

CCSS INSTRUCTIONAL PRACTICE GUIDE



This guide provides concrete examples of what the Core Actions for implementing the Common Core State Standards (CCSS) for Literacy in Science and Technical Subjects look like in planning and practice. It is designed as a developmental tool for teachers and those who support teachers and can be used to observe a lesson and provide feedback or to guide lesson planning and reflection. For all uses, refer to the CCSS for Literacy in Science and Technical Subjects (corestandards.org/ELA-Literacy) for the grade being taught.

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

Date:

Class:

Teacher:

Unit or Lesson:

Standards Addressed:





The Core Actions should be evident in planning and observable in instruction. For each lesson, artifacts or observables might include: lesson plan, text(s) and materials, tasks, teacher instruction, student discussion and behavior, and student work. When observing a portion of a lesson, some indicators may be appropriately left blank.

CORE ACTION 1: Focus each lesson on a high quality text (or multiple texts).

INDICATORS	EVIDENCE OBSERVED OR GATHERED
A. Text-based instruction engages students in reading, speaking, or writing about text(s).	<p>Notes:</p>
B. The text(s) are at or above the complexity level expected for the grade and time in the school year. ²	
C. The text(s) are clear and build knowledge relevant to the content being studied.	

¹ Refer to Common Core Shifts at a Glance (achievethecore.org/ELALitShifts) for additional information about the Shifts required by the CCSS.
² Refer to achievethecore.org/ela-literacy-common-core/text-complexity/ for text complexity resources.

CORE ACTION 2: Employ questions and tasks that are text dependent and text specific.

INDICATORS	EVIDENCE OBSERVED OR GATHERED				Notes:	
A. Questions and tasks address the text by attending to its particular structure, concepts, ideas, events and details.	 1 2 3 4 Questions and tasks do not refer directly to the text and instead elicit opinion answers. Questions and tasks repeatedly return students to the text to build understanding.					
B. Questions and tasks require students to cite evidence from the text to support analysis, inference, and claims.	 1 2 3 4 Questions and tasks can be answered without reference to evidence from the text or data. Questions and tasks require students to cite evidence from the text or data.					
C. Questions and tasks require students to appropriately use academic language (i.e., vocabulary and syntax) from the text in their responses or claims.	 1 2 3 4 Questions and tasks do not explicitly require use of academic or domain-specific language. Questions and tasks intentionally support students in developing facility with academic and domain-specific language.					
D. Sequences of questions support students in delving deeper into text, data, or graphics to support inquiry analysis, and appropriate procedures.	 1 2 3 4 Questions do not follow a clear sequence or are all at the same level of depth. Questions are sequenced to support and challenge students in deep examination of the text.					

CORE ACTION 3: Provide all students with opportunities to engage in the work of the lesson.

INDICATORS	ILLUSTRATIVE STUDENT BEHAVIOR	EVIDENCE OBSERVED OR GATHERED				Notes:	
A. The teacher provides the conditions for all students to focus on text.	Students persist in efforts to read, speak and/ or write about demanding grade-level text(s).	1	2	3	4		
B. The teacher expects evidence and precision from students and probes students' answers accordingly.	Students habitually provide textual evidence to support answers and responses.	1	2	3	4		
C. The teacher creates the conditions for student conversations and plans tasks where students are encouraged to talk about each other's thinking.	Students use evidence to build on each other's observations or insights during discussion or collaboration.	1	2	3	4		
D. The teacher acts on knowledge of individual students to promote progress toward independence in grade-level literacy tasks.	When possible, students demonstrate independence in completing literacy tasks.	1	2	3	4		

Scale:
 1 = The teacher does not provide students opportunity and very few students demonstrate this behavior.
 2 = The teacher provides students opportunity inconsistently and few students demonstrate this behavior.
 3 = The teacher provides students opportunity consistently and some students demonstrate this behavior.
 4 = The teacher provides students opportunity consistently and all students demonstrate this behavior.