

Close Analytic Reading of Complex Texts

(I-A-1. Subject Matter Knowledge; I-A-4. Well-Structured Lessons; II-A-1. Quality of Effort and Work)

CORE ACTION 1: Focus each lesson on a high quality text(s)

- A majority of read aloud time is spent reading, listening to, speaking, or writing about texts(s)
- The text(s) are at or above the complexity level expected for the grade and time in the school year
- The text(s) exhibit exceptional craft and thought and/or provide useful information
- The text(s) reflect a 50/50 balance of literature and non-fiction, are compelling, and spur high levels of student engagement
- The informational texts students read are intentionally sequenced to build knowledge in coherent ways
- The teacher ensures that the texts students read follow the staircase of complexity called for by the CCSS for ELA and Literacy
- The teacher plans and delivers instruction that focuses on developing proficiency with academic language, including complex sentence structures and academic vocabulary expressed orally and in writing
- The teacher provides all students with opportunities to read grade level complex text with appropriate rate, expression and accuracy based on type of text and purpose
- The teacher ensures that texts read aloud must contain more complex vocabulary and syntax than texts students can read independently.

CORE ACTION 2: Employ questions and tasks that are text dependent and text specific

- The questions and tasks address the text by attending to its particular structure, concepts, ideas, events and details
- The questions and tasks require students to use details from text to demonstrate understanding and to support their ideas about the text. These ideas are expressed through both written and spoken responses
- Questions and tasks attend to the academic language (i.e., vocabulary and syntax) in the text
- Questions are sequenced to guide students in delving deeper into text and graphics. These inferences should relate to key ideas of the text
- The teacher focuses on asking text dependent questions and includes repeated oral readings of difficult sections in order to develop strong aural comprehension, enhance knowledge, and support learning of academic words and complex syntax
- The teacher expects evidence and precision from students and probes students' answers accordingly

Differentiated Small Group Instruction and Accountable Independent Reading

(II-A-3. Meeting Diverse Needs; I-B-2. Adjustments to Practice)

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

- The teacher uses effective strategies to keep all students persevering with challenging tasks as they read high volumes of text
- The teacher has prepared varied learning experiences based on fluency, vocabulary and comprehension needs for **both** remedial and enrichment needs not addressed in other components of the literacy block
- The teacher strategically and flexibly groups students
- The teacher creates the conditions for student conversations and plans tasks where students are encouraged to talk about each other's thinking
- The teacher acts on knowledge of individual students to promote progress toward independence in grade-level literacy tasks
- The teacher documents all students independent reading levels are consistently monitored and promptly increased to ensure appropriate challenge and growth

Foundational Reading Skill Development

(I-A-2. Child and Adolescent Development)

CORE ACTION 4: Ensure that instruction and materials explicitly and systematically provide all students with the opportunity to master foundational skills.

- When appropriate the teacher explicitly and systematically attends to strengthening students' reading foundation skills

Explicit Writing Instruction and Curriculum Embedded Text Based Writing Tasks

(I-A-4. Well-Structured Lessons; II-A-2. Student Engagement)

CORE ACTION 5: Ensure that all students engage in routine daily writing supported by explicit writing instruction

- The teacher explicitly teaches language conventions and embeds them in the editing process
- The teacher uses rubrics to assess progress and create new learning goals for students
- Evidence of daily routine writing (notebooks, journals, writing folders, charts) is visible and contains constructive feedback
- The teacher uses curriculum embedded performance tasks to inform instruction
- The teacher provides regular opportunities for students to engage in short as well as sustained research writing experiences in each of the three text types (argumentative, informational/explanatory, narrative) with at least 4-6 multi-draft pieces of writing published by each student