The ELA Observation Protocol[1] articulates the vision for skillful literacy teaching and learning, grounded in research about how students best learn to make sense of what they read. Purposes include: 1) preparing lessons; 2) reflecting on instructional practices; 3) developing professional learning on standards-aligned practice; and 4) providing feedback on classroom practice.

Culture of Learning: Are all students engaged in the work of the lesson from start to finish?

- Students complete instructional tasks, volunteer responses, and/or ask appropriate questions.
- Students follow behavioral expectations and directions.
- Students execute transitions, routines, and procedures in an orderly and efficient manner.
- Students are engaged in the work of the lesson from start to finish; there is a sense of urgency about how time is used.
- Students and their teacher demonstrate a joy for learning through positive relationships and strong classroom culture.

Not Yet	Somewhat	Mostly	Yes

High-Quality Texts: Is the lesson focused on a high-quality text(s)?

- Students spend the majority of the lesson listening to, reading, writing, and/or speaking about text(s). *
- The text(s) are at or above the complexity level expected[2] for the grade and time in the school year. *
- The text(s) are worthy of student time and attention. They exhibit exceptional craft and thought and/or provide meaningful knowledge. Where appropriate, the texts are richly illustrated. *

*Each individual indicator should be rated as either Not Yet or Yes.

Not Yet	Yes

High-Quality Questions and Tasks: Does this lesson employ questions and tasks, both oral and written, which integrate the standards and build students' comprehension of the text(s) and its meaning?

Questions and tasks:

- Integrate grade-level reading, writing, speaking and listening, and/or language standards in service of deep understanding of the text(s) and/or topics under consideration.
- Address the specific text(s) at hand by attending to its particular qualitative features: its meaning/purpose and/or language, structure(s), or knowledge demands to build understanding.
- Require students to use details from the text to demonstrate understanding and/or support their ideas about the text.
- Attend to words, phrases, and sentences within the text that matter most to build students' vocabulary and deepen understanding of the text.
- Are sequenced to deepen students' understanding of the text, the author's craft, and/or the topic under consideration.

Not Yet	Somewhat	Mostly	Yes

Student Ownership: Are all students responsible for doing the thinking in this classroom?

- Students do the majority of the work of the lesson: speaking/listening, reading, and/or writing.
- Students reason and make meaning of texts to persevere through difficultly. When teachers provide support, students still own the complex thinking.
- Students talk and ask questions about each other's thinking in order to improve their understanding about the text or topic.
- Students provide text evidence to support their ideas and use topic or text-specific language in their oral and/or written responses.

Not Yet	Somewhat	Mostly	Yes

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[1] This tool draws heavily from Student Achievement Partners' Instructional Practice Guide Coaching Tools (IPGs) and the Culture of Learning competency of the TNTP Core Teaching Rubric.
[2] See The Supplemental Information for Appendix A of the Common Core Standards for English Language Arts and Literacy: New Research on Text Complexity (page 8, figure 3) for grade-level complexity expectations. Note that Read-Aloud texts should be 2-3 grade levels above the target audience.