

ELA | P-3 Day 5

Handouts

Day 5 Objectives Self-Assessment

DAY 3 OBJECTIVES SELF-ASSESSMENT	Pre-Day 5 Session	Post-Day 5 Session
	1= Not Capable 2=Unsure 3= I Believe So, With Some Practice 4=Absolutely, Yes	1= Not Capable 2=Unsure 3= I Believe So, With Some Practice 4=Absolutely, Yes
I can accurately identify equitable instructional practice that aligns to shifts and standards		
I can apply and identify the shifts in the classroom using the Instructional Practice Guide Coaching Tool (IPG)		
I can identify scaffolding strategies to support readers before, during, and after reading complex text		

Knowing What You Are Seeing: The Day the Mona Lisa Was Stolen

CCSS.ELA-RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

CCSS.ELA-RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 3 topic or subject area*.

Look-fors	Notes / Evidence
<ul style="list-style-type: none">• Questions and tasks address the text by attending to its particular structure, concepts, ideas, events and details.• Questions and tasks require students to use evidence from the text to demonstrate understanding and to support their ideas about the text• Instruction focuses on building students' academic vocabulary in context• Questions and tasks attend to the text's words, phrases and sentences.	
<ul style="list-style-type: none">• Students cite specific evidence from text(s) to support analysis, inferences, and claims orally and in writing• Students use evidence to build on each other's observations or insights during discussion or collaboration	

