

**Rubric for Lessons & Units: ELA/Literacy Grades K-2**

I. Alignment to the Depth of the CCSS	II. Key Shifts in the CCSS	III. Instructional Supports	IV. Assessment
<p><i>The lesson/unit aligns with the letter and spirit of the CCSS:</i></p> <ul style="list-style-type: none"> <li>• Targets a set of K-2 ELA/Literacy CCSS for teaching and learning.</li> <li>• Includes a clear and explicit purpose for instruction.</li> <li>• Selects quality text(s) that align with the requirements outlined in the standards, present characteristics similar to CCSS K-2 exemplars (Appendix B), and are of sufficient scope for the stated purpose.</li> <li>• Provides opportunities for students to present ideas and information through writing, drawing and speaking experiences.</li> </ul> <p><u><i>A unit or longer lesson should:</i></u></p> <ul style="list-style-type: none"> <li>• Emphasize the explicit, systematic development of foundational literacy skills (concepts of print, phonological awareness, the alphabetic principal, high frequency sight words, and phonics).</li> <li>• Regularly include specific fluency-building techniques supported by research (e.g., monitored partner reading, choral reading, repeated readings with text, following along in the text when teacher or other fluent reader is reading aloud, short timed practice that is slightly challenging to the reader).</li> <li>• Integrate reading, writing, speaking and listening so that students apply and synthesize advancing literacy skills.</li> <li>• Build students’ content knowledge in social studies, the arts, science or technical subjects through a coherent sequence of texts and series of questions that build knowledge within a topic.</li> </ul>	<p><i>The lesson/unit addresses key shifts in the CCSS:</i></p> <ul style="list-style-type: none"> <li>• <b>Reading Text Closely:</b> Makes reading text(s) closely (including read alouds) a central focus of instruction and includes regular opportunities for students to ask and answer text-dependent questions.</li> <li>• <b>Text-Based Evidence:</b> Facilitates rich text-based discussions and writing through specific, thought-provoking questions about common texts (including read alouds and, when applicable, illustrations, audio/video and other media).</li> <li>• <b>Academic Language:</b> Focuses on explicitly building students’ foundational vocabulary and concepts of syntax throughout instruction.</li> </ul> <p><u><i>A unit or longer lesson should:</i></u></p> <ul style="list-style-type: none"> <li>• <b>Grade-Level Reading:</b> Include a progression of texts as students learn to read (e.g., additional phonic patterns are introduced, increasing sentence length). Provides text-centered learning that is sequenced, scaffolded and supported to advance students toward independent grade-level reading.</li> <li>• <b>Balance of Texts:</b> Focus instruction equally on literary and informational texts as stipulated in the CCSS (p.5) and indicated by instructional time (<i>may be more applicable across a year or several units</i>).</li> <li>• <b>Balance of Writing:</b> Include prominent and varied writing opportunities for students that balance communicating thinking and answering questions with self-expression and exploration.</li> </ul>	<p><i>The lesson/unit is responsive to varied student learning needs:</i></p> <ul style="list-style-type: none"> <li>• Cultivates student interest and engagement in reading, writing, and speaking about texts.</li> <li>• Addresses instructional expectations and is easy to understand and use for teachers (e.g., clear directions, sample proficient student responses, sections that build teacher understanding of the whys and how of the material).</li> <li>• Integrates targeted instruction in such areas as grammar and syntax, writing strategies, discussion rules and all aspects of foundational reading.</li> <li>• Provides extensive, easily implemented materials to support students who need more time and attention to reach automaticity with decoding.</li> <li>• Provides <i>all</i> students (including emergent and beginning readers) with extensive opportunities to engage with grade-level complex texts and read alouds that are at higher levels of complexity; includes appropriate scaffolding so that students directly experience the complexity of the text.</li> <li>• Focuses on sections of text(s) (including read alouds) that present the greatest challenge; provides discussion questions and other supports to promote student engagement, understanding, and progress toward independence.</li> <li>• Integrates appropriate, extensive and easily implemented supports for students who are ELL, have disabilities and/or read well below grade level.</li> <li>• Provides extensions and/or more advanced text for students who read well above grade level.</li> <li>• <u><i>A unit or longer lesson should:</i></u></li> <li>• Include a progression of learning where concepts, knowledge and skills advance and deepen over time (<i>may be more applicable across the year or several units</i>).</li> <li>• Gradually remove supports, allowing students to demonstrate their independent capacities (<i>may be more applicable across the year or several units</i>).</li> <li>• Provide for authentic learning, application of literacy skills and/or student-directed inquiry.</li> <li>• Include independent engaged reading based on student choice and interest to build stamina, confidence and motivation (<i>may be more applicable across the year or several units</i>).</li> <li>• Use technology and media to deepen learning and draw attention to evidence and texts as appropriate.</li> </ul>	<p><i>The lesson/unit regularly assesses whether students are developing standards- based skills:</i></p> <ul style="list-style-type: none"> <li>• Elicits direct, observable evidence of the degree to which a student can independently demonstrate foundational skills and targeted grade level literacy CCSS.</li> <li>• Assesses student skills using methods that are unbiased and accessible to all students.</li> <li>• Includes aligned rubrics or assessment guidelines that provide sufficient guidance for interpreting student performance and responding to areas where students are not yet meeting standards.</li> </ul> <p><u><i>A unit or longer lesson should:</i></u></p> <ul style="list-style-type: none"> <li>• Use varied modes of assessment, including a range of pre-, formative, summative and self-assessment measures.</li> </ul>
<p><b>Rating: 3 2 1 0</b></p>	<p><b>Rating: 3 2 1 0</b></p>	<p><b>Rating: 3 2 1 0</b></p>	<p><b>Rating: 3 2 1 0</b></p>