

STUDENT
ACHIEVEMENT
PARTNERS

Instructional Practice Toolkit
ELA/Literacy – Grade 5
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.

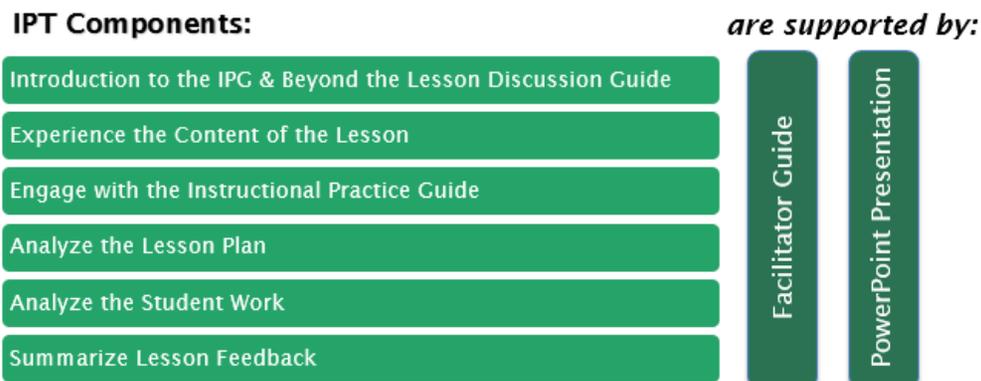


Knowledge: Build knowledge through content-rich nonfiction.

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
Introduction <ul style="list-style-type: none"> ▪ <i>Essential Question</i> ▪ <i>Learning Goals</i> ▪ <i>The Teaching and Learning Cycle</i> ▪ <i>Overview of IPT Components</i> ▪ <i>Norms</i> 	10-15 minutes	For the facilitator: <ul style="list-style-type: none"> ▪ PowerPoint
Introduction to the Instructional Practice Guide & Beyond the Lesson Discussion Guide <ul style="list-style-type: none"> ▪ <i>The Shifts</i> ▪ <i>IPG Design</i> ▪ <i>Beyond the Lesson Guide</i> 	30 minutes: For participants with prior knowledge of the Shifts and the IPG.	For each participant: <ul style="list-style-type: none"> ▪ <u>College and Career-Ready Shifts in English Language Arts/Literacy</u> ▪ <u>IPG (for the grade level featured in the session) and Beyond the Lesson Guide, ELA/Literacy</u>
Experience the Content of the Lesson <ul style="list-style-type: none"> ▪ <i>Core Action 1</i> ▪ <i>Text Complexity</i> ▪ <i>Read text and qualitative analysis</i> ▪ <i>Reflection</i> 	45-60 minutes	For each participant: <ul style="list-style-type: none"> ▪ 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>) ▪ <u>Text Complexity: Qualitative Measures Rubric (Literature)</u> ▪ <u>What Makes This Text Complex? - Participant Handout</u> ▪ Standards document for the grade level featured (CCSS linked here) or your state’s corresponding CCR standards For the facilitator: <ul style="list-style-type: none"> ▪ <u>What Makes This Text Complex? - Model Response</u>

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

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 3–12

SUBJECT

GRADES

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). It purposefully focuses on the limited number of classroom practices tied most closely to content of the lesson.¹

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:²



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

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.

1. Refer to Aligning Content and Practice (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) and the 3–12 Publishers' Criteria for the Common Core State Standards for English Language Arts and Literacy (achievethecore.org/publisherscriteria-ela-3-12) for additional information about the Shifts.

CORE ACTIONS AND INDICATORS

For the complete Instructional Practice Guide, go to achievethecore.org/instructional-practice.

ELA / LIT
SUBJECT

3–12
GRADES

Core Action 1

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

- A. A majority of the lesson is spent 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.
-

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 written and/or oral responses.
- 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

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

Name of Text: _____

Type of Text(s) (circle):

Informational / Literary / Other Media or Format

Yes- The lesson is focused on a text or multiple texts.
No- There is no text under consideration in this lesson.

B. The anchor text(s)³ are at or above the complexity level expected for the grade and time in the school year.⁴

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,⁵ and the related task.

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

C. The text(s) exhibit exceptional craft and thought and/or provide meaningful information in the service of building knowledge.

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.

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://www.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 ⁶ / 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 written and/or oral responses.</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>A. 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 style="text-align: right;">4 3 2 1 <input type="checkbox"/> NOT OBSERVED</p>
<p>B. The teacher cultivates reasoning and meaning making by allowing students to productively struggle.</p> <p>Students persevere through difficulty.</p>	<p style="text-align: right;">4 3 2 1 <input type="checkbox"/> NOT OBSERVED</p>
<p>C. 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 style="text-align: right;">4 3 2 1 <input type="checkbox"/> NOT OBSERVED</p>
<p>D. 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 style="text-align: right;">4 3 2 1 <input type="checkbox"/> NOT OBSERVED</p>
<p>E. 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 style="text-align: right;">4 3 2 1 <input type="checkbox"/> NOT OBSERVED</p>
<p>F. When appropriate, the teacher explicitly attends to strengthening students' language and reading foundational skills.⁷</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 style="text-align: right;">4 3 2 1 <input type="checkbox"/> NOT OBSERVED</p>

7. The CCSS for Reading: Foundational Skills are applicable for grades 3–5 only.

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) 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) 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
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
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
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

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 Rubric¹

LITERATURE

Text Title _____

Text Author _____

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

¹ 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 3-12)?

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](#).



Use this chart for quick reference:

2-3 band	420-820L
4-5 band	740-1010L
6-8 band	925-1185L
9-10 band	1050-1335L
11-CCR band	1185-1385L

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](#).

Meaning/Purpose	Text Structure
Language Features	Knowledge Demands

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 3–12)?: Model Response

A Game of Catch by Richard Wilbur

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](#).

1040L

Use this chart for quick reference:

2–3 band	420–820L
4–5 band	740–1010L
6–8 band	925–1185L
9–10 band	1050–1335L
11–CCR band	1185–1385L

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><u>Moderately/Very Complex</u> The theme is implicit or subtle and may be revealed over the entirety of the text. This is a story about teasing, but not in the overt and direct way students may immediately recognize. Scho is being manipulative and attempting to exert power to compensate for feeling pain and being left out.</p> <p style="text-align: right;">Meaning/Purpose</p>	<p><u>Slightly/Moderately Complex</u> The story follows a clear, chronological, narrative structure.</p> <p style="text-align: right;">Text Structure</p>
<p style="text-align: center;">Language Features</p> <p><u>Moderately/Very Complex</u> Contains some abstract, ironic, and/or figurative language; vocabulary is sometimes unfamiliar, subject-specific, and academic “...he would <u>burn</u> the ball straight toward Monk, and it would <u>spank</u> into the round mitt and sit, like a <u>still-life apple on a plate</u>, until Monk flipped it over into his right hand and, with a <u>negligent</u> flick of his hanging arm...”</p>	<p style="text-align: center;">Knowledge Demands</p> <p><u>Slightly/Moderately Complex</u> Experiences portrayed are every day and common to most readers (playing catch, teasing) with some references or allusions to cultural elements (specific baseball terms and concepts) - “burn the ball,” “grounder,” “put-out.”</p>

3. Reader and Task Considerations

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

- Some students may not immediately recognize the subtle and intentional nature of the teasing and the back and forth between all three boys; text-based discussion with other students who do recognize this will help.
- It will not be clear whether or not Scho made himself fall or it was an accidental by-product of Monk climbing the tree.
- Some vocabulary, both academic and domain-specific, will need to be taught/explained/ discussed so students can recognize and appreciate the specificity, subtlety, and imagery of Wilbur’s descriptive language.
- Understanding the language used by the author will also help reveal the nature of the teasing.

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

- Students will begin to understand that behaviors that exclude or lessen others can be hurtful and have harmful consequences for themselves and those they hurt as well. (This single text is rather limited in its ability to build knowledge, but the general understanding listed here could be a starting point.)

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

- 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?"*

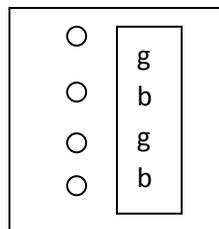
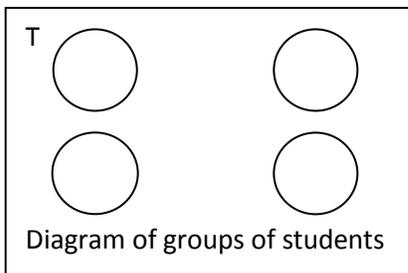
Tips for low inference note taking

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	
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 – Text-based Disagreement Model Response

Indicator	Evidence
Core Action 1: Focus each lesson on a high-quality text (or multiple texts).	
<p>A. A majority of the lesson is spent reading, writing, or speaking about text(s).</p> <p>Name of Text(s): “A Game of Catch” by Richard Wilbur Type of Text(s) (circle): Informational <u>Literary</u> Other Media or Format</p>	<p>The entire observed lesson addresses a focus question based on “A Game of Catch” by Richard Wilbur. Students completed a written task to answer the text-specific focus question: “According to the text, why did Scho fall from the tree?” Students then discuss this question for the majority of the class, and revise their answers based on the discussion.</p>
<p>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>1040L</u></p> <p>Approximate Grade Band: <u>4th-5th 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>Quantitative complexity (according to Lexile analyzer) is 1040L, which puts the text just above the 4-5 band, likely due to long, complex sentences (vocabulary is not as challenging).</p> <p>Qualitative complexity includes slightly complex features such as familiar experiences portrayed (playing catch, teasing) and clear, chronological structure.</p> <p>Very complex features include: meaning (a subtle theme revealed over the entirety of the text - Scho is being manipulative and attempting to exert power to compensate for feeling left out) and language features (some abstract and figurative language - “burn the ball”; “like a still-life apple on a plate”).</p>

Indicator	Evidence
<p>C. The text(s) exhibit exceptional craft and thought and/or provide meaningful information in the service of building knowledge.</p>	<p>Text covers important topic for 5th graders (the theme of teasing and attention-getting); there is unusual word use at times, rich figurative language and some challenging sentence structures.</p>
<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.</p>	
<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>The focus question for the lesson calls attention to the meaning of the text; “According to the text, why did Scho fall from the tree?”</p> <p>Additional questions were asked based on student responses to this focus question, such as: “So what does that make you think if he sat in a dangerous seat?;” “So why would he sit there?;” “What does that make you think?;” “What about what Monk said, what do you think about that?;” “Why do you think that?;” “Why do you think he wanted attention?” The questions do not attend to other qualitative features, such language or structure, outside of the details that the students bring up.</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 written and/or oral responses.</p>	<p>The focus question required students to reference text consistently in both verbal and written initial responses. Students often reference the text to support their ideas while debating the focus question. Students habitually used phrases like, “that makes me think”; “this shows”; “because on page ___ it says” when presenting evidence from the text.</p> <p>However, the focus question and subsequent teacher follow-up questions do not require students to use evidence from throughout the entire text</p>

Indicator	Evidence
	in their response.
<p>C. Questions and tasks attend to the words (academic vocabulary), phrases and sentences within the text.</p>	<p>The teacher references the phrase “smiled fixedly” when responding to a student (“So you’re saying he framed Monk? It says, ‘smiled fixedly’. If I’m correct you’re saying he purposely fell b/c he wanted to set them up?”). Students repeatedly discuss the use of the word “threatened” and the phrase “dangerous chair” as they are making sense of the text. No other questions specifically analyze words (“indolently”; “triumph”) phrases, or sentences in the text.</p>
<p>D. Questions are sequenced to build knowledge by guiding students to delve deeper into the text and graphics.</p>	<p>The teacher has the focusing question planned and all other questions are probes on student responses. The lesson focuses primarily on one portion of the text, with students debating for the bulk of the observed whole class discussion whether or not Scho fell on purpose. Students are not guided to other portions of the text that could have provided information that would help them central meaning of the text.</p>
<p>Core Action 3: Provide all students with opportunities to engage in the work of the lesson.</p>	
<p>A. 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>The questions and tasks posed require students to do most of the work of the lesson. Out of 30 minutes of observed lesson, students spend a 2 and one half minutes silently writing and 22 minutes engaging in whole class and paired discussion. The majority of the students engaged in the whole class discussion by contributing at least one time. However, there was a student with his/her head down. (It is unknown as to why that was the case or whether the teacher addressed him off camera.)</p>
<p>B. The teacher cultivates reasoning and meaning making by allowing students to productively struggle.</p> <p>Students persevere through difficulty.</p>	<p>In this lesson, students demonstrate perseverance with a challenging task; they spend the entire lesson discussing one particular question in detail, debating and challenging one another.</p> <p>Further questions and tasks are not developed outside of the initial focus question.</p>

Indicator	Evidence
<p>C. 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>The teacher regularly expects evidence and precision from students. For example, at minute marker 1:09, students are prompted to respond in writing using the “ACE protocol” prior to and after the whole group discussion, and at minute marker 2:28, the protocol chart is visible - ACE (Assertion, Citation, Explanation). Additionally, throughout the whole class discussion, the teacher consistently asks students to provide evidence from the text to support their assertions.</p> <p>Most students have a strong habit of using evidence from the text to make their argument, using sentence starters such as “this makes me think...”; “this shows that...”</p> <p>The teacher regularly asks students to explain their thinking. However, he does not ask for more precise evidence to justify thinking or probe these answers. During the whole class discussion, several misconceptions are presented by students that are based on their own thinking (“Monk was his friend, why would you hurt your friend?”; “If you fall on purpose that’s going to leave a mark--why would you take that risk just to get payback?”) and are not redirected to more precise answers by the teacher. At times, the same piece of text is overemphasized by students, and clarity is not reached about the concepts emphasized (example: students refer to Monk threatening Scho 14 times).</p>
<p>D. 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>Students engaged in discussion about a question that was student-created in a previous lesson (“According to the text, why did Scho fall from the tree?”).</p> <p>The teacher had clear expectations about student discussion, including the following rubric reviewed at the start of the lesson:</p> <ol style="list-style-type: none"> 1. Almost all of us contribute. 2. Come up with many different ideas about the story. 3. Back up ideas and details from the story. 4. We listen and comment on one another’s ideas and when asked we try to explain our ideas and make the clear to others. 5. We are interested. 6. We learn a lot. <p>Throughout the discussion time, students consistently use verbal cues such as “I agree” or “I disagree” and supporting textual evidence to respond to other student’s answers.</p>

Indicator	Evidence
<p>E. 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>The teacher would circulate and respond to a few students' papers to check for understanding during individual writing time and occasionally asks students follow-up questions during whole class discussion. Several students have difficulty understanding Scho's character and his motivations. There is no observed action (i.e., feedback) on students' misunderstandings or confusions.</p> <p>At the end of the whole group discussion (minute marker 25:41), the teacher prompts students to return to their original written answers to the focus question and rewrite their responses based on their recent discussion; a little more than half of the students indicate they will change their answers based on input from peers.</p>
<p>F. 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>Not Observed</p>

Teacher-created Lesson Plan

Junior Great Books Directed Notes Lesson Plan: A Game of Catch**May 7, 2014**

Written By: Christopher Guidarelli

Objectives:

Students will discuss a focus question through shared inquiry to closely analyze a text using evidence to support their claims.

Students will write a response to a focus question using text evidence to support their claim.

Students will assert opinions to add to the discussion using text evidence to support their assertion.

CCSS:

RL.5.1- Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

W.5.1- Write opinion pieces on topics or texts, supporting a point of view with reasoning and information.

SL.5.1- Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts building on others' ideas and expressing their own clearly.

SL.5.3- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

Danielson Framework for Teaching Components:

3b: Using questioning and discussion techniques indicators- Questions with multiple correct answers or multiple approaches; discussion, with the teacher stepping out of the central, mediating role; focus on the reasoning exhibited by students in discussion, both in give-and-take with the teachers and with their classmates; high level of student participation in discussion; students invite comments from their classmates during a discussion and challenge one another's thinking.

Materials: Student texts of "A Game of Catch" by Richard Wilbur; reading notebook; self-evaluation sheet.

Key Vocabulary (Order in text):

- Brake: an area overgrown with dense trees and bushes
- Indolently: in a lazy way, without trying very hard
- Exaggerated: seemed bigger, better, greater, or more than it really is
- Gladiolus: a kind of garden plant with sword-shaped leaves and a long spike of brightly colored flowers
- Abstractedly: lost in thought
- Triumph: a feeling of joy when you win or succeed at something

- Misery: feeling of suffering and unhappiness

Connection: Two days ago, we read “The Game of Catch” for the first time. We shared our questions about the text to help us dig deeper into the meaning. Yesterday we re-read the text and took directed notes noting times the characters felt comfortable and uncomfortable.

Lesson: Shared Inquiry Discussion

- Teacher will read focus question aloud: According to the text, Why does Scho fall from the tree?
- Students will then write an initial response to this question using text evidence to support their claim in their notebook.
- The students will then participate in shared inquiry discussion on the focus questions. Students will be sure to use text evidence to support their claim as they engage in the discussion.
- Teacher will lead the discussion by asking follow up questions and ensuring that students use text evidence. Some follow up questions:
 - Why does Scho hesitate when Glennie says, “Stop being a dope and come down and we’ll catch for a few minutes?”
 - Does Scho fall from the tree on purpose?
 - At the end of the story, why does Scho say, “I want you to do whatever you are going to do for the whole rest of your life?”
 - How does he fall from the tree?
 - Why does Scho continue making comments after he has fallen from the tree?
 - Why does Scho croak the last line of the story in “triumph and misery?”
 - Do the boys treat Scho fairly?
 - Why did he sit on a “dangerous” chair made of branches?
- Students are encouraged and have been taught to respond directly to each other throughout the discussion. Students are expected to listen to each other’s responses.

Closure: Students will review their initial response to the focus question. Students will be given time to revise their initial response or create a completely new response after having engaged in the discussion. Students will also complete a self-assessment.

Assessment: Students will be assessed based on participation during the discussion- based on their presentation of ideas, evidence, and scholarly interactions. Students’ writing will be assessed for including assertions and text evidence.

Differentiation: Students that need scaffolding will have prompts added in their notebook to ensure that they have the support needed before embarking on the discussion. The text has been read 3 times before participating in shared inquiry. Students that needed more scaffolding were pulled in small groups before shared inquiry.

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.

Core Action 1: Focus each lesson on a high-quality text (or multiple texts).
Discussion Questions
<p>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?</p>
<p>Is there evidence that the text(s) were evaluated for complexity?</p>
<p>What evidence can be noted for the text exhibiting exceptional craft and thought and/or providing meaningful information in the service of building knowledge? What are the central ideas of the text?</p>
<p>What is the intended learning for the lesson?</p>
<p>Which standard(s) are targeted in this lesson?</p>
<p>Does the lesson plan for a majority of the time to be spent reading, writing, or speaking about the text?</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 5 – Text-Based Disagreement during Discussion

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
<p>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 text at the center of the lesson is <i>A Game of Catch</i> by Richard Wilbur.</p> <p>Is there evidence that the text(s) were evaluated for complexity? Neither quantitative nor qualitative complexity information for the text is included in the lesson plan.</p> <p>What evidence can be noted for the text 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 literary text explores how teasing and a struggle for power manifests in subtle ways through the characters interactions. The theme is relevant to 6th grade students. The piece exhibits exceptional craft and contains rich language. It was originally published in <i>The New Yorker</i> in 1953.</p> <p>What is the intended learning for the lesson? The lesson plan includes three learning targets: Students will discuss a focus question through shared inquiry to closely analyze a text using evidence to support their claims, write a response to the focus question using evidence to support their claim, and assert opinions to add to the discussion using evidence to support their assertion. The focus question for discussion and writing, “According to the text, why did Scho fall from the tree?” directly addresses the central ideas of the text.</p> <p>Which standard(s) are targeted in this lesson?</p> <ul style="list-style-type: none"> - CCSS.ELA-Literacy.RL.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. - CCSS.ELA-Literacy.W.5.1- Write opinion pieces on topics or texts, supporting a point of view with reasoning and information. - CCSS.ELA-Literacy.SL5.1- Engage effectively in a range of collaborative discussions with diverse partners on grade 5 topics and texts building on others’ ideas and expressing their own clearly. - CCSS.ELA-Literacy.SL5.3- Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. <p>There is no evidence of CCSS.ELA.-Literacy.RL.5.2, which would align with the intended learning for the lesson.</p> <p>Does the lesson plan for a majority of the time to be spent reading, writing, or speaking about the text? Yes, the plan is focused exclusively on the text. Students will first be given time to write a response to the focus question. They will participate in a whole class discussion and finally revise their initial response and reflect upon and rate their participation.</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?

There is a focus question and a list of follow-up questions planned for the discussion that focus on the central ideas of the text. The first activity, writing a response to the focus question using evidence, will allow all students to have evidence ready as they discuss.

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.)?

The lesson plan states “students are encouraged and have been taught to respond directly to each other throughout the discussion. Students are expected to listen to each other’s responses.” The plan also indicates that this is the third lesson with the text and students have already dug deeper into the meaning, shared questions, and took notes indicating when characters felt comfortable and uncomfortable.

Students are using a discussion protocol. Expectations are reviewed at the start of the lesson and students will reflect on how the group performed at the end of the discussion.

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: brake, indolently, exaggerated, gladiolus, abstractedly, triumph, and misery. The lesson plan includes a definition for each of these words and some of them are addressed in the planned follow up questions. There are no specific directions for brake, indolently, exaggerated, gladiolus, or abstractedly.

How are they addressed in the lesson?

Several of the planned follow-up questions attend to specific phrases and sentences in the text:

“Stop being a dope and come down and we’ll catch for a few minutes,” “triumph and misery,” and “dangerous chair made of branches.”

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?

Students are expected to participate and present their ideas and evidence through scholarly interactions during the discussion. Their initial and revised responses to the focus question will be assessed for the inclusion of assertions and text evidence.

**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 time to initially write and respond to the focus question will allow all students to think and prepare for the discussion. The teacher has planned follow-up questions to ensure students are using text evidence and to push thinking.

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

The lesson plan states, "Students that need scaffolding will have prompts added in their notebook to ensure that they have the support needed before embarking on the discussion. The text has been read three times before participating in shared inquiry. Students that needed more scaffolding were pulled in small groups before shared inquiry." The prompts are not included in the lesson plan and the scaffolding provided before the shared inquiry is not described.

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

There is no evidence of specific planning for students reading above grade level.

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

The text has been read and re-read and students are expected to quote and reread directly from the text.

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

There are not specific plans for foundational skills practice included in the lesson.

Beyond the Lesson

Discussion Questions

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

This lesson is the third in a sequence based on *A Game of Catch*, but the purpose of reading this specific text is not evident in the lesson plan.

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

There is not specific mention of content goals.

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

N/A

Student Work Samples

Student A

**Building Your Answer****The focus question:**

According to the text, why did Scho fall from the tree?

Your answer before the discussion:

I think scho fell from the tree because he was annoying Gennie and Monk and Carma came back. In the text page #43

Your answer after the discussion (you may change or add to your first answer):

I think Scho fell from the tree because the branches broke from under the tree. In the text on page 44 it says, "Two lower branches broke his rustling, cracking fall but landed on his back."

Building Your Answer

The focus question:

According to the text, why did Scho fall from the tree?

Your answer before the discussion:

He sat on dangerous branches I know this because in the text it says he found a place where several supple branches were knit to make a dangerous chair this shows he fell off the tree

Your answer after the discussion (you may change or add to your first answer):

he fell out? He fell on purpose because he was bouncing on the tree why would you bounce on a tree do you want to fall out

tree because the dangerous chair he sat in.

Building Your Answer

The focus question:

According to the text, why did Scho fall from the tree?

Your answer before the discussion:

I think Scho fell from the tree because when Monk was climbing he was shaking the tree. In the text it says "Monk was scrambling up through the branches, and had in his haste, Monk said breathing hard as he reached up threatened

Your answer after the discussion (you may change or add to your first answer):

I think Scho did it on purpose because he wanted attention. In the text it says "I found a wonderful seat up here. If I don't fall out." Monk and Glennie didn't look up or comment, and so he
to shake the cradle of slight branches where Scho sat.

Building Your Answer

The focus question:

According to the text, why did Scho fall from the tree?

Your answer before the discussion:

He fell because Monk shake the branches. "He reached up and threatened to shake the cradle of slight branches in which Scho was sitting."

Your answer after the discussion (you may change or add to your first answer):

I think Scho fell out on purpose. In the text it says "I found a wonderful seat up here," Scho said loudly. "If I don't fall out." Later on he fell out and made it look like Monk pushed him.

An idea you heard in the discussion that helped you:

When Jahkira said that Scho said "If I don't fall out" then he fell out and made it look like Monk did it.

Building Your Answer

The focus question:

According to the text, why did Scho fall from the tree?

Your answer before the discussion:

Scho fell from the tree because he was on a dangerous branch and also because he was clumsy. In the text it says "He found a place where several supple branches were knit to make a dangerous chair, and sat there." This quote makes me think that Scho fell out of the tree because he sat on a dangerous branch.

Your answer after the discussion (you may change or add to your first answer):

Scho fell out of the tree because Monk knocked one of the branches and it made Scho fall. I know this because in the text it says "I'm sorry, Scho," Monk said "I didn't mean to make you fall." This quote makes me think that Monk caused Scho to fall out of the tree because he apologized about it to Scho.

An idea you heard in the discussion that helped you:

When I heard that Monk had apologized to Scho after

NAME



DATE

May 7, 2014

Our Collaboration

For each pair of statements, rate our whole group in Shared Inquiry discussion by circling one of the numbers. A 5 means you agree strongly with the statement to the left of the row of numbers. A 1 means you agree strongly with the statement to the right. We will discuss our responses together so that you can offer examples and suggestions for ways we can all improve.

Almost all of us contribute.

5 4 3 2 1

A few people do most of the talking.

We come up with many different ideas about the story.

5 4 3 2 1

We all tend to say the same thing.

We try to back up our ideas with details from the story.

5 4 3 2 1

We just state our ideas and don't explain where they come from.

We listen and comment on one another's ideas.

5 4 3 2 1

We don't pay much attention to what others say.

When asked, we try to explain our ideas and make them clearer to others.

5 4 3 2 1

It's hard for us to say more about our ideas.

We're interested and learn a lot.

5 4 3 2 1

We aren't interested and don't learn much.

Our goals for next time:

My goal for the next time is make my sentences more clearer and be interested in everyones answer.

Building Your Answer

The focus question:

According to the text, why did Scho fall from the tree?

Your answer before the discussion:

Scho fell from the top of the tree because he went to go wait for his turn in Coten. So he climbed up the tree. In the text on page 41 it says "Where are you going?" Monk asked. "Just up the tree." This quote shows why he went up the tree and fell off.

Your answer after the discussion (you may change or add to your first answer):

Scho fell out of the tree because he was trying to make it seem like Monk made him fall out. On page 44 it says "Now you shut up or you'll be sorry." Monk said breathing hard as he reached up and tried to shake the cradle.

An idea you heard in the discussion that helped you:

- Madahe: Said Scho fell because Scho pushed him
- Jahkim: Said Scho fell because he was leaning
- Mossiah: Said he fell on page 55. So monk can leave him alone
- Richard: Said he fell because he was scared

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?
 - The words, phrases, and sentences within the text?
 - Understanding the central ideas and development of 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?**
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 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?**
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 5 – Text-Based Disagreement during Discussion

*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?
- The words, phrases, and sentences within the text?
- Understanding the central ideas and development of the text?

There are two tasks included with the lesson. The writing task attends to the central ideas and development of the text: According to the text, why does Scho fall from the tree? Students are expected to respond in writing before the class discussion and to revise the response following the discussion, noting an idea heard in the discussion that helped. The second task, rating our collaboration, is focused on participation in the discussion and goals for next time. It lists six metrics students will rate on a Likert scale from 1 to 5. The tasks do not attend to vocabulary or language in 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 writing task directs students to use evidence through the question phrasing, “according to 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 writing task does require students to use evidence but does not explicitly ask students to “quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text” (RL.5.1); however, it does prepare the students to participate in the discussion (SL.5.1). The writing done in the lesson does not allow students to meet the requirements of W.5.1 – “write opinion pieces on topics or texts, supporting a point of view with reasoning and information” – but it might be used to document evidence to be used in another assignment.

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 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, students understood the expectations of the task, but their understanding of the central theme of the story is not apparent from the written task alone.

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

There are common errors in providing evidence to support reasoning about why Scho fell from the tree both before and after the class discussion. Students might need further time and note-taking on evidence to support reasoning as to why Scho fell from the tree and the central ideas of the text, so their reasoning is reflected in their writing.

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 A	The student writes, "Scho fell from the tress because the branches broke from under the tree". Evidence cited, "two lower branches broke his rustling, cracking fall but landed on his back." That's true but understanding the larger issue about Scho's desire for attention is missed.	The student is able to write an answer to the focus question both before the discussion and following.	The before-reading answer does not demonstrate the ability to use text evidence, "carma came back." Following the discussion, text evidence is used, but still understanding is questionable because the evidence does not fully support the claim. (RI.5.1, W.5.1)
Student B	The response is not developed enough to fully analyze student understanding.	The student is able to write an answer to the focus question both before the discussion and following.	The before-reading answer correctly uses text evidence and reasoning to support the answer. The after-discussion answer does include text evidence (he was bouncing on the tree) but does not support with reasoning and information beyond, "why would you bounce on a tree, do you want to fall out?"
Student C	The response shows the student understands Scho's attempt to get attention.	The student is able to write an answer to the focus question both before the discussion and following.	The before-reading answer is supported with evidence from the text, but the wording makes it difficult to know if the reasoning is sound. The after-discussion answer appears to be supported with evidence and reasoning.
Student D	The response shows the student understands Scho's attempt to get attention.	The student is able to write an answer to the focus question both before the discussion and following.	The before-reading answer is supported with evidence from the text and solid reasoning. The after-discussion answer is more developed and shows deeper understanding of the characters' actions. (RI.5.1, W.5.1)

Student Work Sample	What does the student's work demonstrate about the depth of his/her understanding of the text 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 E	The student does not fully understand why Monk said, "I didn't mean to make you fall," using this as evidence that indeed, he did it on purpose.	The student is able to write an answer to the focus question both before the discussion and following.	Both the before- and after discussion answers are supported with evidence and reasoning. (RI.5.1, W.5.1)
Student F	Not applicable.	The student is able to rate the collaboration, but how deeply he/she understands the expectations is not clear.	SL.5.1 Building on others' ideas and expressing their own clearly, rated 4, might not be solidly understood. The student wrote the goal for next time "is make my sentences more clearer and be interested in everyone's answer," yet rated listening a 5.
Student G	The student's understanding deepened through the discussion, but it is still not clear if the student understands the central theme.	The student is able to write an answer to the focus question both before the discussion and following.	The before-discussion answer does not show understanding of the question as it relates to the text, just literally why Scho climbed the tree. The after discussion answer shows a deeper understanding, but it is not clear beyond citing evidence what the student understands about the text. (RL.5.1, W.5.1)

Note: For a collection of more than seven 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
Core Action 1: Focus each lesson on a high-quality text (or multiple texts).	
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.	

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

Implications and Next Steps

Feedback Summary: Model Response

Lesson: Grade 5 – Text-Based Disagreement during Discussion

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
Core Action 1: Focus each lesson on a high-quality text (or multiple texts).	
<ul style="list-style-type: none"> The lesson is focused on a rich complex text, <i>A Game of Catch</i>. The majority of the lesson included a combination of writing and discussion using evidence from the text to support claims and reasoning. 	<ul style="list-style-type: none"> 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.</i>
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.	
<ul style="list-style-type: none"> Questions prepared for the lesson focus on the central ideas and some of the targeted vocabulary and language of the text. Questions require students to demonstrate understanding of the text and support their ideas with evidence and reasoning. 	<ul style="list-style-type: none"> Follow-up questions, although planned, are not used to deepen the discussion and student understanding. <i>Consider how to incorporate questions and tasks that more accurately address the analytical thinking required by the grade-level standards.</i>

Evidence of the Shifts and standards-aligned practice	Areas where alignment to the Shifts and standards can improve
Core Action 3: Provide all students with opportunities to engage in the work of the lesson.	
<ul style="list-style-type: none"> • Time to write a response to the focus question allows all students time to think and prepare evidence for the discussion. • The use of prompts and routines support the discussion and offer support for students reading below grade level. 	<ul style="list-style-type: none"> • Probe student misconceptions to encourage precise answers and refine oral and written responses. <i>Consider how questions and tasks could encourage student reasoning, problem solving, and productive struggle.</i>
Beyond the Lesson <i>Choose relevant Beyond the Lesson questions to guide longer-term reflection.</i>	
<ul style="list-style-type: none"> • What are the content knowledge goals for this text? How does this text fit within longer-term content goals? <i>What opportunity does this text offer for building knowledge about the effects of bullying or teasing?</i> • Is this text one of a sequence designed to build knowledge? 	

Implications and Next Steps
<p>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.</p> <ol style="list-style-type: none"> 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? <p>Role-Specific Reflection Questions:</p> <ul style="list-style-type: none"> • 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?