The most effective and equitable way to support students in their learning is to ensure that the vast majority of time is spent engaging with grade-level content, remediating with precision, and accelerating as needed. It is entirely possible to hold high expectations for all students while addressing unfinished learning in the context of grade-level work. Since time is a scarce commodity in classroom, strategic instructional and assessment choices are critical.[1]

Instruction

It is vitally important that educators are supported to make deliberate instructional choices that allow all students to effectively engage with grade-level work. Instruction must be aligned to a coherent set of learning outcomes, indicating what students should know and be able to do. Dimensions for consideration when planning for instruction include the following:

- *Delivery* is differentiated relative to explicitness through modeling, systematic instruction with appropriate scaffolding and pacing, and provision of immediate corrective feedback to students with sufficient opportunities to respond.
- *Grouping* includes whole group, homogeneous small group, partners, heterogeneous mixed ability small group, independent, and one-to-one.
- *Time* varies relative to a particular area of content, small group instruction versus whole group instruction, and opportunities for students to interact or work independently.
- *Materials* should be evidence-based and adjusted to meet the needs of students and the purpose of the lesson/activity.
- *Learning Environment* must be positive and safe and have clearly defined consistent expectations.

Assessment

A highly developed assessment system includes a balanced approach to using formal and informal assessments, classroom-based evidence showing growth over time, and involving students in the evaluation of their own work. The adoption of a systemic approach enhances the use of assessment data to inform teaching and learning practices. This system should include assessment tools that are congruent with the district's goals and curriculum.

Assessments can be done in sync with daily instruction through intentional activities that can collect data, such as phoneme/grapheme activities or assessments, journal writing, and skills-based center activities. For skills harder to assess during instruction, or to work with individual students, there are a variety of assessments that can be done in less than two minutes, such as Test of Word Reading Efficiency, or some that take just a little longer like Lexplore, DIBELS, FastBridge, and more.   Continuous progress monitoring will allow the teacher to catch any student before they fall too far behind.

This guidance document is designed to identify key strategies with a focus on English Language Arts instruction and assessment to support PA Academic Standards. This document is in support of the PDE's Accelerated Learning information and PA Roadmap: Focus on Effective Instruction.

For additional support and resources, contact PDE or your local Intermediate Unit.
The resources listed below are provided as options and examples. Pennsylvania does not require, recommend, or endorse any specific program or product. All curricular and instructional decisions are made at the local level.

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[1] Adapted from 2020–21 Priority Instructional Content in English Language Arts/literacy and Mathematics, Student Achievement Partners/Achieve the Core. May 2020

The [Pennsylvania State Literacy Plan](#) (PaSLP), offers guidance as to where instruction should occur to meet critical grade level expectations of the standards. This document is designed to help identify and define areas of high-level focus in English Language Arts instruction & assessment. Using the key concepts in the left-hand column, complete a self-check for current instructional & assessment practices. After identifying areas of need, use the right-hand column to select specific strategies/resources that may strengthen the selected concepts.

Reading

Learning new words, facts, & ideas from reading, as well as summarizing texts.
Reading & discussing a variety of texts from multiple genres.
Shifting gradually to deeper comprehension, combining literacy skills & content.
Engaging in word study instruction & fluency practice as needed.
Interacting with text through close reading, analysis, & interpretation.

Writing

Writing routinely over extended periods (research, reflection, & revision) & shorter periods (a single sitting) for a range of tasks, purposes, & audiences.
Engaging with systematic &explicit instruction in writing skills.
Employing detail in writing, sustaining focus, & producing well-organized writing.
Gathering information, evaluating sources, citing evidence, & responding analytically.
Focusing on the writing process as a means of producing & improving writing.

Speaking & Listening

Listening attentively/critically, responding thoughtfully, & building upon the ideas of others.
Participating in a variety of structured conversations: partner, small group, whole class, Socratic Seminar.
Engaging in collaborative communication & taking part in discussions.

Language

Applying conventions of standard English including grammar, usage, & mechanics, as well as using language to convey meaning effectively.
Determining or clarifying the meaning of words through context clues, understanding word relationships & nuances in meanings, acquiring & using content specific words, & understanding the structure of words.

Classroom/Time Management

Setting the tone, establishing a positive environment, & building relationships.
Establishing procedures, routines, daily agenda, & call-and-response patterns.
Creating a classroom management plan with student input.
Preparing students for a substitute & teaching flexibility for an interrupted routine.
Modeling ideal behavior, demonstrating good & bad choices.
Using positive language, teacher proximity & nonverbal communication.
Encouraging initiative, maintaining student attention, & offering praise.
Providing suitable work (diagnostic & prescriptive).
Providing visual reminders (anchor charts).
Making positive phone calls & sending positive notes.
Understanding trauma-informed care.

Instructional Resources

[Marzano's Best Practice Instructional Strategies](#)
[Repeated Reading](#)
[Reciprocal Teaching](#)
[School Practices to Address Student Learning Loss](#)
[Instructional Practice Guide](#)
[25 Effective Instructional Strategies for Educators](#)
[50+ Tips, Tricks, and Ideas for Teaching 5th Grade](#)

Specific documents related to Text Dependent Analysis:
[Close Reading Questions](#)
[Collaborative Discussions](#)
[Purposeful Annotations](#)
[Selecting Complex Texts](#)
[Reading Elements/Structure](#)
[Inference/Analysis](#)
[Understanding TDA](#)
[Anatomy of a TDA](#)
[Modeling a TDA Response](#)
[TDA Learning Progressions](#)
[TDA Student Work Analysis](#)
[Gr 5 Close Reading Lessons](#)
[Gr 5 Annotated Student Work](#)

Assessment Resources

[Formative Assessment](#)
[Classroom Diagnostic Tools (CDTs)](#)
[SAS Assessment Center](#)
[Doing What Works - Proven Methods](#)
[IES: Connecting Research, Policy and Practice](#)
[PaSLP Toolkit](#)
[Pennsylvania Evidence Resource Center](#)
[WWC | Find What Works!](#)

Management Resources

[Effective Lesson Planning, Delivery Techniques & Classroom Management Suggestions](#)
[5 Classroom Management Tips That Seem Counterintuitive](#)
[Effective Classroom Management Strategies to Achieve Your Daily Goals](#)
[20 Classroom Management Strategies and Techniques](#)
[5 Time Management Tips for Teachers | Resilient Educator](#)
[Classroom Management Strategies](#)
[27 Classroom Management Strategies](#)
[The Age-by-Age Guide to Teaching Kids Time Management](#)
[5th Grade Classroom Management Tips and Ideas That Work](#)
[Fourth and Fifth Grade | Florida Center for Reading Research (fcrr.org)](#)