

# English Language Arts

  

## Materials Packet



K	1	2	3	4	5	6	7	8	9-10	11-12
Foundational Skills										
The Foundational Skills (K-5) are focused on developing students' understanding and working-knowledge of <b>print concepts, phonological awareness, phonics and word recognition, and fluency</b> . These skills require that students <i>know, demonstrate, apply, and read</i> . Performance-based actions such as <b>know, demonstrate, apply</b> , and <b>read</b> require the use of assessment to determine if students <i>do know</i> and <i>can demonstrate, apply, and read</i> .										
Reading Literary and Informational Text										
<b>Building knowledge</b> through <b>content-rich nonfiction and informational texts</b> . Reading, writing and speaking grounded in <b>evidence from text</b> , both literary and informational <b>Regular practice with complex text and its academic language</b>										
Writing Standards										
The Alaska Writing Standards focus on teaching the processes of writing, including a balance of text types. <ul style="list-style-type: none"> <li>- <b>Elementary:</b> opinion = 30%, information = 35%, narrative = 35%</li> <li>- <b>Middle:</b> argument = 35%, information = 35%, narrative = 30%</li> <li>- <b>High School:</b> argument = 40%, information = 40%, narrative = 20%</li> </ul>										
Speaking and Listening Standards										
The Alaska Speaking and Listening Standards call for an increase in student interactions. Students must be given more time to discuss and interact with critical concepts in the content areas and have an opportunity to engage in appropriate, academic discourse. The focus is on becoming skilled collaborators and presenters.										
Language Standards										
The Alaska Language Standards are divided into conventions (grammar, punctuation, spelling, etc.), knowledge of language (understanding how language functions in different contexts, apply style choices, etc.), and vocabulary acquisition and use (e.g., using context to determine meaning, understanding figurative speech, using academic and domain-specific words and phrases).										



# INSTRUCTIONAL PRACTICE EVIDENCE GUIDE FOR Alaska ELA Standards

## English Language Arts and Literacy, Grades K-2

The Instructional Practice Evidence Guide is a tool for observing the effective integration of the Alaska Standards for English Language Arts (ELA) into instructional practice. This tool is intended for use by teachers, coaches and instructional leaders to support the development of Alaska Standards aligned instructional practice. The three key shifts required by the Alaska Standards in reading 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	Notes:
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****1. Students encounter an appropriate balance and sequence of texts.**

*Note evidence of how this lesson supports or doesn't support the expectations of the balance and sequence of texts:*

- 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.

**2. Students are asked to practice the range of tasks the standards demand.**

*Note evidence of how this lesson supports or doesn't support the expectations for the range of tasks the standards demand:*

- 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).

**3. Students work demonstrates that students meet the grade-specific foundational skills and ELA standards.**

*Note evidence of how this lesson supports or doesn't support the expectations for student work:*

- 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****1. The teacher productively collaborates with other teachers to improve practice.<sup>2</sup>**

*Note evidence of productive collaboration among teachers:*

- 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.

## INSTRUCTIONAL PRACTICE EVIDENCE GUIDE FOR Alaska ELA Standards, Grades 3-5

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

#### 1. A high quality text or texts is at the center of the lesson.

A. The majority of class time is spent reading, writing or speaking directly about a text.	Yes	No
B. The text is at or above the complexity level expected for the grade and point in the school year.	Yes	No
C. The text exhibits exceptional craft and thought and/or provides useful information.	Yes	No
D. Every student is given extensive opportunity to work with the grade-level text.	Evident	Not Fully Evident

**All of the above are true or evident:**

**Yes No**

*Notes:*

#### 2. Questions and tasks are text dependent and text specific.

A. Questions and tasks address the specific text being read by attending to its particular dimensions, concepts, ideas, and details.	Evident	Not Fully Evident
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 require students to draw evidence from the text to support their responses.	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

**All of the above are evident:**

**Yes No**

*Notes:*

#### 3. All students are productively engaged in the work of the lesson using evidence.

A. All students – working individually, with other students, or with the teacher – persist in efforts to comprehend demanding grade-level text(s).	Evident	Not Fully Evident
B. All students persist in efforts to work through questions and tasks independently and with other students.	Evident	Not Fully Evident
C. The teacher consistently expects and probes students for evidence and precision.	Evident	Not Fully Evident
D. Students collaborate to build on each other's observations or insights using evidence.	Evident	Not Fully Evident

**All of the above are evident:**

**Yes No**

*Notes:*

**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>
<ul style="list-style-type: none"> <li>A. The texts students read reflect a balance of 50% literary and 50% informational texts.</li> <li>B. The informational texts students read are intentionally sequenced to systematically develop knowledge.</li> <li>C. The texts students read follow the staircase of complexity called for by the standards.</li> </ul>	
<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>
<ul style="list-style-type: none"> <li>A. Writing tasks reflect a balance of 30% persuasive, 35% explanatory or informational and 35% narrative tasks.</li> <li>B. Students demonstrate increasing independence in writing, speaking and listening tasks.</li> <li>C. Students demonstrate increasing facility with grade appropriate academic language (i.e. vocabulary and syntax).</li> </ul>	
<b>3. Student 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>
<ul style="list-style-type: none"> <li>A. There is evidence of ongoing assessment of students' progress on foundational skills and the ELA standards.</li> <li>B. Students meet the writing expectations of the grade.</li> <li>C. Students meet the speaking and listening expectations of the grade.</li> </ul>	

**EVIDENT BEYOND THE CLASSROOM**

<b>1. The teacher productively collaborates with other teachers to improve practice.<sup>1</sup></b>	<i>Note evidence of productive collaboration among teachers:</i>
<ul style="list-style-type: none"> <li>A. The teacher collaborates with other teachers to find and develop high quality problems and exercises.</li> <li>B. The teacher collaborates with other teachers to review and analyze student work and develop strategies to improve student learning.</li> <li>C. The teacher collaborates with other teachers to observe and evaluate practice based on the shifts.</li> </ul>	

<sup>1</sup>Particular emphasis on shared responsibility on the part of school leaders for prioritizing teacher collaboration time.



## INSTRUCTIONAL PRACTICE EVIDENCE GUIDE FOR Alaska ELA STANDARDS, Grades 6-12

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

#### 1. A high quality text or texts is at the center of the lesson.

A. The majority of class time is spent reading, writing or speaking directly about a text.	Yes	No	Notes:
B. The text is at or above the complexity level expected for the grade and point in the school year.	Yes	No	
C. The text exhibits exceptional craft and thought and/or provides useful information.	Yes	No	
D. Every student is given extensive opportunity to work with the grade-level text.	Evident	Not Fully Evident	
<b>All of the above are true or evident:</b>	<b>Yes</b>	<b>No</b>	

#### 2. Questions and tasks are text dependent and text specific.

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 require students to draw evidence from the text to support their responses.	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>	

#### 3. All students are productively engaged in the work of the lesson using evidence.

A. All students – working individually, with other students, or with the teacher – persist in efforts to comprehend demanding grade-level text(s).	Evident	Not Fully Evident	Notes:
B. All students persist in efforts to work through questions and tasks independently and with other students.	Evident	Not Fully Evident	
C. The teacher consistently expects and probes students for evidence and precision.	Evident	Not Fully Evident	
D. Students collaborate to build on each other's observations or insights using evidence.	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****1. Students encounter an appropriate balance and sequence of texts.***Note evidence of how this lesson supports or doesn't support the expectations the balance and sequence of texts:*

- A. In addition to a focus on literature, students regularly encounter content-rich non-fiction texts.
- B. The texts students read are intentionally organized to systematically develop knowledge.
- C. The texts students read follow the staircase of complexity called for by the standards.

**2. Students are asked to practice the range of tasks the standards demand.***Note evidence of how this lesson supports or doesn't support the expectations for the range of tasks the standards demand:*

- A. Writing tasks reflect a balance of 70% analytical and 30% narrative task (6-8) and 80% analytical and 20% narrative tasks (9-12).
- B. Students demonstrate increasing independence in writing, speaking and listening tasks.
- C. Students demonstrate increasing facility with grade appropriate academic language (i.e. vocabulary and syntax).

**3. Student work demonstrates that students meet the grade-specific ELA standards.***Note evidence of how this lesson supports or doesn't support the expectations for student work:*

- A. There is evidence of ongoing assessment of students' progress on 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****1. The teacher productively collaborates with other teachers to improve practice.<sup>1</sup>***Note evidence of productive collaboration among teachers:*

- 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>1</sup>Particular emphasis on shared responsibility on the part of school leaders for prioritizing teacher collaboration time.

# INSTRUCTIONAL PRACTICE GUIDE: COACHING

ELA/LIT

SUBJECT

K—2

GRADES

LESSON

GUIDE TYPE

The coaching tool is for teachers, and those who support teachers, to build understanding and experience with Alaska Standards aligned instruction. Designed as a developmental tool, it can be used for planning, reflection, collaboration, and coaching. The three Shifts in instruction for ELA / Literacy provide the framing for this tool.

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

The guide provides examples of what implementing the Alaska Standards for English Language Arts and Literacy in grades K—2 look like in daily planning and practice. It is organized around three Core Actions which encompass the Shifts and instructional practice. Each Core Action consists of individual indicators which describe teacher and student behaviors that exemplify Alaska Standards aligned instruction.

The Core Actions and indicators should be evident in planning and observable in instruction. For each lesson evidence might include a lesson plan, exercises, tasks and assessments, teacher instruction, student discussion and behavior, and 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 only a portion of a lesson is observed, leaving some indicators blank. In K—2, for example, the lesson might focus only on foundational reading or reading comprehension or writing. Any particular focus should be communicated between teacher and observer before using the tool. Refer to the Alaska Standards for English Language Arts and Literacy as necessary.

Companion tools for Instructional Practice include:

- Instructional Practice Guide: Coaching (Digital)- a digital version of this print tool, view at [achievethecore.org/coaching-tool](http://achievethecore.org/coaching-tool).
- Instructional Practice Guide: Lesson Planning- designed for teachers to support them in creating lessons. View at [achievethecore.org/lesson-planning-tool](http://achievethecore.org/lesson-planning-tool).

STUDENT  
ACHIEVEMENT  
PARTNERS

Date

Teacher Name

School

Observer Name

Grade / Class Period / Section

Topic / Lesson / Unit

Standard(s) Addressed in this Lesson

## SUMMARY OF CORE ACTIONS

## Core Action 1 for Reading/Listening Comprehension

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

### Indicators

- A. A majority of the lesson is spent listening to, reading, writing, or speaking about text(s).
- B. The text(s) are above the complexity level expected for the grade and time in the school year.
- C. The text(s) exhibit exceptional craft and thought and/or provide useful information; where appropriate the texts are richly illustrated.

## Core Action 1 for Foundational Skills

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

### Indicators

- A. The foundational skills being taught are aligned to the standards for this grade.
- B. Instruction and materials address foundational skills by attending to phonological awareness, concepts of print, letter recognition, phonetic patterns and word structure. (Note: not all elements will be addressed in each lesson.)
- C. Instruction and materials provide sufficient opportunities for all students to practice reading and writing newly acquired foundational skills.
- D. Instruction and materials connect acquisition of foundational skills to making meaning from reading.
- E. Instruction and materials provide opportunities for students to demonstrate understanding of the skills being taught through frequent monitoring of student progress.

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## Core Action 2

Employ questions and tasks, both oral and written, that are text specific and reflect the standards.

### Indicators

- A. Questions and tasks address the text by attending to its particular structure, concepts, ideas, events and details.
- B. Questions and tasks require students to use evidence from text to demonstrate understanding and to support their ideas about the text. These ideas are expressed through a variety of means (e.g. drawing, writing, dramatic play, speaking).
- C. Questions and tasks attend to the words, phrases and sentences within the text.
- D. Questions are sequenced to build knowledge by guiding students to delve deeper into text and graphics.

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## Core Action 3

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

### Indicators

- A. The teacher keeps all students persevering with challenging tasks.  
  
Students habitually display persistence with challenging tasks, particularly when providing textual evidence to support answers and responses, both orally and in writing.
- B. The teacher encourages reasoning and problem solving by posing challenging questions and tasks that offer opportunities for productive struggle.  
  
Students persevere in solving questions and tasks in the face of initial difficulty.
- C. The teacher guides students to read with purpose and understanding by making frequent connections between acquisition of foundational skills and making meaning from reading.  
  
Students demonstrate comprehension while developing foundational skills in reading.
- D. The teacher demonstrates awareness and appropriate action regarding the variations present in student progress toward reading independently.  
  
When appropriate, students demonstrate progress toward independence in reading and writing.
- E. The teacher focuses on explicitly and systematically strengthening students' 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.

## NOTES

The following pages are provided as a space to record questions, comments, and observations of teacher and student interaction. These notes and related materials (e.g., lesson plan, exercises, tasks and assessments, and student work) will be the basis for the evidence needed to support the ratings for each indicator of the Core Actions on the pages that follow.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



This guide includes two independent sections: Core Action 1 for Reading/Listening Comprehension and Core Action 1 for Reading Foundational Skills. Use the appropriate section based on the lesson being taught; it is not expected that both a reading foundational skills lesson and a reading comprehension lesson would be observable during each ELA or Literacy lesson. When observing only a portion of either type of lesson, some indicators may be appropriately left blank.

For each indicator, circle the appropriate rating based on what was observed during the lesson. Provide specific evidence to support the rating. Refer to questions, comments, and observations recorded in the preceding notes section.

## Core Action 1 for Reading/Listening Comprehension

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

### Indicators

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

Yes The lesson is focused on a text or multiple texts.

No There is no text under consideration in this lesson.

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B. The text(s) are above the complexity level expected for the grade and time in the school year<sup>2</sup>.

Yes The text(s) are above both the qualitative and quantitative complexity expected for the grade and time in the school year.

No The text(s) are below both the qualitative and quantitative complexity expected for the grade and time in the school year.

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C. The text(s) exhibit exceptional craft and thought and/or provide useful information; where appropriate the texts are richly illustrated.

Yes The quality of the text(s) is high – they are well written and/or provide useful information.

No The quality of the text(s) is low – they are poorly written or do not provide useful information.

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1. Intended for texts read aloud by the teacher in grades K – 2. Evaluations of text complexity are only applicable to student reading materials beginning in grade 2. Refer to [achievethecore.org/ela-literacy-common-core/text-complexity/](http://achievethecore.org/ela-literacy-common-core/text-complexity/) for resources to help analyze the complexity of texts.

## Core Action 1 for Foundational Skills

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

### Indicators

A. The foundational skills being taught are aligned to the standards for this grade.

**Yes** Foundational skills addressed fully align with the standards for the grade.

**No** Foundational skills addressed do not align with the standards for the grade.

Not Observed.

B. Instruction and materials address foundational skills by attending to phonological awareness, concepts of print, letter recognition, phonetic patterns and word structure. (Note: not all elements will be addressed in each lesson.)

**Yes** Instruction and materials address appropriate foundational skills for the grade.

**No** Instruction and materials do not address appropriate foundational skills for the grade.

Not Observed.

C. Instruction and materials provide sufficient opportunities for all students to practice reading and writing newly acquired foundational skills.

**4** Instruction and materials provide continuous opportunity to practice reading and writing newly acquired foundational skills for the range of students in the classroom.

**3** Instruction and materials provide many opportunities to practice reading and writing newly acquired foundational skills for the range of students in the classroom.

**2** Instruction and materials provide few opportunities to practice reading and writing newly acquired foundational skills for the range of students in the classroom.

**1** Instruction and materials do not provide opportunity to practice reading and writing newly acquired foundational skills for the range of students in the classroom.

Not Observed.



## Core Action 1 for Foundational Skills (continued)

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

### Indicators

D. Instruction and materials connect acquisition of foundational skills to making meaning from reading.

- 4 Instruction and materials consistently connect foundational skills to making meaning from reading.
- 3 Instruction and materials sometimes connect foundational skills to making meaning from reading.
- 2 Instruction and materials rarely connect foundational skills to making meaning from reading.
- 1 Instruction and materials do not connect foundational skills to making meaning from reading.

Not Observed.

E. Instruction and materials provide opportunities for students to demonstrate understanding of the skills being taught through frequent monitoring of student progress.

- 4 Instruction and materials consistently monitor and respond flexibly to student progress.
- 3 Instruction and materials sometimes monitor and respond flexibly to student progress.
- 2 Instruction and materials rarely monitor and respond flexibly to student progress.
- 1 Instruction and materials do not monitor and respond flexibly to student progress.

Not Observed.

## Core Action 2

Employ questions and tasks, both oral and written, that are text specific and reflect the standards.

### Indicators

A. Questions and tasks address the text by attending to its particular structure, concepts, ideas, events and details.

- 4 Most questions and tasks return students to the text to build understanding.
- 3 Many questions and tasks return students to the text to build understanding.
- 2 Few questions and tasks return students to the text to build understanding.
- 1 Questions and tasks do not refer to the text.

Not Observed.

B. Questions and tasks require students to use evidence from text to demonstrate understanding and to support their ideas about the text. These ideas are expressed through a variety of means (e.g. drawing, writing, dramatic play, speaking).

- 4 Most questions and tasks require students to cite evidence from the text.
- 3 Many questions and tasks require students to cite evidence from the text.
- 2 Few questions and tasks require students to cite evidence from the text.
- 1 Questions and tasks can be answered without evidence from the text.

Not Observed.

C. Questions and tasks attend to the words, phrases and sentences within the text.

- 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.
- 3 Vocabulary questions and tasks mostly focus students on the words that matter most and how they are used in the text.
- 2 Vocabulary questions and tasks rarely focus students on the words that matter most and how they are used in the text.
- 1 No questions and tasks focus students on the words that matter most and how they are used in the text.

Not Observed.

# Core Action 2 (continued)

Employ questions and tasks, both oral and written, that are text specific and reflect the standards.

## Indicators

- D. Questions are sequenced to build knowledge by guiding students to delve deeper into text and graphics.
- 4

Most questions are sequenced to support building knowledge.
- 3

Some questions are sequenced to support building knowledge.
- 2

Few questions are sequenced to support building knowledge.
- 1

Questions appear to random and are not sequenced to support building knowledge.
- Not Observed.

## Core Action 3

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

### Indicators

- A. The teacher keeps all students persevering with challenging tasks.

Students habitually display persistence with challenging tasks, particularly when providing textual evidence to support answers and responses, both orally and in writing.

- 4 The teacher provides consistent opportunities and most students demonstrate this behavior.  
3 The teacher provides consistent opportunities and some students demonstrate this behavior.  
2 The teacher provides consistent opportunities and few students demonstrate this behavior.  
1 The teacher does not provide students opportunity and very few students demonstrate this behavior.

Not Observed.

- B. The teacher encourages reasoning and problem solving by posing challenging questions and tasks that offer opportunities for productive struggle.

Students persevere in solving questions and tasks in the face of initial difficulty.

- 4 The teacher provides consistent opportunities and most students demonstrate this behavior.  
3 The teacher provides consistent opportunities and some students demonstrate this behavior.  
2 The teacher provides consistent opportunities and few students demonstrate this behavior.  
1 The teacher does not provide students opportunity and very few students demonstrate this behavior.

Not Observed.

- C. The teacher guides students to read with purpose and understanding by making frequent connections between acquisition of foundational skills and making meaning from reading.

Students demonstrate comprehension while developing foundational skills in reading.

- 4 The teacher provides consistent opportunities and most students demonstrate this behavior.  
3 The teacher provides consistent opportunities and some students demonstrate this behavior.  
2 The teacher provides consistent opportunities and few students demonstrate this behavior.  
1 The teacher does not provide students opportunity and very few students demonstrate this behavior.

Not Observed.

## Core Action 3 (continued)

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

### Indicators

- D. The teacher demonstrates awareness and appropriate action regarding the variations present in student progress toward reading independently.

When appropriate, students demonstrate progress toward independence in reading and writing.

- 4 The teacher provides consistent opportunities and most students demonstrate this behavior.
- 3 The teacher provides consistent opportunities and some students demonstrate this behavior.
- 2 The teacher provides consistent opportunities and few students demonstrate this behavior.
- 1 The teacher does not provide students opportunity and very few students demonstrate this behavior.

Not Observed.

- E. The teacher focuses on explicitly and systematically strengthening students' reading foundational skills.<sup>3</sup>

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.

- 4 The teacher provides consistent opportunities and most students demonstrate this behavior.
- 3 The teacher provides consistent opportunities and some students demonstrate this behavior.
- 2 The teacher provides consistent opportunities and few students demonstrate this behavior.
- 1 The teacher does not provide students opportunity and very few students demonstrate this behavior.

Not Observed.

2. Indicator 3E is only applicable during a Foundational Skills lesson.

This tool is for teachers, those providing support to teachers, and all educators working to implement the Alaska Standards for ELA/Literacy – it is not designed for use in evaluation.

# INSTRUCTIONAL PRACTICE GUIDE: COACHING

ELA/LIT

SUBJECT

3—12

GRADES

LESSON

GUIDE TYPE

The coaching tool is for teachers, and those who support teachers, to build understanding and experience with Alaska Standards aligned instruction. Designed as a developmental tool, it can be used for planning, reflection, collaboration, and coaching. The three Shifts in instruction for ELA/Literacy provide the framing for this tool.

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

The guide provides examples of what implementing the Alaska Standards for English Language Arts and Literacy in grades 3-12 look like in daily planning and practice. It is organized around three Core Actions which encompass the Shifts and instructional practice. Each Core Action consists of individual indicators which describe teacher and student behaviors that exemplify Standards aligned instruction.

The Core Actions and indicators should be evident in planning and observable in instruction. For each lesson evidence might include a lesson plan, exercises, tasks and assessments, teacher instruction, student discussion and behavior, and 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 only a portion of a lesson is observed, leaving some indicators blank. Any particular focus should be communicated between teacher and observer before using the tool. Refer to the Alaska Standards for English Language Arts and Literacy as necessary.

Companion tools for Instructional Practice include:

- Instructional Practice Guide: Coaching (Digital)- a digital version of this print tool, view at [achievethecore.org/coaching-tool](http://achievethecore.org/coaching-tool).
- Instructional Practice Guide: Lesson Planning- designed for teachers to support them in creating lessons. View at [achievethecore.org/lesson-planning-tool](http://achievethecore.org/lesson-planning-tool).

STUDENT  
ACHIEVEMENT  
PARTNERS

Date

Teacher Name

School

Observer Name

Grade / Class Period / Section

Topic / Lesson / Unit

Standard(s) Addressed in this Lesson

## SUMMARY OF CORE ACTIONS

### Core Action 1

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

#### Indicators

- A. A majority of the lesson is spent reading, writing, or speaking about text(s).
  - B. The text(s) are at or above the complexity level expected for the grade and time in the school year.
  - C. The text(s) exhibit exceptional craft and thought and/or provide useful information.
- 

### Core Action 2

Employ questions and tasks, both oral and written, that are text specific and reflect the standards.

#### Indicators

- A. Questions and tasks address the text by attending to its particular structure(s), concepts, ideas, and details.
  - 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 both written and oral responses.
  - C. Questions and tasks attend to the words, phrases and sentences within the text.
  - D. Questions 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.

#### Indicators

- A. The teacher keeps all students persevering with challenging tasks.  
  
Students habitually display persistence with challenging tasks, particularly when providing textual evidence to support answers and responses, both orally and in writing.
- B. The teacher expects evidence and precision from students and probes students' answers accordingly.  
  
Students habitually display persistence in providing textual evidence to support answers and responses, both orally and in writing.
- C. The teacher encourages reasoning and problem solving by posing challenging questions and tasks that offer opportunities for productive struggle.  
  
Students persevere in solving questions and tasks in the face of initial difficulty.
- D. The teacher demonstrates awareness and appropriate action regarding the variations present in student progress toward reading independently.  
  
When appropriate, students demonstrate progress toward independence in reading and writing.
- E. 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.

## NOTES

The following pages are provided as a space to record questions, comments, and observations of teacher and student interaction. These notes and related materials (e.g., lesson plan, exercises, tasks and assessments, and student work) will be the basis for the evidence needed to support the ratings for each indicator of the Core Actions on the pages that follow.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.





For each indicator, circle the appropriate rating based on what was observed during the lesson. Provide specific evidence to support the rating. Refer to questions, comments, and observations recorded in the preceding notes section.

## Core Action 1

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

### Indicators

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

Yes The lesson is focused on a text or multiple texts.

No There is no text under consideration in this lesson.

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B. The text(s) are at or above the complexity level expected for the grade and time in the school year<sup>2</sup>.

Yes The text(s) are at or above both the qualitative and quantitative complexity expected for the grade and time in the school year.

No The text(s) are below both the qualitative and quantitative complexity expected for the grade and time in the school year.

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C. The text(s) exhibit exceptional craft and thought and/or provide useful information.

Yes The quality of the text(s) is high – they are well written and/or provide useful information.

No The quality of the text(s) is low – they are poorly written and/or do not provide useful information.

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1. Refer to [achievethecore.org/ela-literacy-common-core/text-complexity/](http://achievethecore.org/ela-literacy-common-core/text-complexity/) for text complexity resources.

## Core Action 2

Employ questions and tasks, both oral and written, that are text specific and reflect the standards.

### Indicators

A. Questions and tasks address the text by attending to its particular structure(s), concepts, ideas, and details.

- 4 Most questions and tasks return students to the text to build understanding.
- 3 Many questions and tasks return students to the text to build understanding.
- 2 Few questions and tasks return students to the text to build understanding.
- 1 Questions and tasks do not refer to the text.

Not Observed.

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 both written and oral responses.

- 4 Most questions and tasks require students to cite evidence from the text.
- 3 Many questions and tasks require students to cite evidence from the text.
- 2 Few questions and tasks require students to cite evidence from the text.
- 1 Questions and tasks can be answered without evidence from the text.

Not Observed.

C. Questions and tasks attend to the words, phrases and sentences within the text.

- 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.
- 3 Vocabulary questions and tasks mostly focus students on the words that matter most and how they are used in the text.
- 2 Vocabulary questions and tasks rarely focus students on the words that matter most and how they are used in the text.
- 1 No questions and tasks focus students on the words that matter most and how they are used in the text.

Not Observed.

# Core Action 2 (continued)

Employ questions and tasks, both oral and written, that are text specific and reflect the standards.

## Indicators

D. Questions are sequenced to build knowledge by guiding students to delve deeper into the text and graphics.

- 4 Most questions are intentionally sequenced to support building knowledge.
- 3 Some questions are intentionally sequenced to support building knowledge.
- 2 Few questions are intentionally sequenced to support building knowledge.
- 1 Questions seem random and are not intentionally sequenced to support building knowledge.

Not Observed.

## Core Action 3

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

### Indicators

- A. The teacher keeps all students persevering with challenging tasks.

Students habitually display persistence with challenging tasks, particularly when providing textual evidence to support answers and responses, both orally and in writing.

- 4 The teacher provides consistent opportunities and most students demonstrate this behavior.
- 3 The teacher provides consistent opportunities and some students demonstrate this behavior.
- 2 The teacher provides consistent opportunities and few students demonstrate this behavior.
- 1 The teacher does not provide students opportunity and very few students demonstrate this behavior.

Not Observed.

- B. The teacher expects evidence and precision from students and probes students' answers accordingly.

Students habitually display persistence in providing textual evidence to support answers and responses, both orally and in writing.

- 4 The teacher provides consistent opportunities and most students demonstrate this behavior.
- 3 The teacher provides consistent opportunities and some students demonstrate this behavior.
- 2 The teacher provides consistent opportunities and few students demonstrate this behavior.
- 1 The teacher does not provide students opportunity and very few students demonstrate this behavior.

Not Observed.

- C. The teacher encourages reasoning and problem solving by posing challenging questions and tasks that offer opportunities for productive struggle.

Students persevere in solving questions and tasks in the face of initial difficulty.

- 4 The teacher provides consistent opportunities and most students demonstrate this behavior.
- 3 The teacher provides consistent opportunities and some students demonstrate this behavior.
- 2 The teacher provides consistent opportunities and few students demonstrate this behavior.
- 1 The teacher does not provide students opportunity and very few students demonstrate this behavior.

Not Observed.

## Core Action 3 (continued)

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

### Indicators

- D. The teacher demonstrates awareness and appropriate action regarding the variations present in student progress toward reading independently.

When appropriate, students demonstrate progress toward independence in reading and writing.

- 4 The teacher provides consistent opportunities and most students demonstrate this behavior.
- 3 The teacher provides consistent opportunities and some students demonstrate this behavior.
- 2 The teacher provides consistent opportunities and few students demonstrate this behavior.
- 1 The teacher does not provide students opportunity and very few students demonstrate this behavior.

Not Observed.

- E. When appropriate, the teacher explicitly attends to strengthening students' language and reading foundational skills.

Students demonstrate use of language conventions and decoding skills<sup>3</sup>, activating such strategies as needed to read, write, and speak with grade level fluency and skill.

- 4 The teacher provides consistent opportunities and most students demonstrate this behavior.
- 3 The teacher provides consistent opportunities and some students demonstrate this behavior.
- 2 The teacher provides consistent opportunities and few students demonstrate this behavior.
- 1 The teacher does not provide students opportunity and very few students demonstrate this behavior.

Not Observed.

2. The Alaska Standards for Reading: Foundational Skills are applicable for grades 3-5 only.

This tool is for teachers, those providing support to teachers, and all educators working to implement the Alaska Standards for ELA/Literacy – it is not designed for use in evaluation.

Classroom Observation Protocol: Using Questioning and Discussion Techniques		Questions for Discussions and Activities	
Teacher: _____ Grade Level/Subject: _____ Observer: _____ Date: _____			
Elements and Indicators	Record of Questions	Mode of Instruction	DOK Level
<b>1. Quality and Type of Questions</b> Occurring in teacher-directed (TD) or student-focused (SF) modes <ul style="list-style-type: none"> <li>✓ Varying levels of questioning are used to guide learning               <ul style="list-style-type: none"> <li>➤ procedural, recall, factual-Depth of Knowledge- 1</li> <li>➤ compare, contrast, apply, consider, expand, evaluate-DOK 2-4</li> </ul> </li> <li>✓ Questions are related to learning targets</li> <li>✓ Questions are designed-before instruction-to elicit evidence of student learning</li> </ul>			
	What was observed?		
<b>2. Discussion Techniques</b> Occurring in teacher-directed (TD) or student-focused (SF) modes <ul style="list-style-type: none"> <li>✓ Teacher utilizes various techniques to engage students in discussions (response cards, whiteboards, think pair share)</li> <li>✓ Questions are designed to scaffold content in a learning progression</li> <li>✓ Questions are used by teacher and students to guide discussions</li> <li>✓ Students assume considerable responsibility for the discussion</li> <li>✓ Students make unsolicited contributions to class discussions</li> </ul>			
<b>3. Think Time / Wait Time</b> <ul style="list-style-type: none"> <li>✓ Adequate think time is provided for students or peers to process information</li> <li>✓ Adequate wait time is provided for students or peers to respond</li> </ul>	<div style="border: 1px solid black; padding: 5px;">Interval 1: ____secs., ____secs.</div>	<div style="border: 1px solid black; padding: 5px;">Interval 2: ____secs., ____secs.</div>	

## Depth of Knowledge (DOK) Levels (Norman Webb)

Level 1-Recall (routine cognitive)	Level 2-Skill/Concept (routine analytic)
<ul style="list-style-type: none"> <li>• Focus is on specific facts, definitions, details, or using routine procedures</li> <li>• Explaining without providing evidence or rationale</li> <li>• Can be challenging without requiring in depth content knowledge to respond to item (memorize a long passage)</li> <li>• Combination of level ones does not equal Level 2</li> <li>• Typically one correct answer</li> </ul>	<ul style="list-style-type: none"> <li>• Focus is on applying skills and concepts (in a routine or familiar situation), relationships (main idea compare-contrast, cause-effect)</li> <li>• Requires deeper knowledge than offering definition without supporting details</li> <li>• Explanations focus on how or why</li> <li>• Making decisions about information/content</li> <li>• Interpreting in order to respond</li> <li>• Still, usually one correct answer</li> </ul>
Level 3-Strategic Reasoning (non-routine analytic)	Level 4-Extended Reasoning (non-routine analytic)
<ul style="list-style-type: none"> <li>• Requires complex reasoning, planning, and thinking (generally over extended periods of time) for the investigation</li> <li>• Assessment activities have multiple steps with extended time provided</li> <li>• Students may be asked to relate concepts within the content area and among other content areas</li> <li>• Students make real-world applications in novel situations</li> </ul>	<ul style="list-style-type: none"> <li>• Focus is on reasoning and planning in order to respond (write an essay or apply in a novel situation)</li> <li>• Complex and abstract thinking is required might have multiple steps or processes</li> <li>• Often need to provide rational or supporting information for reasoning or conclusions drawn</li> <li>• More than one correct response or approach is often possible and encouraged</li> </ul>



## Skillful Use of Descriptive Feedback

- Relationship built upon mutual respect and trust (predictable values and predictable skills)
- Involves sharing information in a three-point communication technique\* and focuses on specific data or information
- Focuses on the use of refined language stems (clarifying and extending) to promote reflective thinking
- Uses instructional (advice giving) refined language stems sparingly and avoids judgmental language
- Both parties actively participate in a two-way conversation
- Specific and based on learning targets or lesson goals rather than general or ambiguous information
- Focuses on observed behavior or practices that are alterable rather than on the person or unalterable facts
- Provides specific information that advances or improves performance
- Feedback is most useful in a supportive and positive environment
- Feedback should be given as soon as possible after a response is generated
- Considers the amount of information the receiver can reflect upon and process

## Language Stem Samples

**Clarifying Thinking**-Did you mean... To what extent..., I would like to know more..., Can you tell/explain a little more...

**Extending Thinking**-What do you think..., What is another way that you might..., How did you decide..., What additional thoughts or ideas...

**Instructional/Advice giving (permission required)**-You need to do it..., The answer is..., The rule to apply is..., You should have..., Why didn't you...

**Judgmental (should not be used)**-I would not..., That doesn't make any sense to..., Why would you think that... I don't like...

\*Three-point communication technique (Michael Grinder)-Three-point communication (teacher-student- work product) is less emotional and less prone to defensive behavior than two-point communication. The focus is on the work product, data, or information instead of the student or colleague.

Developed by Gary Whiteley, Ed. D.

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NOT DESIGNED for TEACHER EVALUATION

Teacher “Look Fors”	Student “Look Fors”
<p>Teachers.....</p> <ul style="list-style-type: none"> <li>• Share learning goals in developmentally appropriate ways.</li> <li>• Adjust their teaching on the fly to deepen student understanding and clear up misconceptions.</li> <li>• Plan the questions they will ask throughout the lesson to help students focus on salient aspects of important concepts and the criteria for a successful performance.</li> <li>• Teach specific metacognitive strategies to maximize student success.</li> <li>• Provide feedback that is clear, descriptive, and task specific, and show students where they are in relation to the goal and what they should do next to close the gap.</li> <li>• Greet student questions with respect and enthusiasm and respond in thoughtful ways.</li> <li>• Use provocative questions to prompt student reflection on their understanding and performance.</li> <li>• Model self-assessment using the kinds of reasoning skills that students will use to succeed at the task at hand.</li> <li>• Describe student learning along a continuum of progress toward a specific learning goal, noting plans for adjusting instruction and levels of support student growth.</li> </ul>	<p>Students.....</p> <ul style="list-style-type: none"> <li>• Understand and can explain what they do well and exactly what they should do next.</li> <li>• Recognize when they are learning and when they are not.</li> <li>• Use teacher-made rubrics, checklists, and guides to monitor and adjust the quality of their learning performance.</li> <li>• Can adapt their learning strategies to meet their learning needs.</li> <li>• Set their own learning goals and monitor their progress.</li> <li>• Can assess their own work or performance in relation to the criteria for success.</li> <li>• Set realistic short-term goals for where they want to be, the strategy they will use to get there, and the criteria they will apply to determine they have succeeded.</li> <li>• Ask questions that seek clarity concerning concepts, tasks, and reasoning processes.</li> <li>• Appear confident, engaged, and motivated to learn.</li> <li>• Describe their learning in terms of where they are in relation to the learning goal and what they intend to do next to keep making progress.</li> </ul>