

## Newcomer Walk-through of Instructional Strategies with ExC-ELL (Newcomer EOP WISEcard™)

Teacher: _____	Grade: _____	Subject: _____	Date: _____	Observer: _____
Materials: _____ Class size: _____ # OF ELS _____ # OF SPED/ELS _____			Teacher Posts and Explains: Content Objective/Standard: _____ Language Objective: _____ Essential Question: _____ Theme/Topic: _____ Tiered Vocab Chart: <input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> All 3 <input type="checkbox"/> Partial: <input type="checkbox"/> T1 <input type="checkbox"/> T2 <input type="checkbox"/> T3 Connectors/Sentence Starters Chart(s) <input type="checkbox"/> Connectors <input type="checkbox"/> Starters <input type="checkbox"/> None	
			<b>VOCABULARY &amp; ORACY</b> <b>1 = Emerging 2 = Developing 3 = Effective 4 = Highly Effective</b>	
			1-4 <input type="checkbox"/>	
			Tier 1 _____ Tier 2 _____	
			Tier 3 _____ Comment: _____	
			V1 <b>Teacher</b> says the word or phrase. Asks students to repeat 3 times.	
			V2 <b>Teacher</b> states the word in context from the text.	
			V3 <b>Teacher</b> provides student-friendly definition.	
			V4 <b>Students</b> engage in Teacher provided sentence starter or frame using the target vocabulary for 60 seconds. 100% participation?	
V5 <b>Teacher</b> reminds students when they will see or use it.				
Comments: _____				

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<b>READING FUNDAMENTALS (RF) &amp; COMPREHENSION (RC):</b> <b>1 = Emerging 2 = Developing 3 = Effective 4 = Highly Effective</b>	1-4 <input type="checkbox"/>	<b>WRITING:</b> <b>1 = Emerging 2 = Developing 3 = Effective 4 = Highly Effective</b>	1-4 <input type="checkbox"/>	
RF.1 Letter sounds		Narrative or expository writing: <input type="checkbox"/> argumentative <input type="checkbox"/> descriptive <input type="checkbox"/> sequence <input type="checkbox"/> comparative <input type="checkbox"/> contrastive <input type="checkbox"/> other W1 Explains type of text-dependent writing expected and models. W2 Prewriting strategies in pairs or teams. W3 Requires use of content specific terms, phrases, signal words and connectors. W4 Writing skills taught W5 Revision strategies (peer revision, prove it, Cut-n-Grow, etc.) W6 Editing strategies (Ratiocination, etc.) W7 Addresses different stages of EL writing development and uses scaled rubrics. Comments:		
RF.2 Letter naming				
RF.3 Letter formation				
RF.4 Vowel patterns				
RF.5 Consonant patterns				
RF.6 Blending				
RF.7 End rhyme				
RF.8 Decoding/sounding out				
RF.9 Sight word recognition				
RF.10 Fluency/automaticity				
RF.11 Comprehends and summarizes			<b>COOPERATIVE &amp; SOCIAL EMOTIONAL LEARNING</b> <b>1 = Emerging 2 = Developing 3 = Effective 4 = Highly Effective</b>	Quality 1-4 or <input type="checkbox"/>
RF.12 Breaking down multisyllabic words		Instruction		Student Application
RF.13 Identifying prefixes, suffixes & base words to determine meaning		CL.1 Teaches and displays discourse protocols and behaviors for Cooperative Learning.		
RF.14 Using phonics words in discourse		CL.2 Uses variety of strategies to practice academic language and content knowledge.		
RC.1 Explains the text type, text features, and standard/objective for close reading.		CL.3 Explains, models, and monitors team learning behaviors and social skills: <input type="checkbox"/> Self-awareness <input type="checkbox"/> Self-management <input type="checkbox"/> Social awareness <input type="checkbox"/> Relationship skills <input type="checkbox"/> Responsible decision-making		
RC.2 Models using Think-Aloud to teach comprehension strategies specific to that text before students read.		CL.4 Ensures 100% student participation.		
RC.3 Requires students to practice the specific comprehension strategy just modeled.		CL.5 Paces instruction; maintains student interest, discipline and engagement.		
RC.4 Requires Partner Reading with summaries, using key vocabulary (Tier 2 & 3) and monitors/records individual skills applied.		CL.6 Structures lesson to promote time on task.		
Comments:		CL.7 Establishes task behavior expectations.		
		Comments:		