

<p>CULTURE OF LEARNING: Are all students engaged in the work of the lesson from start to finish?</p> <ul style="list-style-type: none"> Students complete instructional tasks, volunteer responses and/or ask appropriate questions. Students follow behavioral expectations and directions. Students execute transitions, routines and procedures in an orderly and efficient manner. Students are engaged in the work of the lesson from start to finish; there is a sense of urgency about how time is used. Students and their teacher demonstrate a joy for learning through positive relationships and strong classroom culture. 		<p>1 Not Yet 2 Somewhat 3 Mostly 4 Yes</p>
<p>READING/LISTENING COMPREHENSION</p> <p>CORE ACTION 1: Is the lesson centered on a high-quality text or texts?</p> <p>A. A majority of the lesson is spent listening to, reading, writing, or speaking about text(s).</p> <p>B. The text(s) are at or above the complexity level expected for the grade and time in the school year.</p> <ul style="list-style-type: none"> <i>Note:</i> Texts read aloud in K-2 are above the complexity level of what students can read on their own. <i>Note:</i> Texts read independently or in small groups are appropriate for the purpose. <p>C. The text(s) are worthy of student time and attention. They exhibit exceptional craft and thought and/or provide useful information; where appropriate, the texts are richly illustrated.</p>	<p>FOUNDATIONAL SKILLS (K-2 only)</p> <p>CORE ACTION 1: Do instruction and materials explicitly and systematically provide all students with the opportunity to master foundational skills?</p> <p>A. The foundational skills being taught are aligned to the standards for this grade.</p> <p>B. Foundational skills instruction is explicit, including teacher modeling and student practice.</p> <p>C. Students have sufficient opportunities to practice reading and writing newly acquired foundational skills.</p> <p>D. Students connect acquisition of foundational skills to making meaning from reading.</p> <p>E. Students spend time on skills they are still working to develop, not those they have already mastered.</p> <p><i>Note: Core Actions 2 and 3 are not relevant to Foundational Skills lessons.</i></p>	<p>1 Not Yet 2 Somewhat 3 Mostly 4 Yes</p>
<p>CORE ACTION 2: Do questions and tasks, both oral and written, integrate the standards and build students' comprehension of the text(s) and its meaning?</p> <p>A. Questions and tasks integrate grade-level standards in service of deep understanding of text(s) and topics.</p> <p>B. Questions and tasks address the specific text(s) at hand by attending to its particular structure, concepts, ideas, events and/or details.</p> <p>C. Questions and tasks require students to use details from the text to demonstrate understanding and/or support their ideas about the text.</p> <p>D. Questions and tasks attend to words, phrases and sentences within the text focus that matter most to build students' vocabulary and deepen understanding of the text.</p> <p>E. Questions are sequenced to deepen students' understanding of the text, the author's craft, and/or the topic under consideration.</p>		<p>1 Not Yet 2 Somewhat 3 Mostly 4 Yes</p>
<p>CORE ACTION 3: Are students responsible for doing the thinking in this classroom?</p> <p>A. Students display persistence with challenging tasks, particularly when providing textual evidence to support answers and responses, both orally and in writing.</p> <p>B. Students provide precise responses. When responses are imprecise, the teacher probes understanding but students do the complex thinking.</p> <p>C. Students share their developing thinking about the content of the lesson.</p> <p>D. Students explain their thinking, orally and/or in writing, using evidence from the text(s).</p> <p>E. Students build on or respectfully question each other's responses, using evidence from the text to defend their thinking.</p>		<p>1 Not Yet 2 Somewhat 3 Mostly 4 Yes</p>