

A quick guide for observing classroom content and practice

In Kindergarten, 10 critical areas should be embedded throughout the day:

**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

In a **Kindergarten classroom**, you should observe the teacher integrating ELA standards with social-emotional learning and other content area standards, as well as students engaging in a variety of the following standards and practices:

With prompting and support, students engage daily in literature and informational texts at proper complexity range:

- Key Ideas and Details:** ask and answer questions; retell; characters, settings, and major events; connection between two individuals, events, ideas, pieces of information in text
- Craft and Structure:** unknown words, common types of text, purpose of author and illustrator, front/back cover and title
- Integration of Knowledge and Ideas:** relationship between illustration and text, characteristics of traditional poetry (rhyme, regular beats, repetition), how reasons support author’s points

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

- Print Concepts:** left to right, top to bottom, page by page; spoken words are represented by sequences of letters; words are separated by spaces; upper/lowercase letters
- Phonological Awareness:** rhyming words; count, say, segment, and blend syllables in spoken words; segment and blend onset-rimes; isolate phonemes; phoneme manipulation
- Phonics/Word Recognition:** one to one letter-sound correspondence, common sight words, long/short vowels with common spellings
- Fluency:** emergent reader texts with purpose and understanding

With prompting and support, students engage daily in higher-order reasoning:

- Ask and answer** questions to get help, information, or for clarification
- Compare and contrast** basic differences between two texts on same topic or compare and contrast adventures and experiences of characters in familiar stories
- Explore** word relationships and nuances in word meanings with support (sorting, relating familiar verbs and adjectives to antonyms, real-life connections between words and their use, and shades of meaning)
- Participate** in shared research and writing projects

Students engage daily in collaborative work:

- Comprehension and Collaboration:** conversations using rules for discussions, multiple exchanges in dialogue
- Presentation:** sufficient description of familiar people, places, things, and events; addition of drawings to descriptions; speak audibly; clear expression of thoughts; use of words/phrases acquired through conversations, reading, and responding to texts

Using a combination of drawing, dictating, and writing, students engage daily in writing (using standard English grammar and conventions):

- Opinion:** topic or name of book and related opinion/preference
- Informative/Explanatory:** topic and some relevant information
- Narrative:** narration of single event or several loosely linked events, sequence of events, and response to event
- Poems:** poems with rhyme and repetition (write or dictate, with prompting and support)



### 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

- Practice naming letters and numbers.
- Identify corresponding sound to letter.
- Engage in social conversations with peers and teacher.
- Actively participate in phonological awareness activities.
- Ask/answer questions about personal experiences or story read.
- Engage in meaningful dictating, drawing, and/or writing.

### Ownership of Learning

- Question, contribute, and collaborate throughout the lesson.
- Demonstrate ability to independently sustain interaction in order to complete tasks (e.g., during whole group, small group, centers, etc.).
- Demonstrate understanding of concepts through multiple means of expression (e.g., “writing,” playing, and speaking).

## 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