ELA Essentials: A Coaching Checklist for the *2024 SC CCR ELA Standards* for Grades K-2

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Overview

Introduction

This tool is designed to support school leaders, including administrators, instructional facilitators, and reading coaches, as they conduct coaching cycles to ensure that instruction is evidence-based and aligned with the *2024 South Carolina College- and Career-Ready (SC CCR) English Language Arts (ELA) Standards*.

This tool is not intended to be evaluative, nor is it intended to replace the SC Teaching Standards 4.0 Evaluation Rubric. It also does not represent the full breadth of the 2024 SC CCR ELA Standards for each grade band.

It is designed to serve as a guide to enhance educators' understanding and knowledge of literacy instruction while establishing a common language around literacy practices. The tool includes a pre-observation coaching conversation guide, grade-level expectations at a glance for indicators related to each ELA Essential, ELA Essentials observation look fors, and a post-observation coaching conversation guide. These guides are intended to be used together; however, the ELA Essentials can also be utilized independently for professional learning communities (PLCs), self-reflection, and/or goal setting.

Alignment to the SC Teaching Standards 4.0 Evaluation Rubric

While this tool is not meant to replace the SC Teaching Standards 4.0 Evaluation Rubric and should not be used for formal evaluations, it is designed to align with the indicator expectations outlined in the 4.0 Rubric. The table below shows the alignment between the 4.0 Rubric domains and indicators and the ELA Essentials observation look fors.

4.0 Rubric Domain	4.0 Rubric Indicator	ELA Essentials Observation Look Fors Category
Instruction Domain	Standards and Objectives	Instructional Techniques
Instruction Domain	Presenting Instructional Content	Instructional Techniques
Instruction Domain	Motivating Students	Student Engagement
Environment Domain	Engaging Students and Managing Behavior	Student Engagement
Instruction Domain	Activities and Materials	Materials and Resources
Instruction Domain	Teacher Knowledge of Students	Differentiation and Support
Environment Domain	Expectations, Managing Student Behavior, and Environment	Classroom Environment

Pre-Observation Coaching Conversation Guide

The Pre-Observation Coaching Conversation Guide is designed to support the facilitation of pre-observation coaching conversations between teachers and school leaders, including administrators, instructional facilitators, and/or reading coaches. It contains questions designed to establish a clear understanding of the lesson's intention and expectations.

Grade-Level Expectations at a Glance

The Grade-Level Expectations at a Glance provide an overview of how each ELA Essential aligns with the *2024 SC CCR ELA Standards*. Each entry includes an indicator code and a general statement summarizing the indicator expectation, offering a clear and brief description of the targeted learning outcome.

ELA Essentials Observation Look Fors

The ELA Essentials for K-2 are designed to target the five essential components for reading instruction as identified by the National Reading Panel (2000). These components include phonemic awareness, phonics, fluency, vocabulary, and comprehension. Additionally, K-2 ELA Essentials include expectations for written and oral communication. Each of the ELA Essentials includes a description statement and observation look fors within five categories: instructional techniques, student engagement, materials and resources, differentiation and support, and classroom environment.

Overarching Expectations

Additionally, the ELA Essentials for K-2 aim to promote the intentional integration of the *2024 SC CCR ELA Standards* Overarching Expectations (OE) into instructional practices. The ELA OEs are the fundamental skills and processes interwoven into the fabric of ELA instruction across all grade levels. They are perpetual practices and cannot be separated from conventional classroom instruction; therefore, OEs should not be viewed as specific standards or indicators. Instead, they should be recognized as the expectation of what students do as readers, writers, thinkers, and communicators at every level of English language arts instruction.

Post-Observation Coaching Conversation Guide

The Post-Observation Coaching Conversation Guide is designed to support the facilitation of post-observation coaching conversations between teachers and school leaders, including administrators, instructional facilitators, and/or reading coaches. It contains questions that support reflection on the quality and intentionality of the instructional, curricular, and environmental decisions made by the teacher. Additionally, it supports the development of the next steps for support from the coaching school leader.

Abbreviations

The table below provides a list of abbreviations and what they represent, as used in this document.

Abbreviation	Full Term
2024 SC CCR ELA Standards; ELA Standards; Standards	*2024 South Carolina College- and Career-Ready English Language Arts Standards*
GRM	Gradual Release Model
HQIM	High-Quality Instructional Materials
LETRS®	Language Essentials for Teachers of Reading and Spelling
SoR	Science of Reading

Definitions

The table below provides a list of commonly used terms and their definitions as referenced throughout this document. Definitions for terms found in the indicator language of the *2024 SC CCR ELA Standards* can be accessed in the *Glossary for the 2024 SC CCR ELA Standards*.

Terms	Definition
Gradual Release Model (GRM)	an instructional framework that moves responsibility for learning from the teacher to the student in stages: 1. **I do** (teacher models), 2. **We do** (guided practice), 3. **You do together** (collaborative learning), and 4. **You do alone** (independent practice)
High-Quality Instructional Materials (HQIM)	curriculum resources that are standards-aligned, evidence-based, and designed to support effective teaching and improve student learning outcomes
Science of Reading (SoR)	a body of research from multiple disciplines that explains how people learn to read and what effective reading instruction looks like, emphasizing systematic, explicit teaching of phonics, vocabulary, comprehension, and fluency

Pre-Observation Coaching Conversation Guide

Lesson Focus

ELA Essentials Focus	Overarching Expectations Focus
□ Phonemic Awareness (F.1) □ Phonics (F.3) □ Fluency (F.4) □ Academic Language and Vocabulary (AOR.7-9) □ Comprehension of Informational and Literary Texts (AOR.1-6, 10) □ Written and Oral Communications (C.1-9)	□ OE 1 – Read and write for a variety of purposes. □ OE 2 – Acquire, refine, and share knowledge through a variety of multimedia literacies. □ OE 3 – Make inferences to support comprehension. □ OE 4 – Collaborate with others and use active listening skills. □ OE 5 – Cite evidence to explain and justify reasoning. □ OE 6 – Create quality work by adhering to an accepted format.

Guiding Questions

Instructional Techniques

Potential Questions	Notes
• Which indicator(s) from the *2024 SC CCR ELA Standards* will be your focus? • How are your chosen K-2 ELA Essentials related to the chosen indicator(s)? • How are your chosen Overarching Expectations related to the chosen indicator(s)? • What instructional strategies/practices will be used during the lesson? Why were these strategies/practices chosen? • How will the outcomes of this lesson impact future instruction? • How will students be asked to demonstrate the achieved learning objective?	

Student Engagement

Potential Questions	Notes
• What does student engagement look like in your classroom, and how will you know students are engaged during this lesson? • What opportunities will students have to think critically, solve problems, or make decisions during the lesson? • In what ways will students interact with the content, with each other, and with you? • How will you structure tasks so that all students are active participants rather than passive recipients? • How are you helping students see the purpose and relevance of what they're learning today?	

Materials and Resources

Potential Questions	Notes
• What instructional materials will you be using (HQIM curriculum, trade books, picture books, student tasks, scaffolds)? Why were these materials chosen? How do they support the learning objective(s)? • Are you using any digital tools or multimedia resources in the lesson? How do they enhance instruction or student engagement?	

Differentiation and Support

Potential Questions	Notes
• What prior knowledge or skills are necessary for students to meet the demands of the lesson objective? • What considerations have you made for intentional, indicator-aligned, scaffolded questioning? • How will instruction be differentiated to meet the needs of all students?	

Classroom Environment

Potential Questions	Notes
• What classroom environment structures or organization will you be using? Why have you chosen these structures? • Will students work independently, in pairs, or groups, and how does the classroom layout support that? • What classroom tools or displays (sound walls, morphology walls, anchor charts, manipulatives, etc.) will students be encouraged to use during the lesson? • How do you set the tone for positive peer interactions and collaboration in your classroom? • How do you create an environment that encourages risk-taking and learning from mistakes?	

Overarching Expectations Observation Look Fors

Description

Inclusion of the fundamental skills and processes of readers, writers, thinkers, and communicators based on SoR and learning research. This section corresponds to LETRS® Volumes 1 and 2.

Observational Notes and Evidence

Look Fors	Notes
ELA.OE.1: Read and write for a variety of purposes, including academic and personal, for extended periods. Students… • listen to and read four major types of literary texts in print and multimedia formats: fiction, literary nonfiction, poetry, and drama. • listen to and read a variety of informational texts in print and multimedia formats. • read grade-appropriate texts (decodable, interest, content, etc.) chosen to meet specific learning needs. • draw and write to share opinions, information, and/or narrative stories. • increase the quality and quantity of reading and writing across the school year with guidance and support.	
ELA.OE.2: Acquire, refine, and share knowledge through a variety of multimedia literacies to include written, oral, visual, digital, and interactive texts. Students… • ask and answer questions, with guidance and support, about modes of text outside of print-based texts (videos, illustrations, photographs, songs, digital apps, etc.). • share new learning with others.	

Look Fors	Notes
ELA.OE.3: Make inferences to support comprehension. Students… • ask and answer *who, what, when, where, why*, and *how* questions about developmentally appropriate texts. • make predictions before/after reading. • begin to use details from the text and illustrations to infer and draw meaningful conclusions.	
ELA.OE.4: Collaborate with others and use active listening skills. Students… • take turns when speaking and responding. • listen actively to others. • enter conversations and adjust volume to fit the context.	
ELA.OE.5: Cite evidence to explain and justify reasoning. Students… • begin to include textual evidence in oral and written communication that is relevant to the task, topic, and/or idea with guidance and support.	
ELA.OE.6: Create quality work by adhering to an accepted format. Students… • produce quality work with guidance from the teacher through modeling and holding high expectations for success. • use supports (exemplars, anchor charts, rubrics, mentor texts, etc.), to guide their finished products.	

Grade-Level Expectations for Phonemic Awareness at a Glance

Grade-Level	Expectations
Kindergarten	**ELA.K.F.1.1**: Count the number of words in a spoken sentence. **ELA.K.F.1.2**: Recognize alliterative spoken words. **ELA.K.F.1.3**: Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs using pictures and/or spoken words. **ELA.K.F.1.4**: Count, segment, and blend phonemes in single syllable spoken words made up of three or four phonemes and compound words. **ELA.K.F.1.5**: Blend and segment onsets and rimes of single syllable spoken words. **ELA.K.F.1.6**: Orally identify initial, medial, and final phonemes in two- and three-phoneme (VC or CVC) words, excluding CVC words ending with /l/, /r/, or /x/. **ELA.K.F.1.7**: Delete, add, and substitute the initial or final phonemes of a spoken CVC word.
First	**ELA.1.F.1.2**: Produce alliterative spoken words. **ELA.1.F.1.3**: Recognize and produce pairs of rhyming words and distinguish them from non-rhyming pairs in spoken words. **ELA.1.F.1.4**: Delete and add a syllable within a spoken word including compound words. **ELA.1.F.1.5**: Blend and segment onsets and rimes of multisyllabic words. **ELA.1.F.1.7**: Delete, add, and substitute the initial or final phonemes of a spoken word with three to five phonemes, and say the resulting word.
Second	**ELA.2.F.1.7**: Delete, add, and substitute initial, medial, and final phonemes of a spoken word up to six phonemes and say the resulting word.

Phonemic Awareness Observation Look Fors

Description

Systematic and explicit instruction in recognizing and manipulating phonemes through engaging activities that incorporate listening, speaking, and interactive tasks based on SoR research. This section corresponds to LETRS® Volume 1, Unit 2.

Observational Notes and Evidence

Look Fors	Notes
Instructional Techniques The teacher… • provides systematic and explicit phonemic awareness instruction. • utilizes GRM. • incorporates multisensory activities, such as clapping, tapping, and using manipulatives.	
Student Engagement The students… • engage in active participation. • practice phoneme manipulation, such as blending, segmenting, substituting, and deleting. • participate in oral language activities that encourage listening and speaking.	
Materials and Resources Instruction… • employs the use of the ELA Standards and state-approved HQIM. • follows the HQIM scope and sequence in Tier 1 instruction. • utilizes diverse, age-appropriate materials such as picture cards, sound walls, mirrors, and manipulatives. • uses multisensory, interactive, or technology tools.	

Look Fors	Notes
Differentiation and Support Differentiated instruction… • meets individual needs with guidance and targeted support in small groups or one-on-one instruction. • uses ongoing formative assessments and progress monitoring to adjust instruction.	
Classroom Environment The classroom environment… • fosters a positive and supportive learning atmosphere. • maintains clear and consistent routines. • includes corrective feedback and positive reinforcement. • includes organized, inviting, and engaging areas for whole class, small group, and one-on-one instruction.	

Grade-Level Expectations for Phonics at a Glance

Grade-Level	Expectations
Kindergarten	**ELA.K.F.3.1:** Identify, name, and form all upper and lowercase letters with automaticity. **ELA.K.F.3.2:** Compare and contrast letters based on similarities and differences, including name, shape, sound, and approach strokes for writing. **ELA.K.F.3.3:** Produce one-to-one letter-sound correspondences for each consonant with automaticity. **ELA.K.F.3.4:** Identify the vowel and produce the vowel sound in a printed syllable or word when decoding: a. in a closed syllable (VC: at; CVC: bat); b. in an open syllable; c. in a vowel-consonant-e (VCe) syllable with prompting and support. **ELA.K.F.3.5:** Blend letter sounds to decode vowel-consonant (VC) and consonant-vowel-consonant (CVC) words in isolation and in text. **ELA.K.F.3.6:** Delete, add, and substitute the initial, middle, and end letters in CVC words to build or make new words. **ELA.K.F.3.7:** Use knowledge that every syllable must have a vowel sound to determine the number of syllables in words. **ELA.K.F.3.8:** Decode and encode words using: a. VC; b. CV; c. CVC; d. consonant digraphs; e. combination.
First	**ELA.1.F.3.4:** Identify the vowel and produce the vowel sound in a printed syllable or word to: a. decode and encode regularly spelled one-syllable words including words with blends in initial and final position; b. decode regularly spelled one-syllable words with vowel-r syllables; c. decode two-syllable words using knowledge of syllables including compound words that fit multiple syllable types. **ELA.1.F.3.6:** Delete, add, and substitute the initial, middle, and end letters in words to build or make new words. **ELA.1.F.3.7:** Read a two-syllable word by breaking the word into syllables.

Grade-Level	Expectations
	ELA.1.F.3.8: Decode and encode words using: a. onset/rime; b. consonant blends; c. consonant; d. trigraphs; e. combination; f. VCe; g. vowel-r combinations; h. common inflectional endings that do not change the base word; i. contractions with am, is, has, and not; j. hard and soft sounds of c and g; k. vowel y in the final position of one- and two-syllable words; l. words that follow the -ild, -ost, -old, -olt, and -ind patterns; m. silent letter combinations; n. words with final /f/, /l/, and /s/ sounds in one-syllable base words by doubling the final consonant; o. words with final /v/ sound.
Second	**ELA.2.F.3.4:** Identify the vowel in a printed syllable or word to: a. decode multisyllabic words with common syllable patterns; b. apply knowledge of multisyllabic word construction and syllable division principles to decode grade-appropriate multisyllabic words. **ELA.2.F.3.6:** Delete, add, and substitute the initial, middle, and end letter combinations in words to build or make new multisyllabic words. **ELA.2.F.3.7:** Read multisyllabic words by breaking the word into syllables. **ELA.2.F.3.8:** Decode and encode multisyllabic words using: a. consonant digraphs; b. combination; c. three-consonant blends; d. blends containing digraphs; e. trigraphs; f. variable vowel teams and vowel diphthongs; g. vowel-r combinations; h. common inflectional endings that may change the base word; i. words with a after w read /ä/ and a before l read /â/; j. words with the hard and soft sounds of c and g, in context and in isolation; k. words with vowel y in the final position of one- and two-syllable words; l. words with vowel y in medial position, producing the short /T/ sound for these words; m. words with silent letter combinations; n. contractions with am, is, has, not, have, would, and will.

Phonics Observation Look Fors

Description

Systematic and explicit phonics instruction that integrates decoding and encoding based on SoR research. This section corresponds to LETRS® Volume 1, Units 3 and 4.

Observational Notes and Evidence

Look Fors	Notes
Instructional Techniques The teacher… • provides systematic and explicit phonics instruction. • uses an evidence-based approach such as the LETRS® General Phonics Lesson Plan. • utilizes GRM. • connects to phonemic awareness instruction. • integrates decoding (word work, word reading, and decodable texts) and encoding (word, phrase, and sentence dictation) activities.	
Student Engagement The students… • actively participate in phonics lessons. • practice reading and writing words using taught phonics patterns. • engage in interactive and hands-on instruction to reinforce phonics skills.	
Materials and Resources Instruction… • employs the use of the ELA Standards and state-approved HQIM. • follows the HQIM scope and sequence in Tier 1 instruction. • uses instructional materials such as magnetic letters/tiles, decodable texts, word lists, and phonics games. • uses visual aids, including letter-sound charts/walls and anchor charts. • uses multisensory, interactive, or technology tools.	

Look Fors	Notes
Differentiation and Support Differentiated instruction… • meets individual needs with guidance and targeted support in small groups or one-on-one instruction. • uses ongoing formative assessments and progress monitoring to adjust instruction.	
Classroom Environment The classroom environment… • fosters a positive and supportive learning atmosphere. • maintains clear and consistent routines. • includes corrective feedback and positive reinforcement. • includes organized, inviting, and engaging areas for whole class, small group, and one-on-one instruction.	

Grade-Level Expectations for Fluency at a Glance

Grade-Level	Expectations
Kindergarten	**ELA.K.F.4.1**: Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity. **ELA.K.F.4.2**: Read texts orally with accuracy and expression. **ELA.K.F.4.3**: Read texts by: a. using letter-sound knowledge to segment and blend sounds together; b. decoding the word by analogy; and c. using visuals from the text to support decoding and confirm recognition.
First	**ELA.1.F.4.1**: Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity. **ELA.1.F.4.2**: Read texts orally with accuracy, appropriate rate, and expression. **ELA.1.F.4.3**: Read texts by: a. using letter-sound knowledge to segment and blend sounds together; b. decoding the words by analogy; and c. using context and visuals from the text to support monitoring and self-correcting.
Second	**ELA.2.F.4.1**: Read high-frequency words commonly found in grade-appropriate text with accuracy and automaticity. **ELA.2.F.4.2**: Read texts orally and silently with accuracy, appropriate rate, expression, and intonation. **ELA.2.F.4.3**: Read texts by: a. using letter-sound knowledge to segment and blend sounds together; b. decoding the words by analogy; c. recognizing chunks; d. generalizing phonic skills to unknown words; and e. using context and visuals from the text to support monitoring and self-correcting.

Fluency Observation Look Fors

Description

Systematic and explicit instruction and practice of fluent reading, incorporating activities that enhance accuracy, rate, and expression and intonation based on SoR research. This section corresponds to LETRS® Volume 1, Units 3 and 4.

Observational Notes and Evidence

Look Fors	Notes
Instructional Techniques The teacher… • provides systematic and explicit instruction in fluency, including accuracy, rate, and expression and intonation. • utilizes GRM. • reads aloud daily to model fluent reading that supports comprehension. • incorporates oral reading practices such as choral, partner, and independent reading.	
Student Engagement The students… • engage in repeated reading activities to enhance fluency. • practice reading aloud with feedback from peers or the teacher. • develop expression and intonation by participating in activities such as reader's theater and poetry reading.	

Look Fors	Notes
Materials and Resources Instruction… • employs the use of the ELA Standards and state-approved HQIM. • follows the HQIM scope and sequence in Tier 1 instruction. • includes a variety of texts to support differentiated needs. • provides access to audio recordings of fluent reading to enhance fluency and comprehension skills. • utilizes classroom displays, such as fluency charts and expression posters.	
Differentiation and Support Differentiated instruction… • meets individual needs with guidance and targeted support in small groups or one-on-one instruction. • uses ongoing formative assessments and progress monitoring to adjust instruction.	
Classroom Environment The classroom environment… • fosters a positive and supportive atmosphere. • maintains clear and consistent routines. • includes corrective feedback and positive reinforcement. • includes organized, inviting, and engaging areas for whole class, small group, and one-on-one instruction.	

Grade-Level Expectations for Academic Language and Vocabulary at a Glance

Grade-Level	Expectations
Kindergarten	**ELA.K.AOR.7.1**: Determine the meaning of known and unknown words and phrases, choosing from an array of strategies by asking and answering questions about words and phrases to determine their meaning. **ELA.K.AOR.8.1**: Determine the effectiveness of an author's use of words and phrases in literary, informational, and multimedia texts by sorting words and phrases into categories to develop an understanding of word relationships, deepening understanding of words by relating words to their opposites, and identifying and explaining descriptive words and phrases that suggest feelings or appeal to the senses. **ELA.K.AOR.9.1**: Use knowledge of morphemes to extract meaning from oral language in grade-appropriate content.
First	**ELA.1.AOR.7.1**: Determine the meaning of known and unknown words and phrases, choosing from an array of strategies by using sentence-level context clues (e.g., examples) to determine the meaning of a word or phrase, using provided reference materials to build and integrate background knowledge and determine the meaning of words and phrases, and using words and phrases acquired through conversations, being read to, and responding to texts. **ELA.1.AOR.8.1**: Determine the effectiveness of an author's use of words and phrases in literary, informational, and multimedia texts by asking and answering questions about words and phrases to determine their meaning, sorting words and phrases into categories to develop an understanding of word relationships, and defining words by their category and simple attributes. **ELA.1.AOR.9.1**: Identify and use phonic patterns and inflectional morphemes that do not change the spelling of the base word.

Grade-Level	Expectations
Second	**ELA.2.AOR.7.1**: Determine the meaning of known and unknown words and phrases, choosing from an array of strategies by using sentence-level context clues (e.g., definitions, examples) to determine the meaning of a word or phrase, using reference materials to build and integrate background knowledge, using glossaries and dictionaries to determine the meaning of words and phrases, and using words and phrases acquired through conversations, reading, and responding to texts. **ELA.2.AOR.8.1**: Determine the effectiveness of an author's use of words and phrases in literary, informational, and multimedia texts by asking and answering questions about words and phrases to determine their meaning and distinguishing nuances of meaning between closely related verbs (e.g., throw, toss) and adjectives (e.g., small, tiny). **ELA.2.AOR.9.1**: Identify and use phonic patterns and inflectional morphemes that change the spelling of a base word, and identify grade-appropriate prefixes to determine the meaning of words in grade-level content.

Academic Language and Vocabulary Observation Look Fors

Description

Explicit instruction in vocabulary development to include direct teaching of word meanings and word-learning strategies based on SoR research. This section corresponds to LETRS® Volume 1, Unit 4 (Morphology) and LETRS® Volume 2, Unit 5 (Vocabulary).

Observational Notes and Evidence

Look Fors	Notes
Instructional Techniques The teacher… • provides explicit teaching of word meanings and vocabulary strategies. • utilizes GRM. • models using context clues, word parts (prefixes, bases, roots, suffixes), and semantic mapping to decipher word meanings. • fosters vocabulary growth by providing ample opportunities for accountable talk and class discussions. • integrates implicit vocabulary instruction to enhance understanding and application of new words. • expands vocabulary instruction into content areas.	
Student Engagement The students… • participate in vocabulary instruction and class discussions to demonstrate understanding and application of new words. • incorporate newly learned vocabulary into spoken and written language to reinforce usage and comprehension. • engage in word-play activities to foster a deeper understanding of word relationships and meanings.	

Look Fors	Notes
Materials and Resources Instruction… • employs the use of the ELA Standards and state-approved HQIM. • follows the HQIM scope and sequence in Tier 1 instruction. • includes the use of diverse and rich texts that introduce new vocabulary. • utilizes visual displays of vocabulary strategies, charts, and graphic organizers to reinforce and expand word knowledge. • includes print/picture support that focuses on vocabulary development across all content areas. • provides access to glossaries, dictionaries, and reference tools that support vocabulary knowledge.	
Differentiation and Support Differentiated instruction… • meets individual needs with guidance and targeted support in small groups or one-on-one instruction. • uses ongoing formative assessments and progress monitoring to adjust instruction.	
Classroom Environment The classroom environment… • fosters a positive and supportive learning atmosphere. • maintains clear and consistent routines. • includes corrective feedback and positive reinforcement. • includes organized, inviting, and engaging areas for whole class, small group, and one-on-one instruction.	

Grade-Level Expectations for Comprehension of Texts at a Glance

Expectations include Applications of Reading and Research indicators for both informational and literary texts.

Grade-Level	Expectations
Kindergarten	**ELA.K.AOR.1.1:** Identify and describe the main character(s), setting, and events that move the plot forward. **ELA.K.AOR.1.2:** Identify forms of figurative language to include alliteration and onomatopoeia, as well as descriptive words and rhyme in text. **ELA.K.AOR.2.1:** Retell familiar stories using main story elements in a literary text. **ELA.K.AOR.2.2:** Retell familiar texts by identifying the topic and supporting details in an informational text. **ELA.K.AOR.3.1:** Identify and explain the roles of the author and the illustrator of a story. **ELA.K.AOR.4.1:** Identify and explain the roles of the author and the illustrator in an informational text. **ELA.K.AOR.5.1:** Identify and describe the basic characteristics of literary text to include narrative, drama, and poetry. **ELA.K.AOR.5.2:** Identify and use text features such as titles, headings, subheadings, illustrations, and/or photographs to predict and confirm the topic of informational texts. **ELA.K.AOR.5.3:** Identify an author's opinion about a topic in an informational text. **ELA.K.AOR.6.1:** Retell a text orally to enhance comprehension, including main character(s), setting, and important events for a story, and include topic and supporting details for an informational text. **ELA.K.AOR.10.1:** Describe the relationship between visuals (e.g., illustrations, photographs) and the text. **ELA.K.R.1.1:** Ask and answer questions (who, what, when, where, why, and how) about print and non-print sources to obtain and refine knowledge.

Grade-Level	Expectations
First	**ELA.1.AOR.1.1:** Identify and describe the main story elements, such as character(s), setting, and events that move the plot forward. **ELA.1.AOR.1.2:** Identify and explain the purpose of forms of figurative language to include alliteration and onomatopoeia, as well as descriptive phrases and words, and imagery. **ELA.1.AOR.2.1:** Retell a story using main story elements and identify a lesson in a literary text. **ELA.1.AOR.2.2:** Identify a central idea and supporting details in an informational text. **ELA.1.AOR.3.1:** Identify and explain who is telling the story at various points in the story. **ELA.1.AOR.4.1:** Distinguish between information provided by illustrations or pictures and information provided by the words in a text. **ELA.1.AOR.5.1:** Identify and explain the differences between texts that tell stories and texts that provide information. **ELA.1.AOR.5.2:** Use text features such as captions, graphs, glossaries, tables of content, and maps to locate key facts or information in a text. **ELA.1.AOR.5.3:** Identify and explain the differences between facts and opinions about a topic in an informational text. **ELA.1.AOR.6.1:** Retell a text orally and in writing to enhance comprehension, including main story elements at the beginning, middle, and end for a literary text, and include a central idea and supporting details for an informational text. **ELA.1.AOR.10.1:** Use visuals (e.g., illustrations, photographs) to describe the key or supporting details in a text. **ELA.1.R.1.1:** Ask and answer questions (who, what, when, where, why, and how) about print and non-print sources to obtain and refine knowledge.

Grade-Level	Expectations
Second	**ELA.2.AOR.1.1:** Describe the main story elements and sequence the important events. **ELA.2.AOR.1.2:** Identify and explain the purpose of forms of figurative language to include similes, personification, and idioms. **ELA.2.AOR.2.1:** Identify and explain an explicit theme in a literary text. **ELA.2.AOR.2.2:** Identify and explain a central idea and supporting details in an informational text. **ELA.2.AOR.3.1:** Identify different characters' perspectives in a literary text. **ELA.2.AOR.4.1:** Identify and explain an author's purpose in a text, including what the author wants to answer, explain, or describe. **ELA.2.AOR.5.1:** Describe the basic structure of a literary text (e.g., narrative, drama, and poem). **ELA.2.AOR.5.2:** Explain how text features contribute to meaning in an informational text; identify the text structure of sequence. **ELA.2.AOR.5.3:** Identify when an author expresses an opinion and uses reasons to support that opinion in an informational text. **ELA.2.AOR.6.1:** Retell a text to enhance comprehension, including main story elements in a logical sequence for a literary text, and include a central idea and supporting details for an informational text. **ELA.2.AOR.10.1:** Identify and explain how information gained from visuals (e.g., illustrations, photographs, maps) contributes to an understanding of a print or non-print text. **ELA.2.R.1.1:** Ask and answer questions about print and non-print sources to narrow or broaden thinking. **ELA.2.R.1.2:** Sequence information from a provided print or non-print source.

Comprehension of Informational and Literary Texts Observation Look Fors

Description

Explicit instruction of reading comprehension based on SoR research. See Language Comprehension strands of *Scarborough's Reading Rope* (background knowledge, vocabulary, language structure, verbal reasoning, and literacy knowledge) for additional information. This section corresponds to LETRS® Volume 2, Units 6 and 7.

Observational Notes and Evidence

Look Fors	Notes
Instructional Techniques The teacher… • provides explicit teaching of reading comprehension. • utilizes GRM. • builds background knowledge through discussions, videos, text sets, pictures, and/or artifacts. • focuses on important words and/or phrases, including figurative language, to determine the meaning. • models think-aloud strategies to demonstrate how to comprehend sentences, paragraphs, and whole texts by constructing mental images and making inferences. • discusses genres and their distinguishing characteristics. • explicitly teaches literary text structures to support retelling. • explicitly teaches informational text structures to support identification of a central idea. • asks questions (literal and inferential) to facilitate discussions about texts.	
Student Engagement The students… • read or listen to texts and use illustrations and/or visuals to participate in discussions (peer-to-peer, whole group), sharing insights and perspectives.	

Look Fors	Notes
• ask and answer questions about reading, promoting deeper understanding. • provide specific details from the text to support oral and/or written responses. • engage in activities such as discussions, writing, or drawing that require deep thinking and the explanation of ideas, thereby fostering critical thinking skills.	
Materials and Resources Instruction… • employs the use of the ELA Standards and state-approved HQIM. • follows the HQIM scope and sequence in Tier 1 instruction. • includes a variety of print and non-print formatted texts to support comprehension. • supports a print-rich environment by including graphic organizers, anchor charts, topic focus walls, integration of content, and/or text sets.	
Differentiation and Support Differentiated instruction… • meets individual needs with guidance and targeted support in small groups or one-on-one instruction. • uses ongoing formative assessments and progress monitoring to adjust instruction.	
Classroom Environment The classroom environment… • maintains clear and consistent routines. • includes corrective feedback and positive reinforcement. • highlights students' work that demonstrates understanding of texts. • includes organized, inviting, and engaging areas for whole class, small group, and one-on-one instruction.	

Grade-Level Expectations for Written and Oral Communications at a Glance

Grade-Level	Expectations
Kindergarten	**ELA.K.C.1.1:** Use a combination of drawing, dictating, and writing to state a topic and communicate an opinion and a supporting reason. **ELA.K.C.2.1:** Use a combination of drawing, dictating, and writing to compose informative/explanatory pieces about a topic with supporting details. **ELA.K.C.3.1:** Use a combination of drawing, dictating, and writing to narrate a single event or linked events in a logical order. **ELA.K.C.4.1:** Form and use complete simple sentences. When writing: a. capitalize the first word in a sentence and the pronoun I; b. identify and name end punctuation marks; c. identify and use periods to punctuate sentences; d. identify and use common singular and plural nouns; e. identify and use action verbs; and f. identify and use simple and declarative sentences. **ELA.K.C.5.1:** With guidance and support, plan, revise, edit, and build on personal ideas and the ideas of others to strengthen writing. **ELA.K.C.6.1:** Print all uppercase and lowercase letters, focusing on pencil grasp, letter formation, legibility, and pacing; use appropriate spacing for letters, words, and sentences. **ELA.K.C.7.1:** Present information orally in a logical order of events using conjunctions and temporal words (e.g., before, after). **ELA.K.C.8.1:** Participate with peers and adults in structured discussions and routines about grade-appropriate topics and texts: a. enter a conversation by greeting, taking turns, and responding to others with statements, phrases, and/or questions; and b. consider the ideas of others while engaging in conversations. **ELA.K.C.9.1:** Ask and answer questions in conversation on a topic.

Grade-Level	Expectations
First	**ELA.1.C.1.1:** Write opinion pieces about a topic. When writing: a. introduce an opinion and include reasons to support the opinion; b. include grade-appropriate transitions; and c. provide a concluding statement or idea. **ELA.1.C.2.1:** Write informative/explanatory pieces to name a topic and provide information about the topic. When writing: a. introduce a topic; b. provide information with details to develop the topic; and c. provide a concluding statement or idea. **ELA.1.C.3.1:** Write narratives to develop real or imagined experiences. When writing: a. detail events in a logical order using temporal words to signal event order; b. include details that describe actions, thoughts, and feelings; and c. provide a sense of ending. **ELA.1.C.4.1:** Write grammatically correct sentences. When writing: a. capitalize the names of people and dates; b. use exclamation points, question marks, or periods to punctuate; c. use commas to separate single words in a series; d. use a comma after the day and before the year in a date; e. use a colon between the hour and minutes in time; f. identify and use nouns (proper and collective), pronouns (personal), verbs (present, past, and future tense); descriptive adjectives, and common conjunctions; g. form and use regular and frequently occurring irregular nouns; and h. identify and use correct subject-verb agreement in simple sentences. **ELA.1.C.5.1:** Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing. **ELA.1.C.6.1:** Print all uppercase and lowercase letters and use appropriate spacing for letters, words, and sentences. **ELA.1.C.7.1:** Present information orally in a logical order of events using complete sentences, appropriate volume, clear pronunciation, conjunctions, and temporal words. **ELA.1.C.8.1:** Participate with peers and adults in structured discussions and routines about grade-appropriate topics and texts: a. enter a conversation by greeting, taking turns, and responding to others with statements, phrases, and/or questions; and b. consider the ideas of others by restating what they say during conversations. **ELA.1.C.9.1:** Listen to others to ask and answer questions on a topic.

Grade-Level	Expectations
Second	**ELA.2.C.1.1:** Write opinion pieces about a topic. When writing: a. introduce an opinion and include reasons with details to support the opinion; b. use grade-appropriate transitions; and c. provide a concluding statement. **ELA.2.C.2.1:** Write informative/explanatory pieces to establish a topic and provide information about the topic. When writing: a. introduce a topic; b. use facts and details to develop the topic; and c. provide a concluding statement. **ELA.2.C.3.1:** Write narratives to develop real or imagined experiences. When writing: a. establish and describe character(s) and setting; b. sequence events and use temporal words to signal event order; and c. provide a sense of ending. **ELA.2.C.4.1:** Write and expand grammatically correct sentences (e.g., simple, compound, declarative, imperative, interrogative, and exclamatory). When writing: a. capitalize proper nouns (holidays, product names, and geographic names); b. use periods to punctuate initials and titles of people; c. use commas in addresses, after greetings and closings (letters and emails), and inside quotation marks; d. use quotation marks to set off direct quotations and dialogue; e. use apostrophes to form possessives; f. identify and use nouns (abstract), verbs (linking), adjectives (articles, comparative, and superlative), adverbs, and conjunctions (coordinating and subordinating); g. identify and use a subject, predicate, and direct object in a sentence; and h. form and use compound sentences. **ELA.2.C.5.1:** Improve writing by planning, revising, editing, and building on personal ideas and the ideas of others to strengthen writing. **ELA.2.C.6.1:** Print all uppercase and lowercase letters and use appropriate spacing for letters, words, and sentences. **ELA.2.C.7.1:** Present information orally to tell a story or recount an experience with appropriate facts and details. When speaking: a. demonstrate appropriate speaking techniques for a variety of purposes; and b. identify and use appropriate digital tools to enhance verbal communication with support from adults.

Grade-Level	Expectations
	ELA.2.C.8.1: Participate with peers and adults in structured discussions and routines about grade-appropriate topics and texts: a. enter a conversation by greeting, taking turns, and responding to others with statements, phrases, and/or questions; and b. consider the ideas of others by restating what they say during conversations. **ELA.2.C.9.1:** Identify a speaker's opinion and at least one supporting reason.

Written and Oral Communication Observation Look Fors

Description

Explicit instruction in written communication includes foundational writing skills and composition. The written communication expectations correspond to LETRS® Volume 2, Unit 8. Explicit instruction of oral communication includes speaker and listener expectations. Oral communication information is interleaved in LETRS® Volumes 1 and 2.

Observational Notes and Evidence

Look Fors	Notes
Instructional Techniques The teacher… • provides systematic and explicit instruction for handwriting. • provides systematic and explicit instruction on each mode of writing (opinion, informative/expository, and narrative). • provides systematic and explicit instruction for grammar and conventions, embedding mini-lessons within writing tasks as needed. • utilizes GRM. • supports students in improving writing, collaborating with others, and communicating ideas.	
Student Engagement The students… • plan, draft, revise, and edit within each mode of writing with guidance and support. • print all upper and lowercase letters legibly and use appropriate spacing. • collaborate in both teacher-student and peer-to-peer feedback and revision processes. • present information orally.	

Look Fors	Notes
Materials and Resources Instruction… • employs the use of the ELA Standards and state-approved HQIM. • aligns to SCDE Grammar and Conventions Matrix. • includes a variety of written and oral communication resources (anchor charts, graphic organizers, mentor texts, exemplars, writing notebooks, editing checklists, etc.).	
Differentiation and Support Differentiated instruction… • meets individual needs with guidance and targeted support in small groups or one-on-one instruction. • uses ongoing formative assessments and progress monitoring to adjust instruction.	
Classroom Environment The classroom environment… • fosters a positive and supportive learning atmosphere. • maintains clear and consistent routines. • includes corrective feedback and positive reinforcement. • highlights students' work. • includes organized, inviting, and engaging areas for whole class, small group, and one-on-one instruction.	

Post-Observation Coaching Conversation Guide

Guiding Questions

Reflect

Potential Questions	Notes
• What went well? • What did you realize or learn during this experience? • How did all students demonstrate they had achieved the learning objective? What did your formative data show? • How well did you integrate your chosen ELA indicator(s) and Overarching Expectation(s)? • What did you notice about student engagement, understanding, or behavior? • How did your instructional choices impact student learning today?	

Refine

Potential Questions	Notes
• How has this experience shaped or shifted your current thinking or practice? • What might you do differently if you taught this lesson again? Why? • What did you learn about your planning, pacing, or instructional delivery? • What patterns or areas for growth are emerging for you across multiple lessons?	

Reach

Potential Questions	Notes
• Based on outcomes, consider next steps: ○ What will be done to extend learning opportunities for students who have demonstrated mastery? ○ What will be done for students who need more support? • What's one specific change or enhancement you'd like to try in your next lesson? • What is one goal you'd like to set between now and our next observation and/or conversation? • What support can the administrator and/or reading coach provide? ☐ Model lesson ☐ Analysis of student work and/or data ☐ Co-teaching ☐ Additional classroom observation ☐ Collaborative planning ☐ Visit a colleague's class to observe ☐ Other	