text, and engaging in written activities related to the text.</li> </ul>	<ul style="list-style-type: none"> <li>Qualitative complexity and information regarding the central ideas of the text is not provided in the lesson plan. <i>Consider ways to address the qualitative features of the text when lesson planning. Doing so would also ensure that the highest value vocabulary words were the ones selected for student time and attention.</i></li> </ul>
<b>Core Action 2: Employ questions and tasks, both oral and written, that are text-specific and accurately address the analytical thinking required by the grade-level standards.</b>	
<ul style="list-style-type: none"> <li>Questions and tasks are all text-based and students are building knowledge of the Emperor Penguins’ food, habitat, looks, and behavior.</li> <li>Attention is paid to vocabulary in the lesson with students interactively building understanding of words.</li> <li>Many questions required students to demonstrate understanding of the text and support their ideas with evidence.</li> </ul>	<ul style="list-style-type: none"> <li>Questions did not attend to structure or the central ideas of the text (the extreme environment of habitat of the Antarctic necessitated the elaborate and unique reproduction system).</li> <li>There was not an observed opportunity to distinguish between male and female behavior or to build understanding of the breeding habits that allowed the penguin to survive in the harsh environment.</li> <li>Student work samples did not provide information on student understanding beyond being able to find facts with a partner.</li> <li>Vocabulary words are listed on the lesson plan with no plan for instruction.</li> <li>There was no evidence provided for why vocabulary words were selected for particular attention.</li> <li><i>Consider how to incorporate questions and tasks that more accurately address the analytical thinking required by the grade-level standards targeted by the lesson.</i></li> </ul>

Evidence of the Shifts and standards-aligned practice	Areas where alignment to the Shifts and standards can improve
<b>Core Action 3: Provide all students with opportunities to engage in the work of the lesson.</b>	
<ul style="list-style-type: none"> <li>• Choral “close” reading provided an opportunity for all students to engage with the text.</li> <li>• Students engaged in whole group and partner activities centered on understanding and gathering evidence from the text.</li> </ul>	<p>Group work task itself didn’t allow students to dig into key differences between the male and female penguin, and students weren’t pushed to go beyond listing behaviors that could have been either/or—missing attending to the more precise central idea of the text noted above. <i>Consider how questions and tasks could encourage student reasoning, problem solving, and productive struggle. Questions and tasks that require students to connect the penguins’ behavior and breeding habits to their habitat could help students develop a broader understanding of how habitats influence animal behavior.</i></p>
<b>Beyond the Lesson</b> <b><i>Choose relevant Beyond the Lesson questions to guide longer-term reflection.</i></b>	
<ul style="list-style-type: none"> <li>• Why was this text selected for today’s lesson? Is this text one of a sequence of texts designed to build knowledge? What are the content knowledge goals for this text? What content knowledge are students expected to gain from reading this sequence of resources? <i>Consider whether the graphic organizer is going to be used across texts about different animals. If so, could there be an opportunity for students to study how habitats inform animal adaptations and help animals survive in their habitats?</i></li> <li>• Beyond this lesson, what steps have been taken to ensure that students are reading a range and volume of literary and informational texts as recommended by the standards? (Remember, Grades K–5 focus on 50% Literary and 50% Informational, while Grades 6–12 focus on 30% Literary and 70% Informational.)</li> <li>• What steps have been taken to ensure students are given frequent opportunities to read independently and engage with a high volume of texts? How are students held accountable for reading independently?</li> <li>• Beyond this lesson, what steps have been taken to ensure all students are reading texts of increasing complexity with increasing independence over the course of the year?</li> </ul>	

## Implications and Next Steps

**Note for facilitator:** Participants could use this space to reflect on questions 1 & 2, the role-specific questions, or one or more of the italicized statements from above.

1. Based on your role in the learning community, how did examining all aspects of this lesson impact your work?
2. Based on your role in the learning community, what resources and strategies could be used to encourage and support aligned instructional practice in the classroom?

### Role-Specific Reflection Questions:

- **Superintendent/District Leader** – How can I direct resources to improve standards-aligned instruction in classrooms?
- **School Leader** – What building conditions must exist to support standards-aligned instruction in classrooms?
- **Coach** – How can content-based feedback help prioritize professional learning and coaching activities to support teachers with standards-aligned instruction?
- **Teacher** – Which aspects of your instructional practice provide all students with access to grade-level standards-based content and tasks? Which aspects do not?
- **Parent** – Where do you see evidence of standards-aligned instruction in your child’s classroom?
- **Partner organization** – How does our organization’s theory of action and activities with districts and partners support standards aligned instruction in classrooms?