

Core Actions for Gr. 6-12 ELA

Adapted from: Student Achievement Partners, CCSS Instructional Practice Guides

CORE ACTION 1: Focus each lesson on high quality text (or multiple texts).

(Teacher Rubric Strands: I-A-1. Subject Matter Knowledge; I-A-4. Well-Structured Lessons; II-A-3. Meeting Diverse Needs)

- A. The lesson is focused on reading, writing and/or discussing text(s)
- B. The teacher uses discipline specific strategies and scaffolds to keep all students persevering with challenging texts and tasks
- C. The texts(s) are at or above the complexity level expected for the grade and time in the school year.
- D. The text(s) are content-rich and designed to build knowledge
- E. The text(s) exhibit exceptional craft and thought and provide content-rich information
- F. The text(s) reflect literary non-fiction, are compelling, and enable rigorous evidence based discussions and engagement

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

(Teacher Rubric Strands: I-A-1. Subject Matter Knowledge; I-A-4. Well-Structured Lessons; II-A-3. Meeting Diverse Needs)

- A. The questions and tasks address the text by attending to its particular structure, concepts, ideas, events, and details
- B. The questions and tasks require students to cite evidence from texts to support analysis, inferences, and claims
- C. Questions and tasks attend to the academic language (i.e., figurative language, nuanced meaning, and syntax) in the text
- D. Questions are sequenced to guide students to delve deeper into text supporting key ideas and details in the text

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

(Teacher Rubric Strands: II-A-1. Quality of Effort and Work; II-A-2. Student Engagement; II-B-2. Collaborative Learning Environment)

- A. The teacher provides the conditions for all students to focus on the text
- B. The teacher expects evidence and precision from students and probes students' answers accordingly
- C. The teacher creates the conditions for student conversations and plans tasks where students develop critical thinking skills
- D. The teacher acts on knowledge of individual students to promote progress toward independence in grade level literacy tasks

CORE ACTION 4: Provide all students with writing instruction in each of the text types (argument, informational, narrative, personal reflection, etc.).

(Teacher Rubric Strands: I-A-1. Subject Matter Knowledge; I-A-4. Well-Structured Lessons; II-A-3. Meeting Diverse Needs)

- A. Lessons provide students with strategies for both on-demand writing (responding to a prompt) and process writing
- B. Lessons provide students with strategies for both on-demand writing (responding to a prompt) and process writing
- C. The teacher uses mentor texts to model structure, content, style, and literary devices
- D. The teacher explicitly teaches language conventions and embeds them in the revision and editing process
- E. The teacher provides explicit feedback to improve student writing
- F. Rubrics are used to assess progress and create new learning goals for students
- G. Evidence of daily routine writing (notebooks, journals, writing folders) is visible and contains constructive feedback
- H. The teacher provides opportunities for students to conduct research drawing evidence from literary or informational texts

Scaffolds and Supports for English Language Learners and Students with Disabilities

Adapted from Universal Design for Learning (UDL) and World Class Instructional Design and Assessment (WIDA)

Provide opportunities for students to process and produce language at the discourse, sentence, and word/phrase level.	Include sensory, graphic and/or interactive instructional supports (e.g., digital media, graphic organizers, word walls, and anchor charts).	Explicitly link prior learning and new concepts (e.g., through complex text, critical reading discussion, digital media, etc.).
Use WIDA standards and integrate language domains (e.g., reading, writing, speaking, and listening) to develop language targets and objectives that are appropriate for students' language proficiency and instructional levels.	Enable rigorous evidence-based discussions and engagement by providing language structures (e.g., sentence stems) and using protocols (e.g., turn-and-talks, retelling, summarizing and synthesizing the main points, and collaborative learning structures).	Explicitly teach relevant Tier 2 vocabulary words to build the academic language necessary for students to read, write, and/or discuss texts and tasks. Tier 3 vocabulary should be embedded within the context of the lesson rather than at the start of the lesson.
Model annotation (e.g., through shared and interactive reading and writing) of high-quality grade level text at the word, phrase, or sentence level.	Create authentic and meaningful assessments in conjunction with timely and targeted feedback on a consistent basis.	Select an essential complex aspect of the text in which to delve deeper (e.g., close read) with questioning and academic language instruction.

