

## A quick guide for observing classroom content and practice

Working with appropriate **complex texts**, students should:

### Read About It

1. Literature
2. Informational Text
3. Foundational Skills

### Think About It

4. Higher-Order Reasoning

### Talk About It

5. Comprehension/ Collaboration
6. Presentation

### Write About It

7. Opinion
8. Informative
9. Narrative

During a **2<sup>nd</sup> grade ELA instructional block**, you should observe the teacher integrating the grade level ELA standards and students engaging in a variety of the following standards and practices:

Students engage daily with complex literature and informational texts:

- Key Ideas and Details:** ask and answer questions, retell stories, including fables and folktales, determine central message, lesson or moral, characters' response to major events, main topic of multi paragraph text, connection between historical events, scientific ideas, mathematical ideas or concepts or steps
- Craft and Structure:** words and phrases supply rhythm and meaning, overall structure of story, how dialogue can reveal characters' thoughts and perspectives ,text features to locate key facts and information, main purpose of a text, including what the author wants to answer, explain, or describe
- Integration of Knowledge and Ideas:** illustrations and words in print or digital text, to demonstrate understanding, how specific images contribute to and clarify a text, how reasons support author's ideas

Students engage daily in practices that promote word reading accuracy and reading fluency:

- Phonics and Word Recognition:** word analysis, including decoding words with long/short vowels, spelling-sound correspondences, two syllable words with long vowels, common suffixes/prefixes, irregularly spelled words, and words with inconsistent but common spelling-sound correspondences
- Fluency:** accurate/fluent reading to support comprehension, rereading as necessary

Students engage daily in higher-order reasoning:

- Ask and answer** questions to deepen understanding of a topic or issue
- Describe** how characters respond to major events and challenges
- Compare and contrast** 2+ versions of same story by different authors or from different cultures, or most important points presented by two texts on same topic
- Demonstrate understanding** of word relationships and nuances in word meanings
- Participate** in shared research and writing projects

Students engage daily in collaborative work:

- Comprehension and Collaboration:** conversations using rules for discussions, building on others' talk, asking for clarification, describe key text/media details aloud, ask and answer questions to clarify what speaker says
- Presentation:** storytelling or recount with appropriate facts, speaking audibly in coherent sentences, audio recordings of stories or poems, use of visuals to clarify ideas, use of complete sentences, command of standard English grammar and usage, choose and use appropriate vocabulary

Students engage daily in writing (using standard English grammar, conventions):

- Opinion:** topic, related opinion and reasons using linking words, concluding statement or section
- Informative/Explanatory:** topic, related facts and definitions to develop points, concluding statement or section
- Narrative:** in prose or poem form that recount a well- elaborated event or experience or set of events or experiences; details and dialogue to show actions/thoughts/feelings using temporal words where appropriate, and provide sense of closure

**ELA What to Look For** The example below features three Indicators from the [Standards of Effective Practice](#). These Indicators are just a sampling from the full set of Standards and were chosen because they create a sequence: the educator plans a lesson that sets clear and high **expectations**, the educator then delivers high quality instruction, and finally the educator uses a variety of **assessments** to see if students understand the material or if re-teaching is necessary. This example highlights teacher and student behaviors aligned to the three Indicators that you can expect to see in a rigorous 2<sup>nd</sup> grade ELA classroom.

<b>Expectations</b> (Standard II, Indicator D)	Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.	
<b>What is the teacher doing?</b>	<b>What are the students doing?</b>	
<ul style="list-style-type: none"> <li>•Creating culturally responsive lessons that engage and sustain student attention</li> <li>•Selecting appropriate complex texts</li> <li>•Highlighting when an author uses words to suggest a feeling</li> </ul>	<ul style="list-style-type: none"> <li>•Understanding what they will learn in a lesson</li> <li>•Using newly learned language when speaking</li> <li>•Providing a reason for their opinions</li> </ul>	

<b>Instruction</b> (Standard II, Indicator A)	Uses instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.	
<b>What is the teacher doing?</b>	<b>What are the students doing?</b>	
<ul style="list-style-type: none"> <li>•Designing lessons that support successful cooperation in culturally sensitive ways</li> <li>•Providing opportunities and structures for students to communicate their ideas and thinking with each other</li> <li>•Grouping students based on data and adjusting grouping as needed (using both homogenous and heterogeneous grouping)</li> </ul>	<ul style="list-style-type: none"> <li>•Making connections between reading, writing, speaking and listening</li> <li>•Identifying types of texts (e.g., nonfiction, poems) by their characteristics</li> <li>•Reading and comprehending a variety of complex texts</li> </ul>	

<b>Assessment</b> (Standard I, Indicator B)	Uses a variety of informal and formal methods of assessments to measure student learning, growth, and understanding to develop differentiated and enhanced learning experiences and improve future instruction.	
<b>What is the teacher doing?</b>	<b>What are the students doing?</b>	
<ul style="list-style-type: none"> <li>•Conducting frequent checks for student understanding and adjusting instruction accordingly</li> <li>•Using scaffolding as needed and providing multiple opportunities for students to practice new linguistic patterns, features, and vocabulary</li> <li>•Providing exemplars of work (e.g. mentor texts, student work)</li> </ul>	<ul style="list-style-type: none"> <li>•Responding to teacher feedback to improve their work</li> <li>•Demonstrating learning in multiple ways (e.g., writing and oral responses during reading group)</li> <li>•Engaging in challenging learning tasks regardless of learning needs (e.g., linguistic background, disability, academic gifts)</li> <li>•Engaging in meaningful writing in response to text</li> </ul>	