



Resource Introduction Page



Intended Audiences: Teachers, Teacher Leaders, Administrators, District Office Administration

Description: This tool is meant to gauge the level of implementation of classroom instruction against the English Language Arts Common Core State Standards shifts in teaching practices and rigor. It is suggested to remain as a pulse check or barometer of sorts for collaborative discussion or self-reflection. This piece is an all-encompassing contemplative portion connected to the Illinois State Board of Education English Language Arts Shift Kits and a lengthy professional development plan that included these shifts in pedagogical thinking. A research base is connected to this instrument that does include Charlotte Danielson's Framework for Evaluation however; this tool is not meant to serve as an evaluation tool. Please note there are other research guides that are also linked to this tool such as the EQUiP Rubric. This tool is only meant to serve as a connection in thinking for the teacher or administrator to formulate a synthesis from the shifts of the CCSS to practice in the classroom. Therefore, in no way should it be implied that a beginning implementation level serve as an unsatisfactory or basic level of teacher performance. There are many other connections that can be made to the Danielson Framework and only a few have been highlighted and referenced.

Suggestions for Uses: The following are ideas of ways the tool could be utilized in a district, school, or classroom setting:

1. District level: Leadership discussion might consider focusing on using the tool to:
 - Discuss continued professional development needs district wide.
 - Reflect how alignment adjustments may need to be made in curricular areas.
 - Discuss whether student learning priorities set in strategic plans are targeting professional development needs.
 - Determine effectiveness of communication plan to stakeholders.

2. Schools: Principals and lead teachers or grade level meetings/whole staff discussions might consider focusing on using the tool to:
 - Reflect on professional development needs within the school.
 - Discuss further capacity building for all staff.
 - Determine how the tool connects to school assessments (formative, summative, and normative).
 - Reflect on needs of school: physically, culturally and climate in nature.

3. Classroom: Classroom teachers and practitioners might use this tool as a self-reflective guide to "pulse check" their understanding of CCSS implementation.

General Characteristics of the Common Core Leadership Team:

- Communicates expectations for instruction and outcomes regarding the ELA Common Core State Standards.
- Professional development is aligned with the needs of the school/district with the implementation of the ELA Common Core State Standards.
- Considers how professional development courses or workshops need to be differentiated in order to best suit the teachers. While some may be ready for advanced methods, others may need further assistance.
- District leaders should identify student learning priorities to target professional development that promotes the best practices to address student needs. The professional development plan must be systemic—long-range as well as short-range and fully articulated across the entire staff and grade spans.
- Meets regularly to discuss, update and plan for communications regarding upcoming PARCC assessments:
 - Performance Level Descriptors
 - Rubrics
 - Item Task Prototypes
 - Model Content Frameworks
 - Evidence Statements
 - Student Claims
- Meets regularly to plan how to communicate Common Core with stakeholders such as the community, school board and parents.
- Determines how they can facilitate and support collaboration among teachers that is focused on implementation of the standards.
- Dedicates staff to determine technology needs and how to integrate into the Common Core classroom.
- Develops a timeline to implement varied modes of assessments, including a range of pre, formative, summative and self-assessment measures.
- Open discussions with staff related to the capacity of teachers to integrate literacy skills into content area instruction and identify teachers with particular strengths in literacy.
- Find resources to implement a cross-curricular approach to strengthen disciplinary literacy across subjects and build students' ability to consider issues from multiple perspectives.
- Analyze the current state of the school from a literacy perspective with data from standardized test scores, state assessments, grades, and quantitative measures of student reading comprehension.

Materials

- Determine to what extent the existing instructional materials align with the standards and make a plan to address gaps, redundant content or unnecessary curriculum.
- Update instructional resources to align with the ELA CCSS; evaluate resources for effectiveness.
- Examine the Publisher’s Criteria before purchasing any new materials.
<http://www.achievethecore.org/leadership-tools-common-core/aligning-materials/publishers-criteria>

Climate and Culture

- Through frequent conversations, keep the focus on learning by acting as a catalyst to build partnerships with teacher leaders, instructional and literacy coaches, and technology specialists.
- Build collaborative cultures characterized by conversations centered around student learning and reflective inquiry, shared ownership, and short- and long-term thinking.
- Build trust through shared decision making, frequent communications, frequent visits to classrooms and consistency over time. In these cases, trust becomes a key driver toward a strong culture.
- Grow leaders by creating opportunities for teacher leadership to emerge and by sharing and distributing leadership throughout the school. This prepares schools for the reality that “many tasks... require many leaders.”
- Build a Leadership Team for CCSS implementation
Examine ISBE’s Comprehensive System of Learning Supports page for more information.
<http://www.isbe.net/learningsupports/climate/climate-resources.htm>

Instructional Environment:

- Engages student interests in reading, writing, and speaking about texts.
- Establishes expectations that are easy to understand and meet.
- Provides all students with opportunities to engage with text of appropriate complexity for the grade level.
- Engages students in a productive struggle through discussion and other supports that build towards independence.
- Includes appropriate supports for students who are ELL, have disabilities, or read or write well below grade level.
- Includes extensions and/or more advanced texts for students who read or write well above grade level.
- Integrate available technology and media throughout curriculum and instruction.

Suggested **Optional** Directions for Use:

As a school or district, the possibility exists that the district selects only one shift to focus on professional development for the year. For example, if shift one, Engaging with Complex Text, is chosen as a professional development study, the three subtopics within that shift are a main focus all year. Once a staff understands the shift and begins implementation of the standards, teachers would use the bulleted checklist for their grade levels to self-reflect on their progress. Teachers or staff could convene and collaborate on what ideas could propel their progress forward and celebrate the successes that were made throughout the year.

As a grade level, the team could decide where their progress lies on the implementation rubric and in what areas they may need to gather more materials or assist one another with gathering resources to support those areas. For example, if a grade level feels they are in need of more support with assessment strategies, the school psychologist or data assessment specialist could be referenced.

An administrator could use the implementation rubric for general walk-throughs while looking for data trends in their building. It would be helpful for an administrator to look for one idea on the implementation rubric instead of utilizing the entire document for a walk through. Again, the only rubric that would be used is the one chosen for professional development in this scenario, Engaging with Complex Text. For example, if a great deal of professional development had been completed on Close Reading but the practices don't seem to be regularly used, that would signal a survey for identifying what the need might be to ensure the practice is utilized. Questions that could be formulated are: do we have the correct materials to implement the strategy, are the teachers confident in their skills or did modeling with gradual release need to be employed, is the culture of the school one that fosters an environment of trying new ideas? Are all teachers not employing or just a few that might need further support?

Because shifts align to Dimension II of the Rubric and the Implementation Guide aligns to the practices found in the classroom, teachers should be using the EQUIP Rubric developed by Achieve along with the ISBE User Guide located at www.ilclassroomsinaction.org. Both resources assist with aligning their classroom practices to the New Illinois Learning Standards. Located on the Implementation rubric, each shift is outlined regarding what the overall practices should resemble. Teachers could identify and reflect as to where they're implementation practices are and have conversations within the staff regarding the alignment to the EQUIP Rubric tool as it relates to Illinois' intent.

Charlotte Danielson's FRAMEWORK FOR TEACHING

| | |
|---|---|
| <p>DOMAIN 1: Planning and Preparation</p> <p>1a Demonstrating Knowledge of Content and Pedagogy <ul style="list-style-type: none"> • Content knowledge • Prerequisite relationships • Content pedagogy </p> <p>1b Demonstrating Knowledge of Students <ul style="list-style-type: none"> • Child development • Learning process • Special needs • Student skills, knowledge, and proficiency • Interests and cultural heritage </p> <p>1c Setting Instructional Outcomes <ul style="list-style-type: none"> • Value, sequence, and alignment • Clarity • Balance • Suitability for diverse learners </p> <p>1d Demonstrating Knowledge of Resources <ul style="list-style-type: none"> • For classroom • To extend content knowledge • For students </p> <p>1e Designing Coherent Instruction <ul style="list-style-type: none"> • Learning activities • Instructional materials and resources • Instructional groups • Lesson and unit structure </p> <p>1f Designing Student Assessments <ul style="list-style-type: none"> • Congruence with outcomes • Criteria and standards • Formative assessments • Use for planning </p> | <p>DOMAIN 2: The Classroom Environment</p> <p>2a Creating an Environment of Respect and Rapport <ul style="list-style-type: none"> • Teacher interaction with students • Student interaction with students </p> <p>2b Establishing a Culture for Learning <ul style="list-style-type: none"> • Importance of content • Expectations for learning and behavior • Student pride in work </p> <p>2c Managing Classroom Procedures <ul style="list-style-type: none"> • Instructional groups • Transitions • Materials and supplies • Non-instructional duties • Supervision of volunteers and paraprofessionals </p> <p>2d Managing Student Behavior <ul style="list-style-type: none"> • Expectations • Monitoring behavior • Response to misbehavior </p> <p>2e Organizing Physical Space <ul style="list-style-type: none"> • Safety and accessibility • Arrangement of furniture and resources </p> |
| <p>DOMAIN 4: Professional Responsibilities</p> <p>4a Reflecting on Teaching <ul style="list-style-type: none"> • Accuracy • Use in future teaching </p> <p>4b Maintaining Accurate Records <ul style="list-style-type: none"> • Student completion of assignments • Student progress in learning • Non-instructional records </p> <p>4c Communicating with Families <ul style="list-style-type: none"> • About instructional program • About individual students • Engagement of families in instructional program </p> <p>4d Participating in a Professional Community <ul style="list-style-type: none"> • Relationships with colleagues • Participation in school projects • Involvement in culture of professional inquiry • Service to school </p> <p>4e Growing and Developing Professionally <ul style="list-style-type: none"> • Enhancement of content knowledge and pedagogical skill • Service to the profession </p> <p>4f Showing Professionalism <ul style="list-style-type: none"> • Integrity/ethical conduct • Service to students • Advocacy • Decision-making • Compliance with school/district regulations </p> | <p>DOMAIN 3: Instruction</p> <p>3a Communicating With Students <ul style="list-style-type: none"> • Expectations for learning • Directions and procedures • Explanations of content • Use of oral and written language </p> <p>3b Using Questioning and Discussion Techniques <ul style="list-style-type: none"> • Quality of questions • Discussion techniques • Student participation </p> <p>3c Engaging Students in Learning <ul style="list-style-type: none"> • Activities and assignments • Student groups • Instructional materials and resources • Structure and pacing </p> <p>3d Using Assessment in Instruction <ul style="list-style-type: none"> • Assessment criteria • Monitoring of student learning • Feedback to students • Student self-assessment and monitoring </p> <p>3e Demonstrating Flexibility and Responsiveness <ul style="list-style-type: none"> • Lesson adjustment • Response to students • Persistence </p> |

| Instructional Shift with PARCC Alignment | K-5 Classroom Evidence | Notes |
|---|---|-------|
| <div data-bbox="205 334 436 500" data-label="Image"> </div> <p>PARCC builds a staircase of text complexity to ensure students are on track each year for college and career reading.</p> <p>PARCC rewards careful, close reading rather than racing through passages.</p> <p>PARCC systematically focuses on the words that matter most—not obscure vocabulary, but the academic language that pervades complex texts.</p> <p>The following resources provide detailed guidance for aligning the ELA Common Core State Standards with each shift of instruction.</p> <p>Grade Level Strategies http://www.isbe.net/common_core/htmls/resources.htm Click on Level 3</p> <p>Shift Kits http://education.illinoisstate.edu/casei/ela-content-specialist/</p> <p>Text Complexity Close Reading Academic Vocabulary</p> | <p>Teacher</p> <ul style="list-style-type: none"> • Strengthens foundational reading skills through systematic instruction • Provide opportunities for K-1 students to engage with complex texts through read-alouds • Provides fluency instruction that includes comprehension of the text • Review current grade level materials and resources to determine appropriate text complexity. • Engage students in rigorous conversations about text (listened to or read) • Emphasize close reading of fewer texts rather than brief encounters with many texts • Allow students to productively struggle with reading complex texts while scaffolding instruction and gradually removing supports to read and perform independently • Promote literacy strategies in all subject areas • Encourage students to persevere while reading by using strategies and tasks that engage the student throughout the text • Creates opportunities for collaborative discussion to draw students deeper into the text • Observe the different tiers of vocabulary and strategically focus on words that are the most relevant to the discipline • Use research-based strategies to teach vocabulary • Provide instruction in using context clues to determine word meaning <p>Students</p> <ul style="list-style-type: none"> • Determine key ideas and details to demonstrate understanding of the text • Self-direct, striving towards academic independence • Use context clues to determine word meaning • Apply and integrate vocabulary strategies independently • Utilize technology to deepen knowledge of concepts, collaborate, communicate and demonstrate skills and knowledge | |

| Instructional Shift with PARCC Alignment | 6-12 Classroom Evidence | Notes |
|--|---|-------|
| <div data-bbox="233 326 466 483" style="border: 1px solid black; border-radius: 15px; background-color: #c00000; color: white; padding: 10px; text-align: center; margin-bottom: 10px;"> <p>Engage with Complex Text</p> </div> <p>PARCC builds a staircase of text complexity to ensure students are on track each year for college and career reading.</p> <p>PARCC rewards careful, close reading rather than racing through passages.</p> <p>PARCC systematically focuses on the words that matter most—not obscure vocabulary, but the academic language that pervades complex texts</p> <p>For more information with this shift, see these shift kits at www.isbe.net/pls .</p> <p>The following resources provide detailed guidance for aligning the ELA Common Core State Standards with each shift of instruction.</p> <p>Grade Level Strategies www.isbe.net/common_core/htmls/resources.htm Click on Level 3</p> <p>Shift Kits http://education.illinoisstate.edu/casei/ela-content-specialist/</p> <p>Text Complexity Close Reading Academic Vocabulary</p> | <p>Teachers</p> <ul style="list-style-type: none"> • Review current grade level materials and resources to determine appropriate text complexity grade band • Ensure students engage with increasingly complex texts at each grade level band • Use texts worthy of study that provide multiple opportunities to teach skills and knowledge outlined in the standards • Engage students in rigorous conversations about texts • Emphasize close reading of fewer texts rather than brief encounters with many • Allow students to productively struggle with reading complex texts while scaffolding instruction and gradually removing supports to read and perform independently • Use research-based strategies to teach vocabulary • Observe the different tiers of vocabulary and strategically focus on words that are the most relevant words to the discipline • Provide instruction in using context clues to determine word meaning <p>Students</p> <ul style="list-style-type: none"> • Independently guide themselves in comprehending complex texts • Apply vocabulary strategies to build confidence as well as infuse in all academic areas • Use context clues to determine word meaning • Utilize technology to deepen knowledge of concepts, collaborate, communicate and demonstrate skills and knowledge | |

The conditions described in Shift 1 may not align to all CCSS expectations for K-1 teachers

Shift One: Engage with Complex Text Classroom Implementation Rubric

Highlighted text shows a correlation to the Framework for Teaching Evaluation Instrument by Charlotte Danielson which can be found at the following link: www.danielsongroup.org

| Teacher | Beginning Implementation | Partial Implementation | Full Implementation | |
|------------------------------|---|---|--|--|
| Teacher | | | | |
| | Planning & Preparation | Teacher plans lessons/units around skills and knowledge of the discipline with relationships among concepts, skills and interdisciplinary connections in plans and practice. Close reading examples are included with alignment to the lessons/units. Academic vocabulary is emphasized by employing various strategies in order to promote literacy and make connections across disciplines (D1:1a). | Teacher plans lessons/units around skills and knowledge of the discipline with relationships among concepts, skills and interdisciplinary connections in plans and practice (D1:1a). Unit/lesson plans reflect a wide range of current pedagogical approaches in the discipline. Academic vocabulary is emphasized by employing various strategies in order to promote literacy and make connections across disciplines. Teachers employ a variety of strategies for students to independently and proficiently read complex texts and use academic vocabulary. | |
| | Expectations of Students | Teacher communicates expectations of lesson goals with students regarding close reading of a complex text (i.e. multiple reads will occur for a variety of purposes). (Lesson goals may be communicated at different points throughout lessons/units) (D3:3a) | Teacher models the goals and expectations of the skills needed to navigate a complex text with vivid and descriptive language using scaffolding where appropriate. Students know close reading expectations, whether completed independently or in groups, with goals written or spoken (i.e. multiple reads will occur for a variety of purposes). Students use content and contextual clues to assist with learning academic vocabulary along with a variety of strategies the teacher models. (Lesson goals may be communicated at different points throughout lessons/units). | Teacher models the goals and expectations of the skills needed to navigate a complex text with vivid and descriptive language, which connects explanations to students' lives beyond school, using scaffolding where appropriate. Students know close reading expectations, whether done independently or in groups, with goals written or spoken, (i.e. multiple reads will occur for a variety of purposes). Students independently use content and contextual clues to assist with learning new vocabulary along with current pedagogical techniques modeled and supported by the teacher. (Lesson goals may be communicated at different points throughout lessons/units). |
| | Inquiry & Discussion Techniques | Teacher informs students of questions students should answer. Teacher attempts to hold collaborative conversations but only a few students dominate the discussion. Questions begin at low level of cognitive demand and involve some high level cognitive questions, with a focus on the CCSS structure: key ideas and details, craft and structure, and integration of knowledge and ideas. | Teacher fosters opportunities for discussion so students will ask and answer questions drawing an analysis of the text and enabling students to engage with one another (D3:3b). Questions posed by the teacher follow the CCSS structure: key ideas and details, craft and structure, and integration of knowledge and ideas. The cognitive demand of questioning may begin at a low level but the quality of questions and responses emphasize deep understanding and engagement with complex texts. Teacher adjusts for learning outcomes as necessary. | Teacher fosters opportunities for discussion so students will ask and answer questions drawing an analysis of the text and enabling students to engage with one another. Teacher uses a range of techniques to ensure that all students contribute and enlists the assistance of students to ensure this outcome (D2:2b). Questions have multiple correct responses or approaches. The cognitive demand of questioning may begin at a low level but the quality of questions and responses emphasize deep understanding and engagement with complex texts. Teacher anticipates student misconceptions and adjusts instruction accordingly. |
| Pacing and Activities | Teacher assigns groups strategically in order to meet lesson objectives and engage deeply with complex texts. Activities match the goals and expectations of close reading and academic vocabulary assignment and instructional materials have been selected for students using a variety of resources. Teacher models the work for students. | Teacher uses a variety of groupings in order to meet lesson objectives and engage deeply with complex texts (D3:3c). Activities match the expectations expressed in close reading and academic vocabulary assignments. Students have some choice in completing learning tasks. Teacher selects instructional materials that include a wide variety of resources. Students sometimes reflect on their learning after teacher provides closure to the lesson. | Teacher uses a variety of groupings in order to meet lesson objectives (D1:1c) and engage deeply with complex texts. Students are involved in classroom procedures such as generating group objectives. Activities match the expectations expressed in the close reading and academic vocabulary assignments. Teacher selects instructional materials that include a wide variety of resources to support a deep understanding of texts. Students engage with the tasks and persevere through challenging text. Students reflect on their learning with each other and independently after teacher provides closure. | |

Beginning Implementation

Students understand they will be assessed but may not understand the assessment criteria. A teacher administers assessments that do not necessarily align with the skills and rigor of the CCSS. Questions show little evidence of student learning.

Partial Implementation

Students understand they will be assessed and the criteria by which they will be assessed (D1:1f). Teacher intentionally creates assessment tasks that align to the text complexity model, learning objectives, and assessment goals when writing the unit of study. Several formative assessments are given along the way to monitor understanding. A culminating assessment may be given after criteria are defined for students. Students are given timely feedback and direction so they may improve performance and skills. For example, in close reading, they are monitored for critical thinking, contributions to discussion, and are given feedback when understanding is unclear.

Full Implementation

Students understand they will be assessed and the criteria by which they will be assessed. Teacher intentionally creates assessment tasks that align to the text complexity model, learning objectives, and assessment goals when writing the unit of study. Several formative assessments are given along the way to monitor understanding. A culminating assessment may be given after criteria are defined for students (D1:1f). Students may have input establishing the criteria. Students are given specific, timely feedback and direction so they may improve performance and skills. For example, in close reading, they are monitored for critical thinking, contributions to discussion in groups and are given feedback when understandings are unclear. Students often make suggestions for improvement such as use of other student feedback, and self or peer evaluation (D3:3d).

Beginning Implementation

Teacher may not have yet selected a set of targeted standards. Clear objectives and a purpose for close reading and/or vocabulary instruction have been set but maybe not both. Text selections are grade level appropriate but may only include knowledge of packaged "official" materials that meet whole class instruction. Text selection meets lesson objectives with some but not all close reading qualitative characteristics included such as text features, analysis of the levels of meaning, syntax, and tier 2 vocabulary. The learning activities and materials represent a moderate cognitive challenge but little differentiation appears. Group discussions and questions closely examine a text using evidence to gain a deep understanding of the text. Vocabulary discussion is done in context. Assessment criteria are developed for the whole class but the feedback is not clear and only aligns with some of the instructional outcomes.

Partial Implementation

Teacher has selected specific targeted standards for the lesson or unit. A clear set of objectives and purpose for close reading and vocabulary instruction have been set. Text selections are grade level appropriate and meet lesson/unit objectives with scaffolding for some students, especially those achieving well below grade level. Knowledge of materials is wider and may include other media and technology. Lesson objectives for close reading include all qualitative characteristics such as text features, analysis of the levels of meaning, syntax, and tier 2 vocabularies. The learning activities and materials represent a moderate cognitive challenge with scaffolded instruction and a variety of grouping options that engage students in a productive struggle through discussion questions and other supports that build toward independence. Group discussions and questions closely examine a text using evidence to gain a deep understanding of the text. Vocabulary discussion is done in context while providing supports for ELL, students with disabilities and those that read well below grade level. Formative and summative assessments are designed with some student self-assessment in place. Assessment criteria are developed for whole class but a few assessments are scaffolded for individuals. Feedback is clear and aligns with instructional outcomes and targeted standards.

Full Implementation

Teacher has selected specific targeted standards for the lesson or unit. A clear set of objectives and purpose for close reading and vocabulary instruction have been set. Text selections are grade level appropriate and meet lesson/unit objectives with scaffolding for all students including those achieving well above or below grade level standards. A wide variety of materials that may include charts, diagrams, multimedia, illustrations and various texts about a particular subject are included in the unit. Lesson objectives for close reading include all qualitative characteristics such as text features, analysis of the levels of meaning, syntax, tier 2 vocabularies and provide multiple opportunities for all students to engage with texts of appropriate complexity. The learning activities and materials represent a moderate to high cognitive challenge with scaffolded instruction and a variety of grouping options that engage students in a productive struggle through discussion questions and other supports that build toward independence. Group discussions and questions closely examine a text using evidence to gain a deep understanding of the text. Vocabulary discussion is done in context while providing supports for ELL, students with disabilities, and those that read well below and above grade level. Formative and summative assessments are designed with some student self-assessment in place. Assessment criteria are developed for individuals based on need. Feedback is clear and aligns with instructional outcomes and targeted standards.

| Instructional Shift with PARCC Alignment | K-5 Classroom Evidence | Notes |
|---|---|-------|
| <div data-bbox="233 188 449 334" style="border: 1px solid black; border-radius: 15px; background-color: #92d050; padding: 10px; text-align: center; margin-bottom: 10px;"> <p style="margin: 0;">Extract and Employ Evidence</p> </div> <p>PARCC focuses on students rigorously citing evidence from texts throughout the assessment (including selected-response items)</p> <p>PARCC includes questions with more than one right answer to allow students to generate a range of rich insights that are substantiated by evidence from text(s).</p> <p>PARCC requires writing to sources rather than writing to de-contextualized expository prompts.</p> <p>PARCC also includes rigorous expectations for narrative writing, including accuracy and precision in writing in later grades.</p> <p>The following resources provide detailed guidance for aligning the ELA Common Core State Standards with each shift of instruction.</p> <p style="text-align: center;">Grade Level Strategies www.isbe.net/common_core/htmls/resources.htm Click on Level 3</p> <p style="text-align: center;">Shift Kits http://education.illinoisstate.edu/casei/ela-content-specialist/ Text-Dependent Questions Writing to Sources Narrative Writing</p> | <p>Teachers</p> <ul style="list-style-type: none"> • Plan and create opportunities for students to have deep, evidence-based conversations/collaboration about text • Use questions that are text-dependent, worth asking/exploring • Explicitly model multiple times how to find evidence in a text to support answers • Provide students the opportunity to read the text, encounter references to another text, another event and to dig in more deeply into the text to try and figure out the meaning of the text(s) • Ask questions and assign tasks that target specific grade level standards • Directing students back to the text for answers through text dependent questions • Model expectations for writing; using rubrics and student work to help students to self-evaluate • Provide opportunities for students to develop reading, writing, language, listening and speaking through short, focused research projects • Present opportunities to write from multiple sources about a single topic • Expect that students will generate their own informational texts (spending much less time on personal narratives) • Balance writing tasks between the three types of writing (explanatory/informational, opinion and narrative) <p>Students</p> <ul style="list-style-type: none"> • Find evidence in the text • Conduct close reading of text in order to ask and answer questions. (K-1 focus will be close reading) • Generate informational texts • State opinions using evidence from the text(s) • Conduct short research projects to answer a question, drawing on several sources • Create a comprehensive piece of writing that draws on several pieces of information • Utilize technology to collaborate, communicate and demonstrate skills and knowledge | |

| Instructional Shift with PARCC Alignment | 6-12 Classroom Evidence | Notes |
|--|---|-------|
| <div data-bbox="220 261 455 410" style="border: 1px solid black; border-radius: 15px; background-color: #76b82a; color: white; padding: 10px; text-align: center; margin-bottom: 10px;"> <p>Extract and Employ Evidence</p> </div> <p>PARCC focuses on students rigorously citing evidence from texts throughout the assessment (including selected-response items)</p> <p>PARCC includes questions with more than one right answer to allow students to generate a range of rich insights that are substantiated by evidence from text(s).</p> <p>PARCC requires writing to sources rather than writing to de-contextualized expository prompts.</p> <p>PARCC also includes rigorous expectations for narrative writing, including accuracy and precision in writing in later grades.</p> <p>The following resources provide detailed guidance for aligning the ELA Common Core State Standards with each shift of instruction.</p> <p style="text-align: center;">Grade Level Strategies www.isbe.net/common_core/htmls/resources.htm Click on Level 3</p> <p style="text-align: center;">Shift Kits http://education.illinoisstate.edu/casei/ela-content-specialist/</p> <p style="text-align: center;">Text-Dependent Questions Writing from Sources Narrative Writing</p> | <p>Teachers</p> <ul style="list-style-type: none"> • Devote majority of the class time actively engage in reading, writing, and discussing of texts • Adequately prepare for instruction by deeply understanding the text; anticipate challenges and provide ongoing support • Ask text-dependent questions that draw students into deeper engagement with text • Ask questions and assign tasks that target specific grade level standards • Offer multiple opportunities for students to compare and synthesize ideas across texts • Emphasize writing to demonstrate comprehension of text • Ask students to develop an argument informed by a close reading of the text • Present opportunities to write to/from multiple sources about a single topic • Align writing tasks to the recommended balance of text types for each grade level • Model expectations for writing • Provide opportunities for students to routinely write over extended frame frames and shorter time frames for a range of discipline-specific, tasks, purposes and audiences <p>Students</p> <ul style="list-style-type: none"> • Return to the text to find evidence to support an argument with clear and concise reasoning • Read, reread, reference other texts, and to dig more deeply into text in order to answer questions • Create a comprehensive piece of writing that draws on several pieces of information • Utilize technology to collaborate, communicate and demonstrate skills and knowledge | |

Shift Two: Extract and Employ Evidence

Classroom Implementation Rubric

| Teacher | Beginning Implementation | Partial Implementation | Full Implementation |
|---------------------------------|--|---|---|
| Planning & Preparation | Teacher plans lessons/units around text dependent questions and employing writing as a means of comprehension. Teacher plans for writing summaries, presenting opportunities to write from multiple sources, conducting research projects and writing for all types: narrative, opinion/argumentative, and informational/explanatory in different curricular areas. Teacher models the expectations for students. | Teacher plans lessons/units around close reading of multiple sources and text dependent questions are created. Teacher employs writing as a means of comprehension and synthesizes information learned with writing activities and text structures creating relationships among interdisciplinary connections. Teacher plans for writing summaries, presenting opportunities to write from multiple sources, conducting research projects and writing for all types: narrative, opinion/argumentative, and informational/explanatory in different curricular areas. Teacher finds a variety of themes to indicate relationships and plans other literacy activities that represent high level thinking. | Teacher plans lessons/units around close reading of multiple sources and text dependent questions are created. Teacher employs writing as a means of comprehension and synthesizes information learned with writing activities and text structures creating relationships among interdisciplinary connections. (S)he also provides a wide range of current pedagogical approaches through writing. Teacher plans for writing summaries, presenting opportunities to write from multiple sources, conducting research projects and writing for all types: narrative, opinion/argumentative, and informational/explanatory in different curricular areas. (S)he finds a variety of themes/central ideas to indicate relationships and plans (D1:1b) other engaging literacy activities that represent high level thinking (D1:1c). The teacher plans instruction taking into account the specific learning needs of each student and solicits ideas from students by planning for lesson outcomes from previous lessons to be linked to what is currently being taught. |
| Expectations of Students | Teacher communicates expectations of lesson goals with students, (i.e. how to correctly write a narrative, informational/explanatory or opinion/argumentative piece). The teacher communicates clearly the concepts and skills necessary to complete written language and asks students to present materials in different forms of multimedia. The teacher models the skills needed according to the grade level expectations of the CCSS. | Teacher models the student outcomes and expectations (D1:1e) with vivid and descriptive language using scaffolding where appropriate (D3:3a). Students are clear about lesson objectives, whether independently or group oriented, with goals written or orally given, (i.e. how to correctly write a narrative, informational/explanatory or opinion/argumentative piece). The teacher facilitates class discussion in order to arrive at new understandings of complex material and clearly communicates concepts and skills necessary to transfer learning to writing. Students use technology to deepen knowledge of concepts, to collaborate, communicate and demonstrate skills and knowledge. | Teachers model the student outcomes and expectations with vivid and descriptive language which connects explanations to students' lives beyond school (D1:1b), using scaffolding where appropriate. Students are clear about lesson objectives, whether independently or group oriented, with goals written or orally given, (i.e. how to correctly write a narrative, informational/explanatory or opinion/argumentative piece). The teacher facilitates class discussion in order to arrive at new understandings of complex material and clearly communicates concepts and skills necessary to transfer learning to writing (D3:3a). Students use technology to deepen knowledge of concepts, to collaborate, communicate and demonstrate skills and knowledge along with current pedagogical techniques that the teacher fosters with groups or students use independently. |
| Inquiry & Discussion Techniques | Teacher asks questions with a few students dominating the discussion. Questions begin at a low level of cognitive demand and involve some high level cognitive questions. Questions are text dependent and evidence based across multiple texts, may also focus on text structures, and how structures can assist with comprehension. | Teacher fosters opportunities for discussion so students will question <i>and</i> answer drawing an analysis of texts and enabling students to engage with one another. Questions posed by the teacher are text dependent and evidence based across multiple texts, follow different text structures, and how those structures aid in comprehension. Writing activities are based on evidence from texts and transferring comprehension of those texts to the application of writing. Teacher adjusts for learning outcomes as necessary. | Teacher fosters opportunities for discussion so students will question <i>and</i> answer drawing an analysis of text dependent questions and evidence based across multiple texts, text structures, and enabling students to engage with one another. Writing activities are based on evidence from texts and transferring comprehension of those texts to the application of writing. Teacher uses a range of techniques to ensure that all students contribute (D2:2b), and enlists the assistance of students to ensure this outcome. Questions have multiple correct responses or approaches. Teacher expects student misconceptions and adjusts accordingly (D3:3b). |

| Teacher | Beginning Implementation | Partial Implementation | Full Implementation |
|-----------------------|---|--|--|
| Pacing and Activities | <p>Teacher assigns groups strategically in order to meet lesson objectives and standards. Activities match the goals and expectations of the unit/lesson and instructional materials have been selected for students using a variety of resources. Teacher models the work for the students and provides closure.</p> | <p>Teacher uses a variety of student groupings in order to meet lesson objectives. Activities match the expectations of the unit/lesson and instructional materials have a wide variety of resources (D3:3c), inclusive of primary sources if applicable, possibly allowing for student selection. Students are engaged with the tasks assigned and hold collaborative conversations. Students sometimes have an opportunity for reflection, either orally or in written form, after teacher provides closure.</p> | <p>Teacher uses a variety of groupings in order to meet lesson objectives. Students are involved in classroom procedures such as generating group objectives. Activities match the unit/lesson and instructional materials have a wide variety of resources, inclusive of primary sources if applicable, allowing for possible student selection. Students are engaged with the tasks and persevere through challenging writing assignments. Collaborative conversations are the norm and align with lesson objectives and established criteria. Students have an expectation for reflection after teacher provides closure and share their learning through oral or written form. Teacher provides the necessary time for engagement and scaffolded instructional support.</p> |
| | <p>Students understand they will be assessed but may not understand the assessment criteria. A teacher administers assessments that do not necessarily align with the skills and rigor of the CCSS. Questions show little evidence of student learning. Students do not engage in self-evaluation.</p> | <p>Students understand they will be assessed and the criteria by which they will be assessed. Teacher intentionally creates assessment tasks that align to the discipline, learning objectives, and assessment goals when writing the unit of study. Several formative assessments are given along the way to monitor understanding. A culminating assessment may be given after criteria are defined for students. Students are given timely feedback and direction so they may improve performance and skills.</p> | <p>Students understand they will be assessed and the criteria by which they will be assessed. The teacher intentionally creates tasks that align to the learning objectives and assessment goals when writing the unit of study (D1:1c). Several formative assessments, seamlessly built into lesson implementation, are given along the way to monitor understanding and a culminating assessment may be given after criteria are defined and clearly understood by students. Students may be allowed to assist in creating some criteria. Students are given specific, timely feedback and direction so they may improve performance and skills. Students often make suggestions for improvement. Use of other student feedback, and self or peer evaluation against clear criteria is utilized. For example, in writing an informational/explanatory piece in a science class, the teacher provides a rubric and allows students to correct for errors.</p> |
| Assessment | | | |

Beginning Implementation

Teacher may not have yet selected a set of targeted standards. Clear objectives and a purpose for answering text based questions from multiple sources and writing have been set but maybe not both. The learning activities and materials represent a moderate cognitive challenge but little differentiation appears. The teacher attempts to facilitate but may not get at the depth of a rich and rigorous evidence-based discussion and only slightly attempts to connect writing tasks solicited from common texts. Text dependent questions are only sometimes sequenced and thought-provoking, (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media). Teacher rarely expects students to draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an opinion, or argument in various written forms (e.g., notes, summaries, short responses, or formal essays). Assessment criteria are developed for the whole class but the feedback is not clear and only aligns with some of the instructional outcomes.

Partial Implementation

Teacher has selected specific targeted standards for the lesson or unit. A clear set of objectives and purpose for answering text based questions from multiple sources and writing have been set. The learning activities and materials represent a moderate cognitive challenge with scaffolding for some students, especially those achieving well below grade level. Knowledge of materials is wider and may include other media and technology. The teacher facilitates rich and rigorous evidence-based discussions and connects writing tasks that are solicited from common texts but only sometimes sequences through specific, thought-provoking, and text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media). Sometimes expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an opinion, or argument in various written forms (e.g., notes, summaries, short responses, or formal essays). Formative and summative assessments are designed with some student self-assessment in place. Assessment criteria are developed for whole class but a few assessments are scaffolded for individuals. Feedback is clear and aligns with instructional outcomes and targeted standards.

Full Implementation

Teacher has selected specific targeted standards for the lesson or unit. A clear set of objectives and purpose for answering text based questions from multiple sources and writing have been set. The learning activities and materials represent a moderate to high cognitive challenge with scaffolded instruction and a variety of grouping options that engage students in a productive struggle through discussion questions and other supports that build toward independence. Knowledge of materials is wider and may include other media and technology. The teacher facilitates rich and rigorous group discussions and questions closely examine a text using evidence based discussion to gain a deep understanding of the text. Writing is about common texts and is only sequenced through specific, thought-provoking, and text-dependent questions (including, when applicable, questions about illustrations, charts, diagrams, audio/video, and media). Teacher expects that students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an opinion, or argument in various written forms (e.g., notes, summaries, short responses, or formal essays). Formative and summative assessments are designed with some student self-assessment in place. Assessment criteria are developed for individuals based on need. Feedback is clear and aligns with instructional outcomes and targeted standards. For example, in writing a research paper in social studies, a rubric is provided, exit tickets are elicited for evidence of understanding each section of the paper and the resources, students are placed in groups to confer with classmates and teachers seek alternative approaches to help students who have difficulty.

| Instructional Shift with PARCC Alignment | K-5 Classroom Evidence | Notes |
|---|---|-------|
| <div data-bbox="216 215 457 378" style="border: 1px solid black; border-radius: 15px; background-color: #6a3d9a; color: white; padding: 10px; text-align: center; margin-bottom: 10px;"> <p>Build Knowledge</p> </div> <p>PARCC assesses not just ELA but a full range of reading and writing across the disciplines of science and social studies.</p> <p>PARCC simulates research on the assessment, including the comparison and synthesis of ideas across a range of informational sources.</p> <p>The following resources provide detailed guidance for aligning the ELA Common Core State Standards with each shift of instruction.</p> <p style="text-align: center;">Grade Level Strategies www.isbe.net/common_core/htmls/resources.htm Click on Level 3</p> <p style="text-align: center;">Shift Kits http://education.illinoisstate.edu/casei/ela-content-specialist/</p> <p style="text-align: center;">Informational Text Content Area Literacy ELA (EnglishTeachers)</p> | <p>Teachers</p> <ul style="list-style-type: none"> • Provide an accessible classroom library that consists of literacy and informational texts in a wide variety of genres for students to engage with independently • Present texts in a multitude of formats: written, spoken, video, and other forms of multimedia • Plan a 50/50 balance of informational text and literature • Provide opportunities for informational text read-alouds • Model and teach comprehension strategies using informational texts • Use mentor texts to teach text features and structures and apply them to writing • Focus the majority of student reading time on reading, listening to, speaking or writing about text • Model and teach how to make clear concise summaries • Scaffold instruction using a variety of tools such as annotation, graphic organizers, digital tools while reading or listening • Design/plan activities for written response using key points and summary of informational text • Incorporates the four aspects of literacy (reading, writing, language, speaking and listening) into lessons/units of study in all content areas • Utilize technological tools in the classroom for both presentation and instruction • Provide a core literacy curriculum that aligns with the text complexity grade bands and allows opportunities for students to select texts that are of interest and promote engagement <p>Students</p> <ul style="list-style-type: none"> • Have equal exposure to informational and literary texts in the elementary grades (across disciplines) • Learn about the types of text structures found in informational text and literature and use that knowledge to comprehend text • Understand and apply reading strategies specific to literary text and specific to informational text - eventually independently • Learn to discuss (speak & listen) about text • Write about what has been read or learned from text • Utilize technology to deepen knowledge of concepts, collaborate, communicate and demonstrate skills and knowledge • Have opportunities to self-select texts | |

| Instructional Shift with PARCC Alignment | 6-12 Classroom Evidence | Notes |
|---|--|-------|
| <div data-bbox="212 280 447 435" style="border: 1px solid black; border-radius: 15px; background-color: #6a3d9a; color: white; padding: 10px; text-align: center; margin-bottom: 10px;"> <p>Build Knowledge</p> </div> <p>PARCC assesses not just ELA but a full range of reading and writing across the disciplines of science and social studies.</p> <p>PARCC simulates research on the assessment, including the comparison and synthesis of ideas across a range of informational sources.</p> <p>The following resources provide detailed guidance for aligning the ELA Common Core State Standards with each shift of instruction.</p> <p style="text-align: center;">Grade Level Strategies www.isbe.net/common_core/htmls/resources.htm Click on Level 3</p> <p style="text-align: center;">Shift Kits http://education.illinoisstate.edu/casei/ela-content-specialist/</p> <p style="text-align: center;">Informational Text Content Area Literacy ELA (EnglishTeachers)</p> | <p>Teachers</p> <ul style="list-style-type: none"> • Explicitly model and teach general as well as discipline specific comprehension strategies for informational texts • Teach text structures to provide a framework for navigating complex informational text • Students have opportunities to craft well-reasoned arguments substantiated by evidence from the text • Promote literacy and teach comprehension strategies across content areas • Consistently use evidence from the text to substantiate claims and arguments • Serve as a cooperative facilitator for student learning, not a “purveyor of knowledge” • Utilize technological tools in the classroom for both presentation and instruction • Present text in a multitude of formats; written, spoken, video, and other forms of multimedia <p>Students</p> <ul style="list-style-type: none"> • Process informational text by structured speaking and listening activities • Use evidence from texts while writing • Use multiple reading strategies with support, promote independence • Collaborate with peers • Utilize technology to deepen knowledge of concepts, collaborate, communicate, and demonstrate skills and knowledge • Have opportunities to self-select texts | |

Shift 3: Building Knowledge Classroom Implementation Rubric

| Teacher | Beginning Implementation | Partial Implementation | Full Implementation |
|---------------------------------|--|---|---|
| Planning & Preparation | <p>Teacher plans lessons/units around skills and knowledge of the discipline with a balance of informational text and literature (D1:1d) as recommended for the grade level located in Appendix A of the CCSS. Comprehension strategy instruction is focused on informational text structures as well as literature. Teacher plans for retelling key ideas and details at K-1 and writing summaries in all curricular areas. Teacher models the expectations for students.</p> | <p>Teacher plans lessons/units around skills and knowledge of the discipline with relationships among concepts, skills and interdisciplinary connections. The teacher provides opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts. Comprehension strategy instruction has a focus on informational text structures as well as literature along with relationships among interdisciplinary connections in plans and practice. Teacher plans for a balance of writing instruction in curricular areas and finds a variety of themes to indicate relationships while planning other literacy activities that represent high level thinking.</p> | <p>Teacher plans lessons/units around skills and knowledge of the discipline with relationships among concepts, skills and interdisciplinary connections in plans and practice. Unit/lesson plans reflect a wide range of current pedagogical approaches in the discipline. The teacher provides opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts. Comprehension strategy instruction has a focus on informational text structures as well as literature along with relationships among interdisciplinary connections. Teacher plans for a balance of writing instruction in curricular areas but also finds a variety of themes to indicate relationships and plans other engaging literacy activities that represent high level thinking. The teacher plans instruction taking into account the specific learning needs of each student and solicits ideas from students. Plans and outcomes from previous lessons are linked to what is currently being taught.</p> |
| Expectations of Students | <p>Teacher communicates expectations of lesson goals with students, (i.e. how to correctly write a summary or how to orally present use of evidence from a text to substantiate claims and arguments). Students are only sometimes clear about lesson objectives, whether independently or group oriented, with goals written or orally given. (Lesson goals may be communicated at different points throughout lessons/units).</p> | <p>Teacher models the goals and expectations necessary to navigate discipline specific texts and concepts (D1:1e), with vivid and descriptive language using scaffolding where appropriate, (i.e. how to correctly write a summary or how to orally present use of evidence from a text to substantiate claims and arguments). Students are clear about lesson objectives, whether independently or group oriented, with goals written or orally given. Students use technology to deepen knowledge of concepts, collaborate, communicate and demonstrate skills and knowledge. (Lesson goals may be communicated at different points throughout lessons/units).</p> | <p>Teacher models the goals and expectations necessary to navigate discipline specific texts and concepts, with vivid and descriptive language which connect explanations to students' lives beyond school, using scaffolding where appropriate, (i.e. how to correctly write a summary or how to orally present use of evidence from a text to substantiate claims and arguments). Students are clear about lesson objectives, whether independently or group oriented, with goals written or orally given. Students use technology to deepen knowledge of concepts, collaborate, communicate and demonstrate skills and knowledge along with current pedagogical techniques modeled and supported by the teacher. (Lesson goals may be communicated at different points throughout lessons/units).</p> |
| Inquiry & Discussion Techniques | <p>Teacher informs students of questions students should answer. Teacher attempts to hold collaborative conversations but only a few students dominate the discussion (D3:3b). Questions begin at low level of cognitive demand and involve some high level cognitive questions, with a focus on the CCSS structure: key ideas and details, craft and structure, and integration of knowledge and ideas.</p> | <p>Teacher sometimes fosters opportunities for discussion so students will question <i>and</i> answer while building knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific questions. Teacher sometimes enables students to engage with one another through literacy activities related to the discipline. Questions posed by the teacher are often text dependent and evidence based across multiple texts, follow different text structures, and demonstrate how those structures aid in comprehension. The cognitive demand of questioning may begin at low level but the quality of questions and responses sometimes reflect deep understanding and engagement with complex texts. Teacher sometimes adjusts for learning outcomes as necessary.</p> | <p>Teacher fosters opportunities for discussion so students will question <i>and</i> answer while building knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific text (D1:1a). Teacher often enables students to engage with one another through literacy activities related to the discipline. Teacher uses a range of techniques to ensure that all students contribute and enlists the assistance of students to ensure this outcome. Questions posed by the teacher are often text dependent and evidence based across multiple texts, follow different text structures, and demonstrate how those structures aid in comprehension. Questions have multiple correct responses or approaches; reflect deep understanding, and engagement with texts. Teacher expects student misconceptions and adjusts (D3:3e).</p> |

| Teacher | Beginning Implementation | Partial Implementation | Full Implementation |
|-----------------------|---|---|--|
| Pacing and Activities | <p>Activities match the goals and expectations of the discipline and instructional materials have been selected for students using a variety of resources. Teacher models the work for students. Teacher assigns groups without a strategic focus. There is little evidence of differentiation.</p> | <p>Activities match the expectations of the discipline and instructional materials have a wide variety of resources, inclusive of primary sources and other media based resources, possibly allowing for student selection. Students are engaged with the a balance of reading and writing tasks assigned and hold collaborative conversations while having some choice in completing certain learning tasks (D3:3c). Teacher uses a variety of groupings in order to meet lesson objectives. Students sometimes have an opportunity for reflection, either orally or in written form, after teacher provides closure.</p> | <p>Activities match the discipline and instructional materials have a wide variety of resources, inclusive of primary sources, and other media based resources, allowing for possible student selection. Students are engaged with the tasks and persevere through challenging text and writing tasks. Collaborative conversations are the norm and align with lesson objectives and established criteria. Students are involved in classroom procedures such as generating group objectives. Teacher uses a variety of groupings in order to meet lesson objectives. Students have an expectation for reflection after teacher provides closure and share their learning through oral or written form. Teacher provides the necessary time for engagement and scaffolded instructional support.</p> |
| | <p>Students understand they will be assessed but may not understand the assessment criteria. A teacher administers assessments that do not necessarily align with the skills and rigor of the CCSS. Questions show little evidence of student learning.</p> | <p>Students understand they will be assessed and the criteria by which they will be assessed. Teacher intentionally creates assessment tasks that align to the discipline, learning objectives, and assessment goals when writing the unit of study. Several formative assessments are given along the way to monitor understanding. A culminating assessment may be given after criteria are defined and clearly understood by students. Students are given specific, timely feedback and direction so they may improve performance and skills.</p> | <p>Students understand they will be assessed and the criteria by which they will be assessed. The teacher intentionally creates tasks that align to the discipline, learning objectives, and assessment goals when writing the unit of study (D3:3d). Several formative assessments are given along the way to monitor understanding. A culminating assessment may be given after criteria are defined and clearly understood by students. Students may have input establishing the criteria. Students may be allowed to assist in creating some of the criteria. Students are given specific, timely feedback and direction so they may improve performance and skills (D3:3d). Students often make suggestions for improvement, use of other student feedback, and self or peer evaluation against clear criteria.</p> |
| Assessment | | | |

Beginning Implementation

Teacher may not have yet selected a set of targeted standards. Clear objectives and a purpose for a balance of reading and/or writing instruction have been set but maybe not both. Text selections are grade level appropriate but may only include knowledge of packaged “official” materials that meet whole class instruction. Text selection meets lesson objectives with some but not all close reading qualitative characteristics included, such as text features, analysis of the levels of meaning, syntax, and tier 2 vocabularies. The learning activities and materials represent opportunities for students to build knowledge about a topic or subject yet is not through analysis of a coherent selection of strategically sequenced, discipline-specific texts. Group discussions and questions rarely closely examine a text using evidence to gain a deep understanding of the text. Assessment criteria are developed for the whole class but the feedback is not clear and only aligns with some of the instructional outcomes.

Partial Implementation

Teacher has selected specific targeted standards for the lesson or unit. A clear set of objectives and purpose for a balance of reading and writing instruction have been set. Text selections are grade level appropriate and meet lesson/unit objectives with scaffolding for some students, especially those achieving well below grade level. Knowledge of materials is wider and may include other media and technology. Lesson objectives for close reading include all qualitative characteristics such as text features, analysis of the levels of meaning, syntax, and tier 2 vocabularies. The learning activities and materials sometimes represent opportunities for students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts. A moderate cognitive challenge with scaffolded instruction and a variety of grouping options that engage students in a productive struggle through discussion questions and other supports builds students toward independence. Group discussions and questions closely examine a text using evidence to gain a deep understanding of the text. Vocabulary discussion is done in context while providing supports for ELL, students with disabilities and those that read well below grade level. Formative and summative assessments are designed with some student self-assessment in place. Assessment criteria are developed for whole class but a few assessments are scaffolded for individuals. Feedback is clear and aligns with instructional outcomes and targeted standards.

Full Implementation

Teacher has selected specific targeted standards for the lesson or unit. A clear set of objectives and purpose for close reading and vocabulary instruction have been set. Text selections are grade level appropriate and meet lesson/unit objectives with scaffolding for all students including those achieving well above or below grade level standards. A wide variety of materials that may include charts, diagrams, multimedia, illustrations and various texts about a particular subject are included in the unit. Lesson objectives for close reading include all qualitative characteristics such as text features, analysis of the levels of meaning, syntax, tier 2 vocabularies and provide multiple opportunities for all students to build knowledge about a topic or subject through analysis of a coherent selection of strategically sequenced, discipline-specific texts and engage with texts of appropriate complexity. The learning activities and materials represent a moderate to high cognitive challenge with scaffolded instruction and a variety of grouping options that engage students in a productive struggle through discussion questions and other supports that build toward independence. Group discussions and questions closely examine a text using evidence to gain a deep understanding of the text. Vocabulary discussion is done in context while providing supports for ELL, students with disabilities, and those that read well below and above grade level. Formative and summative assessments are designed with some student self-assessment in place. Assessment criteria are developed for individuals based on need. Feedback is clear and aligns with instructional outcomes and targeted standards.

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