



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Pervasive Lesson Practices in English Language Arts

The lists below represent “look fors” during ELA lessons. Note: Please be reminded that this is **not an exhaustive list**, but rather a list of sample indicators of practices that may be observed during an ELA lesson.

Literacy Across the Content: Reading			
Disciplinary Literacy (specialized reading practices)	Content-Area Literacy (general reading strategies)	Close Reading	Disciplinary Research/ Reading to Learn
<p>Teachers modeling how to use information from visual charts and graphs to deepen understanding of the text</p> <p>Teachers providing explicit instruction on discipline-specific text features (e.g., charts, graphs, diagrams, boldface vocabulary)</p> <p>Students analyzing information from a primary and/or secondary source documents (e.g., newspaper article, survey, map, research article, etc.)</p>	<p>Teachers providing explicit instruction on text features (e.g., boldface headings, vocabulary, captions)</p> <p>Teachers providing opportunities for real world application or creative application of content (e.g., students use digital platform to communicate information)</p>	<p>Students reading independently while annotating text</p> <p>Teachers modeling text annotation</p> <p>Teachers modeling critical thinking and analysis</p> <p>Students engaging in think-pair-share after reading a “chunk” of text</p> <p>Students moving from Think-Pair-Share to small group discussion to large group discussion</p> <p>Students analyzing information from several texts (written, digital, visual, speech)</p>	<p>Students accessing information on a topic from credible sources using written and digital resources</p> <p>Students organizing and analyzing accumulated evidence.</p> <p>Students demonstrating fidelity to research format, (e.g. labs, argument essay, speeches, editorials)</p>



Georgia Department of Education

Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Pervasive Lesson Practices in English Language Arts

Literacy Across the Content: Writing

Content Writing	Writing Process	Writing to Learn
<p>Students writing a response to informational text</p> <p>Students completing quick writes to show understanding of text</p> <p>Students engaging in DOK level 3 and 4 tasks; specific to the discipline</p> <p>Students responding to open ended questions; specific to the discipline (extended and constructed response)</p> <p>Evidence of close reading</p> <p>Evidence of content specific vocabulary throughout student work</p>	<p>Teacher conducting writing conferences</p> <p>Teachers sharing examples of exemplar papers</p> <p>Students using graphic organizer to compose writing</p> <p>Students engaging in peer-editing</p> <p>Students revising and editing work</p> <p>Students using rubrics to assess progress and take ownership of writing</p>	<p>Students annotating text</p> <p>Students using multiple sources to compose diverse types of writing such as essay, editorials, research papers, speeches, lab reports or position papers</p> <p>Students writing to reflect on their learning</p> <p>Students creating graphics and incorporating them into their writing to further explain or support their thinking</p> <p>Students using technology to enhance the publication of their writing</p>



Georgia Department of Education

Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Pervasive Lesson Practices in English Language Arts

Literacy Across the Content				
Oral and Visual Presentations	Digital Media Literacy	Collaborative Conversations	Academic Vocabulary Tier 2 Words	Disciplinary Vocabulary Tier 3 Words
<p>Students engaging in oral presentations on a topic or text</p> <p>Students creating visual representations of relevant facts and key details on a topic or text</p>	<p>Students accessing, analyzing, synthesizing, and creating digital media.</p> <p>Students communicating ideas using a digital platform (i.e., PowerPoint, Prezi, Rocket Slide, iMovie)</p>	<p>Students collaborating in small groups; asking and responding to questions about the text</p> <p>Students explaining their own ideas and understanding of concepts presented in the text</p>	<p>Students creating a non-linguistic representation of the word</p> <p>Students participating in comparison, classification, analogy, and metaphor activities</p>	<p>Students creating a non-linguistic representation of the word</p> <p>Students participating in comparison, classification, analogy, and metaphor activities</p>



Richard Woods, Georgia's School Superintendent
"Educating Georgia's Future"

Pervasive Lesson Practices in English Language Arts

Formative Assessment

Formal Assessments	Informal Assessments	Standards-based Feedback
<p>Teacher administering common lesson (quizzes, response system questions),-assessments with the results being shared with students for clarification and/or used for differentiated instruction</p> <p>Students completing unit assessments that are used to guide instruction</p>	<p>Prior to teaching, teacher administers a diagnostic to a small group of students identifying students' skill level</p> <p>Teacher taking a pulse check (graded or ungraded) such as 3-2-1 summaries, KWL, exit ticket, or quick write. Data is then used for flexible grouping for just in time intervention, which might look like small group re-teaching, acceleration or extension.</p> <p>Teacher administering a running record assessment.</p>	<p>Teacher pointing out what a student has done well</p> <p>Teacher giving the student feedback for employing the effective use of a process or strategy</p> <p>Teacher giving specific feedback for improvement using the language of the standard and specific learning targets</p> <p>Teacher giving specific information to guide improvement</p> <p>Teacher describing a feature of quality that needs additional work</p>



Richard Woods, Georgia's School Superintendent
 "Educating Georgia's Future"

Pervasive Lesson Practices in English Language Arts

Classroom Culture

Modeling	Encouraging Risk-taking and Collaboration	Demonstrating High Expectations	Presenting Diverse Texts	Engaging in Classroom Talk/ Developing Habits of Thinking
<p>Teachers modeling problem-solving and comprehension strategies</p> <p>Teacher models...guided practice...student independently completes task. (I do...We do...You do)</p> <p>Teacher modeling Think Alouds. Making the abstract thought process visible whenever possible.</p>	<p>Students participating in classroom discussions</p> <p>Teachers <u>and</u> students asking thought-provoking and clarifying questions utilizing content specific vocabulary</p> <p>Teachers providing scaffolded guided student practice</p> <p>Teachers creating space for students to engage in productive struggle, make mistakes, and engage in error analysis</p> <p>Students engaging in collaborative learning</p> <p>Evidence of established guidelines and structures to facilitate collaborative, small group, and peer learning.</p>	<p>Teachers asking high-order, challenging questions</p> <p>Students having an awareness of expectations as related to the assigned task</p> <p>Students analyzing their assessment data in light of their goals</p>	<p>Teachers using authentic texts representing culturally and linguistically diverse students</p> <p>Teachers using developmentally appropriate texts</p> <p>Teachers engaging students using multi-modal texts (written, digital, visual)</p>	<p>Teachers intentionally emphasizing domain-specific vocabulary</p> <p>Students engaging in a discussion using vocabulary</p> <p>Students conducting a presentation using vocabulary</p>