

CCSS INSTRUCTIONAL PRACTICE GUIDE: SUPPLEMENT FOR REFLECTION OVER THE COURSE OF THE YEAR



ENGLISH
LANGUAGE
ARTS /
LITERACY



GRADES 3-5



OVER THE YEAR

This guide provides concrete examples of what the Core Actions for implementing the Common Core State Standards (CCSS) for English Language Arts and Literacy in grades 3-5 look like in planning and practice over the course of the year. It is designed as a developmental tool for teachers and those who support teachers and can be used to guide planning and review practice over a semester or year. For all uses, refer to the CCSS for English Language Arts and Literacy (corestandards.org/ELA-Literacy).

The Shifts required by the Common Core State Standards for English Language Arts and Literacy are¹:

1. Building knowledge through content-rich nonfiction
2. Reading, writing, and speaking grounded in evidence from text, both literary and informational
3. Regular practice with complex text and its academic language

CORE ACTIONS IN PRACTICE OVER THE COURSE OF THE YEAR #1: Students encounter an appropriate balance and sequence of texts.

INDICATORS	EVIDENCE OBSERVED OR GATHERED
A. The texts students read reflect a balance of 50% literary and 50% informational texts.	Notes:
B. The informational texts students read are intentionally sequenced to build knowledge in coherent ways.	
C. The texts students read follow the staircase of complexity called for by the CCSS for ELA and Literacy.	

CORE ACTIONS IN PRACTICE OVER THE COURSE OF THE YEAR #2: Students are asked to practice the range of reading and writing tasks the standards demand.

INDICATORS	EVIDENCE OBSERVED OR GATHERED
A. Writing tasks reflect a balance of 30% persuasive, 35% explanatory or informational and 35% narrative tasks.	Notes:
B. Students regularly conduct short as well as more sustained research projects based on focused questions.	
C. Students are given frequent opportunities to read independently so they engage with a high volume of texts. They are held accountable for this reading.	
D. Students become increasingly fluent in reading grade-level texts independently and with proficiency.	

¹ Refer to Common Core Shifts at a Glance (achievethecore.org/ELALitShifts) for additional information about the Shifts required by the CCSS.

CORE ACTIONS IN PRACTICE OVER THE COURSE OF THE YEAR #3: There is evidence of student mastery of grade-level English Language Arts and Literacy standards.

INDICATORS	EVIDENCE OBSERVED OR GATHERED
A. The teacher monitors and tracks students' progress toward mastery.	Notes:
B. The teacher regularly adjusts instruction based on evidence of student progress from student work and ongoing assessment.	
C. Students demonstrate increasing independence in reading, writing, speaking and listening tasks.	
D. Students demonstrate increasing facility with grade appropriate academic language (i.e. vocabulary and syntax) in speaking and writing.	

SHARED EXPECTATION: The teacher regularly and productively collaborates with other teachers to improve practice.

INDICATORS	EVIDENCE OBSERVED OR GATHERED
A. The teacher collaborates to find and share high quality and suitable instructional resources, including texts and assessments.	Notes:
B. The teacher collaborates to examine student work and develop strategies to improve student learning.	
C. The teacher collaborates to observe, analyze, and improve their own and their colleagues' practice.	

CCSS INSTRUCTIONAL PRACTICE GUIDE: SUPPLEMENT FOR REFLECTION OVER THE COURSE OF THE YEAR



This guide provides concrete examples of what the Core Actions for implementing the Common Core State Standards (CCSS) for English Language Arts in grades 6-12 look like in planning and practice over the course of the year. It is designed as a developmental tool for teachers and those who support teachers and can be used to guide planning and review practice over a semester or year. For all uses, refer to the CCSS for English Language Arts and Literacy (corestandards.org/ELA-Literacy).

The Shifts required by the Common Core State Standards for English Language Arts and Literacy are¹:

1. Building knowledge through content-rich nonfiction
2. Reading, writing, and speaking grounded in evidence from text, both literary and informational
3. Regular practice with complex text and its academic language

CORE ACTIONS IN PRACTICE OVER THE COURSE OF THE YEAR #1: Students encounter an appropriate balance and sequence of texts.

INDICATORS	EVIDENCE OBSERVED OR GATHERED
A. In addition to a focus on literature, students regularly encounter content-rich nonfiction texts. ²	Notes:
B. The texts students read are intentionally selected to connect to each other in coherent ways.	
C. The texts students read follow the staircase of complexity called for by the CCSS for ELA and Literacy.	

CORE ACTIONS IN PRACTICE OVER THE COURSE OF THE YEAR #2: Students are asked to practice the range of reading and writing tasks the standards demand.

INDICATORS	EVIDENCE OBSERVED OR GATHERED
A. Writing tasks reflect the appropriate balance of analytical and narrative tasks. ³	Notes:
B. Students regularly conduct short as well as more sustained research projects based on focused questions.	
C. Students are given frequent opportunities to read independently so they engage with a high volume of texts. They are held accountable for this reading.	

¹ Refer to Common Core Shifts at a Glance (achievethecore.org/ELALitShifts) for additional information about the Shifts required by the CCSS.

² Across all content areas, students should read 70% informational or content-rich nonfiction and 30% literary texts in 6th - 12th grades.

³ Across all content areas, writing tasks should be 70% analytical and 30% narrative tasks in 6th - 8th grades and 80% analytical and 20% narrative tasks in 9th - 12th grades.

CORE ACTIONS IN PRACTICE OVER THE COURSE OF THE YEAR #3: There is evidence of student mastery of grade-level English Language Arts and Literacy standards.

INDICATORS	EVIDENCE OBSERVED OR GATHERED
A. The teacher monitors and tracks students' progress toward mastery.	Notes:
B. The teacher regularly adjusts instruction based on evidence of student progress from student work and ongoing assessment.	
C. Students demonstrate increasing independence in reading, writing, speaking and listening tasks.	
D. Students demonstrate increasing facility with grade appropriate academic language (i.e. vocabulary and syntax) in speaking and writing.	

SHARED EXPECTATION: The teacher regularly and productively collaborates with other teachers to improve practice.

INDICATORS	EVIDENCE OBSERVED OR GATHERED
A. The teacher collaborates to find and share high quality and suitable instructional resources, including texts and assessments.	Notes:
B. The teacher collaborates to examine student work and develop strategies to improve student learning.	
C. The teacher collaborates to observe, analyze, and improve their own and their colleagues' practice.	