

## ELA Classroom Support Tool for Grades K-2

Unit/Module: \_\_\_\_\_ Lesson: \_\_\_\_\_ Date: \_\_\_\_\_

	Description	Teacher:	Teacher:
<b>Learning Habits</b>	<p>Students are engaged in the work of the lesson.</p> <ul style="list-style-type: none"> <li>• Student-centered multisensory learning</li> <li>• Teacher reinforcement that is academically focused and consistently promotes additional learning</li> <li>• Consistent learning experiences that foster inquiry, curiosity, and exploration</li> <li>• Teacher provides prompt, corrective feedback</li> </ul>		
<b>HQIM</b>	<p>High-quality Instructional Materials for ELA are always used with integrity.</p> <ul style="list-style-type: none"> <li>• Lesson and appropriate scaffolding supports are fully implemented and focus on the purpose of the lesson and promote student mastery of grade-level content</li> <li>• Lesson is focused on implementing activities from the HQIM as intended, focusing on the five components for effective literacy: phonemic awareness, phonics, fluency, vocabulary, and comprehension</li> <li>• HQIM-embedded supports are provided, as needed, making grade-level content accessible to all students</li> <li>• Small-group instruction includes               <ul style="list-style-type: none"> <li>○ Teacher-led instruction utilizing HQIM small-group activities and materials/manipulatives</li> <li>○ Students are grouped based on current curriculum-embedded assessment or diagnostic screener data</li> <li>○ Instructional focus on strengthening foundational skills</li> </ul> </li> </ul>		

	<ul style="list-style-type: none"> <li>○ Utilizes decodable readers</li> </ul>		
<b>Questions &amp; Tasks</b>	<p>Teacher utilizes high-quality questions to support student understanding.</p> <ul style="list-style-type: none"> <li>● Teacher utilizes questions from the HQIM, including scaffolding questions when needed, while maintaining the rigor of the content</li> <li>● Teacher attends to students' individual needs by effectively utilizing HQIM-embedded supports to promote student understanding of grade-level content</li> <li>● Teacher monitors the level of student understanding of the lesson objectives/look-fors</li> <li>● Teacher actively monitors students' instructional activities to assess each student's progress based on student work expectations and provides individual feedback</li> <li>● Instruction is adjusted based on individualized current student data</li> </ul>		
<b>Student Ownership</b>	<p>Students are actively involved in leading their own learning and ownership is evident in the classroom.</p> <ul style="list-style-type: none"> <li>● Opportunities for student-to-student interaction that strengthens speaking, listening, reading, and writing skills</li> <li>● Students are able to internalize their learning and articulate the purpose of their learning with their peers</li> <li>● Student ownership of complex thinking (<i>teacher support should not impede student reasoning</i>)</li> <li>● Student support ideas/analysis of complex grade-level text with text-based evidence</li> <li>● Students monitor their comprehension of the text and are able to generate a variety of ideas and questions</li> </ul>		