

A quick guide for observing classroom content and practice

In grade 3, instructional time should focus on 10 critical areas:

**Read About It**

- Literature
- Informational Text
- Foundational Skills

**Think About It**

- Higher-Order Reasoning

**Talk About It**

- Comprehension/ Collaboration
- Presentation

**Write About It**

- Opinion
- Informative
- Narrative
- Poems

During a 3<sup>rd</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 in literature and informational texts at proper complexity range:

- Key Ideas and Details:** ask and answer questions referencing text; central message, lesson, or moral and supporting details in stories from diverse cultures; main idea and supporting details
- Craft and Structure:** literal and nonliteral meaning of words and phrases; meaning of general academic and domain-specific words and phrases; use of *chapter*, *scene*, and *stanza*; own point of view versus author’s, narrator’s, or character’s; text features and search tools
- Integration of Knowledge and Ideas:** use of information from illustrations and words, elements of fiction/poetry, connection between sentences and paragraphs

Students engage daily in practices of word reading accuracy and reading fluency:

- Phonics and Word Recognition:** word analysis, including decoding of words with common prefixes and Latin suffixes, derivational suffixes, multiple syllables, and irregularly spelling
- Fluency:** accurate and fluent reading to support comprehension, using context or rereading as necessary

Students engage daily in higher-order reasoning:

- Examine** character traits, motivations, and feelings; how actions of characters contribute to events; relationship between historical events, scientific ideas, concepts, or steps in technical procedures—using temporal (time and sequence) and cause/effect language
- Compare and contrast** themes, settings, and plots of stories written by same author about same or similar characters, most important points and key details presented in two texts on same topic
- Demonstrate understanding** word relationships and nuances in word meanings
- Conduct** short research projects that build knowledge about a topic, gathering information from various sources and sorting evidence into provided categories

Students engage daily in collaborative work:

- Comprehension and Collaboration:** rules for discussions, building on others’ ideas, expression of own ideas, requesting clarification, main ideas and supporting details from diverse media and formats, ask and answer questions about information from speaker—offering elaboration and detail
- Presentation:** reporting on topic, text, or story with facts or relevant details; speaking clearly in complete sentences; recordings of story or poem readings; use of visuals to clarify ideas; use of complete sentences; command of standard English grammar and usage

Students engage daily in extended time writing (using standard English grammar, conventions) for a range of tasks, purposes, and audiences:

- Opinion:** topic, related opinion and reasons using linking words, and conclusion
- Informative/Explanatory:** topic with facts, definitions and details; appropriate illustrations, linking words and phrases, and conclusion
- Narrative:** situation, narrator and/or characters, dialogue and descriptions of actions, thoughts, and feelings, temporal words and phrases, conclusion
- Poems/stories:** poems, stories, and descriptions with figurative language and sounds of words



## ELA What to Look For Guide

The practices below, which fall under Standards I and II of the MA Model Teacher Rubric, should be evident in planning and instruction. Any particular lesson will demonstrate some of the practices, not all. For each lesson, artifacts or observables might include: lesson plan, tasks and assessments, teacher instruction, student discussion and behavior, or student work.

### Student Practices

#### Standards-based Learning

- Read and comprehend complex texts (or excerpts) from a variety of text structures.
- Use newly learned vocabulary when speaking.
- Apply grade level phonics/word analysis skills when reading.
- Engage in meaningful writing that is aligned with grade level standards.

#### Ownership of Learning

- Question, contribute, and collaborate throughout the lesson.
- Ask clarifying and open-ended questions of their teacher(s) and peers to examine their thinking and develop a deeper understanding of content.
- Demonstrate ability to independently sustain interaction in order to complete tasks (e.g., during whole group, small group, centers, etc.).

### Teacher Practices

#### Standards-based Instruction

- Communicate standards (objectives) in a clear, explicit way.
- Communicate and support language objectives for English Language Learners (ELLs) in a clear, explicit way.
- Teach standards in context and integrate the standards throughout the day.
- Explicitly connect previously taught objectives to current lesson.
- Provide mentor texts, exemplars, and rubrics.

#### Research-based Instruction

- Provide multiple authentic opportunities for students to practice new skills and vocabulary.
- Provide explicit and systematic instruction, modeling, checking for understanding, and independent practice, with immediate and corrective feedback.

#### Use of Data to Inform Instruction

- Differentiate materials, instruction, objectives, and/or content—based on student needs, data, ELL status, IEPs, etc.—to support students in meeting/exceeding grade-level curriculum expectations.
- Group students based on data and adjust grouping as needed.

## NOTES