

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

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 with complex literature and informational texts:

- 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 and characteristics of their structure, purpose of author and illustrator, front/back cover and title
- Integration of Knowledge and Ideas:** relationship between illustration and text, 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 and 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 frequently occurring verbs and adjectives to antonyms, real-life connections between words and their use, and shades of meaning), apply knowledge of vocabulary to reading
- 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; appropriate vocabulary; 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 experience, or several loosely linked events, sequence appropriately, and provide a reaction to what it describes; use rhyming words to create structure in poems

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 Kindergarten ELA classroom.

Expectations
(Standard II, Indicator D) Plans and implements lessons that set clear and high expectations and also make knowledge accessible for all students.

What is the teacher doing?

- clearly communicating the learning objectives for the lesson orally and visually in student-friendly terms
- creating culturally responsive lessons that engage and sustain student attention
- selecting developmentally appropriate complex texts
- focusing attention on newly learned language (e.g. linguistic complexity, conventions, and vocabulary)
- eliciting students' opinions
- discussing the role of the author in creating a text

What are the students doing?

- understanding what they will learn in a lesson
- persisting when engaging with meaningful literacy tasks
- engaging with (e.g., listening to the teacher read) developmentally appropriate complex texts
- using newly learned language when speaking
- expressing opinions
- identifying the author of a book

Instruction
(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.

What is the teacher doing?

- designing lessons that integrate standards and strands
- designing lessons that support successful cooperation in culturally sensitive ways
- providing opportunities and structures for students to communicate their ideas and thinking with each other
- help students understand differences between types of text (e.g., stories, poems, nonfiction)
- grouping students based on data and adjusting grouping as needed

What are the students doing?

- making connections between reading, writing, speaking and listening
- working cooperatively on a shared activity
- responding to one another's ideas
- recognizing types of texts (e.g., stories, poems, nonfiction)
- listening to comprehend complex texts

Assessment
(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.

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., conferences, responses during read-aloud)
- conducting frequent checks for student understanding and adjusting instruction accordingly
- using scaffolding as needed and providing multiple opportunities for students to practice new linguistic patterns, features, and vocabulary
- providing exemplars of work (e.g. mentor texts, student work)

What are the students doing?

- responding to teacher feedback to improve their work
- demonstrating learning in multiple ways (e.g., conferences, responses during read-aloud)
- engaging in challenging learning tasks regardless of learning needs (e.g., linguistic background, disability, academic gifts)
- engaging in meaningful dictating, drawing, and/or writing
- using exemplars to inform their work