

# INSTRUCTIONAL PRACTICE EVIDENCE GUIDE FOR COMMON CORE STATE STANDARDS

English Language Arts and Literacy, Grades K-2

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

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

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

**Teacher:** \_\_\_\_\_ **Class:** \_\_\_\_\_ **Date:** \_\_\_\_\_

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

## EVIDENT IN DAILY PRACTICE

### 1. Lessons include the explicit, systematic development of foundational literacy skills for all students.

A. The skill(s) being taught are aligned to the standards for foundational skills at this grade.	Yes	No	Notes:
B. Every student is provided time to master the skill(s) being taught.	Evident	Not Fully Evident	
C. There is evidence of ongoing assessment of the foundational skills of each student.	Evident	Not Fully Evident	
D. There is evidence of instructional adjustment based on the ongoing assessment.	Evident	Not Fully Evident	
<b>All of the above are true or evident:</b>	<b>Yes</b>	<b>No</b>	

### 2. A high quality text or texts is at the center of each read aloud lesson.

A. The majority of lesson time is spent reading, writing or speaking directly about a text.	Yes	No	Notes:
B. The read aloud text is well above the complexity of what students can are able to read on their own.	Yes	No	
C. Every student is given extensive opportunity to discuss and investigate the text.	Evident	Not Fully Evident	
D. The text is well written and/or provides useful information and, as appropriate, is richly illustrated.	Evident	Not Fully Evident	
<b>All of the above are true or evident:</b>	<b>Yes</b>	<b>No</b>	

### 3. Questions and tasks are text dependent and text specific<sup>1</sup>.

A. Questions and tasks address the specific text being read by attending to its particular dimensions, concepts, ideas, and details.	Evident	Not Fully Evident	Notes:
B. Questions and tasks attend to the academic language (i.e., vocabulary and syntax) in the text.	Evident	Not Fully Evident	
C. Questions and tasks ask students to think about what they have read or heard and then ask them to draw evidence from the text in support of their ideas.	Evident	Not Fully Evident	
D. Sequences of questions cause students to delve deeper to make nontrivial inferences beyond what is explicitly stated in the text.	Evident	Not Fully Evident	
<b>All of the above are evident:</b>	<b>Yes</b>	<b>No</b>	

<sup>1</sup> In Kindergarten and 1<sup>st</sup> grade text dependent and text specific questions should primarily be focused on read aloud texts. In the latter half of 1<sup>st</sup> grade and in 2<sup>nd</sup> grade students should be able to read texts of sufficient complexity to invite high quality questions and tasks.

**EVIDENT IN EACH LESSON** (continued)

**4. All students are productively engaged in the work of the lesson.**

A. All students persist in seeking evidence for their claims by returning to the text or recalling portions of the text read aloud.	Evident	Not Fully Evident	<i>Notes:</i>
B. Students collaborate to build on each other’s observations or insights about the text during discussion.	Evident	Not Fully Evident	
<b>All of the above are evident:</b>	<b>Yes</b>	<b>No</b>	

**EVIDENT OVER THE COURSE OF THE YEAR**

<b>1. Students encounter an appropriate balance and sequence of texts.</b>	<i>Note evidence of how this lesson supports or doesn’t support the expectations the balance and sequence of texts:</i>
A. The texts students encounter reflect a balance of 50% literary and 50% informational texts. B. The informational texts students encounter are intentionally sequenced to systematically develop knowledge.	
<b>2. Students are asked to practice the range of tasks the standards demand.</b>	<i>Note evidence of how this lesson supports or doesn’t support the expectations for the range of tasks the standards demand:</i>
A. Writing tasks are varied, asking students to draw on their experience, on their imagination and, most frequently, on the texts they encounter through reading or read alouds. B. Students demonstrate increasing independence in writing and speaking tasks. C. Students demonstrate increasing facility with grade appropriate academic language (i.e., vocabulary and syntax).	
<b>3. Students work demonstrates that students meet the grade-specific foundational skills and ELA standards.</b>	<i>Note evidence of how this lesson supports or doesn’t support the expectations for student work:</i>
A. There is evidence of ongoing assessment of students’ progress on foundational skills and the ELA standards. B. Students meet the writing expectations of the grade. C. Students meet the speaking and listening expectations of the grade.	

**EVIDENT BEYOND THE CLASSROOM**

<b>1. The teacher productively collaborates with other teachers to improve practice.<sup>2</sup></b>	<i>Note evidence of productive collaboration among teachers:</i>
A. The teacher collaborates with other teachers to find and develop high quality problems and exercises. B. The teacher collaborates with other teachers to review and analyze student work and develop strategies to improve student learning. C. The teacher collaborates with other teachers to observe and evaluate practice based on the shifts.	

<sup>2</sup>Particular emphasis on shared responsibility on the part of school leaders for prioritizing teacher collaboration time.