

ELA Shifts aligned with Classroom Practice

School: _____

Classroom/Grade Level /Course: _____

Date: _____

ELA Shifts – Reading, writing and speaking grounded in evidence from text, both literary and informational. Regular practice with complex text and its academic language	Beginning	Emerging	Implementing
	Teachers evaluate questions from current materials: identifying those that need to be rewritten to be text-based.	Teachers begin revising questions in existing materials and/or supplement them with text-based questions to guide close reading.	Teachers complete revising materials to reflect the use of text-based questions for close readings.
	Teachers research various ways in which students can annotate text and begin to include annotation of text in lesson planning.	Teachers include annotation of text as part of lesson and have students refer to annotations some times when answering TDQ.	Teachers plan and implement lessons where text is annotated in various ways, with purpose of using notations to complete culminating task.
	Teachers begin to identify lexiles for reading materials in the classroom.	Teachers identify lexile level for each student and provide materials that match level.	Teachers identify lexile for students, set goals, monitor increase in lexile level, intervene by providing guided instruction to increase reading comprehension for students.
	Teachers shares norms of collaboration with students to support academic discourse.	Teachers teach norms of collaboration to students, with emphasis on pausing and paraphrasing.	Teachers teach norms of collaboration, with specific behaviors that demonstrate what norm looks like, sounds like and feels like. Teachers engage students in reflecting on student selected norm(s) for the day and how it/they supported academic discourse.
	Teachers begin incorporating purposefully identified academic vocabulary when instructing students, or while having classroom discussions.	Teachers begin to facilitate student discussion, providing resources (charts, lists) for students to use academic and domain specific vocabulary. Teachers begin to create criteria charts where use of vocabulary in presentations and written assignments is required.	Teachers facilitate or create conditions for student discussion, presentations, and written work where academic and domain specific vocabulary is used consistently. Students can articulate the expectations for academic language usage.
	Teachers begin to identify non-fiction text that is aligned to each ELA unit.	Teachers use identified non-fiction text aligned to each ELA unit sporadically.	Teachers use identified non-fiction text aligned to each ELA unit, at least once a week.
	Teachers have reviewed District expectations for implementation: <ul style="list-style-type: none"> • K/1 – CCSS aligned lessons regularly • 2 –one series of CCSS aligned lessons per semester • 3 – 6 – one series of CCSS aligned lessons t in Spring • 6-8 – Use instructional tool from Anthology Alignment Project, plan and deliver lesson for complex text in fall and one in spring. 	Teachers have begun to implement some aspects of CCSS aligned lessons, not necessarily a series per District expectations: <ul style="list-style-type: none"> • K/1 – CCSS aligned lessons regularly • 2 –one series of CCSS aligned lessons per semester • 3 – 6 – one series of CCSS aligned lessons t in Spring • 6-8 – Use instructional tool from Anthology Alignment Project, plan and deliver lesson for complex text in fall and one in spring. 	Teachers fully implement a series of CCSS aligned lessons from District or created by school: <ul style="list-style-type: none"> • K/1 – CCSS aligned lessons regularly • 2 –one series of CCSS aligned lessons per semester • 3 – 6 – one series of CCSS aligned lessons t in Spring • 6-8 – Use instructional tool from Anthology Alignment Project, plan and deliver lesson for complex text in fall and one in spring.
Begins to add weekly one writing assignment that requires providing evidence from the text to support answers.	Regularly provides culminating evidence-based writing assignments and/or writing assignments that require the use of multiple sources.	Assigns longer pieces of writing weekly with regular feedback and emphasis on authentic audience and word choice.	