

## **Questions Administrators Should Ask Teachers About...CCSS and the 6 Shifts**

1. How are you ensuring that ALL students are exposed to increasingly complex text?
  - read-alouds
  - shared reading and writing
  - model your own thinking
  - think, pair, share
  - Short, shared, common experiences in the classroom
2. What is the balance between fiction and non-fiction reading and writing in your classroom?
3. How are you teaching your students to comprehend complex non-fiction text?
4. (For social studies and science teachers) How are you implementing literacy standards for science and social studies in your classroom?
  - teach students text structures in science/social studies
  - teach the reasons for writing in science/social studies
  - students read quality text in science/social studies other than
  - teaching students to read and understand primary source documents
  - students write using subject specific, content area vocabulary
5. What opportunities are there in your classroom for students to engage in shorter research projects?
6. How are you teaching students to support a claim using evidence from a text or primary source document?

## **Questions Administrators Should Ask Teachers About the Writing Units?**

1. How are you using anchor charts during the teaching of this unit?
2. What mentor text have you found useful during the unit and how have you referred back to the mentor text throughout the unit?
3. How are students in your classroom utilizing the writer's notebook?
4. How does this unit/lesson fit into a bigger unit of study?
5. What skills or strategies are students learning in this lesson/unit that they will be able to apply independently later on 6. What is posted on the walls of the classroom that was created by the teachers and students together, for the unit, as opposed to commercially produced, over-generalized posters?
7. How will the student writing show meaningful work over time?

## **Look - For's in a classroom implementing effective literacy instruction**

- a defined teaching point for each lesson
- appropriate use of mentor text
- anchor charts
- writing notebooks containing lots of student writing
- teacher shares/models his or her writing
- teacher shares/models his or her thinking about reading or the writing process

## **Questions Principals Should Ask Curriculum Directors and Central Office Administrators**

1. If your teachers have created common assessments, are they separate from or integrated into the MAISA ELA Units?
2. What are the pros and cons of your current building/district writing assessments?
3. Do your current common assessments promote close reading and reasoning?
4. Do your common assessments reflect the rigorous reasoning and extended writing promoted by the CCSS?