

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

## A quick guide for observing classroom content and practice

During a **5<sup>th</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:** summary, accurate quotations or paraphrases illustrating explicit and implicit meanings, theme, how characters respond to challenges or speaker reflects upon topic, one or more main ideas with relevant details, relationships or interactions between 2+ individuals, ideas, or concepts using specific information in text
- Craft and Structure:** meaning of grade-appropriate general academic and domain-specific words and phrases, similes and metaphors, relationship of text's parts (chapters, scenes, or stanzas) to overall structure
- Integration of Knowledge and Ideas:** contribution of visual and multimedia elements to meaning, tone, or beauty; use of multiple print or digital sources to obtain information; author's use of reasons and evidence to support specific points

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

- Phonics and Word Recognition:** word analysis, using decoding words of all letter-sound correspondences, syllabication patterns and morphology to read words in and out of context
- Fluency:** accurate and fluent reading for comprehension, using context or rereading as necessary

Students engage daily in higher-order reasoning:

- Analyze** influence of narrator's point of view on descriptions of events, multiple accounts of same event or topic (similarities and differences in point of view)
- Compare and contrast** 2+ characters, settings, or events, using specific details; stories in same genre on approaches to similar themes and topics; overall structure of events, ideas, concepts, or information in one or more texts
- Conduct** short research projects that build knowledge about different aspects of a topic; use information from several sources and drawing evidence to support analysis, reflection, and research
- Demonstrate understanding** of the effects of figurative language, word relationships, and nuances in word meanings

Students engage in daily collaborative work:

- Comprehension and Collaboration:** rules for discussions, building on others' ideas, expression of own ideas, summary of information from diverse media and formats, summary of speaker's reason or evidence to support points
- Presentation:** logical sequencing of ideas using appropriate vocabulary, facts and details to support main ideas or themes, speaking clearly, use of multimedia to enhance topic development, appropriate use of formal versus informal English based on task and situation

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

- Opinion:** topic, opinion, logically grouped and sequenced ideas supported by facts and details, linking words and phrases, conclusion
- Informative/Explanatory:** introduction; grouping of relevant information; use of precise language/vocabulary, headings, illustrations, and multimedia as appropriate; use of details, quotations, examples, and definitions to develop topic; linking words (e.g., *in contrast*); conclusion
- Narrative:** situation; narrator and/or characters; use of dialogue, description, and pacing; clear sequence, transitional words, clauses and phrases; use of concrete words, phrases, and sensory details to convey experiences or events; closure; characteristics of prose and poetry

**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 5<sup>th</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.
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**What is the teacher doing?**

- Communicating both the language and content objectives for students and why they are important
- Creating culturally responsive lessons that engage and sustain student attention
- Selecting appropriate complex texts (e.g., texts with metaphorical language)

**What are the students doing?**

- Using rich academic language when speaking and writing
- Support their opinions with evidence
- Identifying how an author uses figurative language purposefully

<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.
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**What is the teacher doing?**

- Highlighting when students draw explicitly upon class content during discussions with peers
- Helping students see the underlying structures of texts
- Grouping students based on data and adjusting grouping as needed (using both homogenous and heterogeneous grouping)

**What are the students doing?**

- Making connections between reading, writing, speaking and listening
- Showing persistence and focus in working together toward a shared goal
- Drawing explicitly upon content they have learned in class in conversations with peers

<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.
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**What is the teacher doing?**

- Providing concrete strategies to respond to feedback (e.g., telling them to track words with their fingers)
- Using multiple formative approaches to assess student learning (e.g., writing and oral responses during reading group)
- Conducting frequent checks for student understanding and adjusting instruction accordingly

**What are the students doing?**

- Purposefully incorporating feedback from teacher and peers into actions
- Engaging in challenging learning tasks regardless of learning needs (e.g., linguistic background, disability, academic gifts)
- Engaging in meaningful writing in response to text
- Using exemplars to inform their work