

Pre-K-1 Walk-through of Instructional Strategies with ExC-ELL (Pre-K-1 EOP WISEcard™)

Teacher:

Grade:

Subject:

Date:

Observer:

<p>Materials: _____</p> <p>Class size: _____ # OF ELS _____ # OF SPED/ELS _____</p>	<p>Teacher Posts and Explains: _____</p> <p>Content Objective/Standard: _____</p> <p>Language Objective: _____</p> <p>Essential Question: _____</p> <p>Theme/Topic: _____</p> <p>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</p> <p>Connectors/Sentence Starters Chart(s) <input type="checkbox"/> Connectors <input type="checkbox"/> Starters <input type="checkbox"/> None</p>
	<p>VOCABULARY & ORACY</p> <p>1 = Emerging 2 = Developing 3 = Effective 4 = Highly Effective</p>
	<p>1-4</p> <p>✓</p>
	<p>Tier 1 _____ Tier 2 _____</p> <p>_____</p> <p>Tier 3 _____ Comment: _____</p>
	<p>V1 Says the word and students repeat 3 times.</p>
	<p>V2 Provides the complete sentence from the text where the word is found.</p>
	<p>V3 Provides a student-friendly definition.</p>
	<p>V4 Engages 100% of the students in using the word verbally with their partner at least 5 times each. Provides sentence frames, phrases when necessary.</p>
	<p>V5 Informs students when to use and how they will be held accountable for using the word.</p>
	<p>Comments: _____</p>

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READING FUNDAMENTALS (RF) & COMPREHENSION (RC): 1 = Emerging 2 = Developing 3 = Effective 4 = Highly Effective	1-4 ✓	WRITING: 1 = Emerging 2 = Developing 3 = Effective 4 = Highly Effective		1-4 ✓	
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		COOPERATIVE & SOCIAL EMOTIONAL LEARNING 1 = Emerging 2 = Developing 3 = Effective 4 = Highly Effective		Quality 1-4 or ✓	
RF.12 Breaking down multisyllabic words				Instruction	Student Application
RF.13 Identifying prefixes, suffixes & base words to determine meaning					
RF.14 Using phonics words in discourse					
RC.1 Explains the text type, text features, and standard/objective for close reading.		CL.1 Teaches and displays discourse protocols and behaviors for Cooperative Learning. CL.2 Uses variety of strategies to practice academic language and content knowledge. 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 CL.4 Ensures 100% student participation. CL.5 Paces instruction; maintains student interest, discipline and engagement. CL.6 Structures lesson to promote time on task. CL.7 Establishes task behavior expectations.			
RC.2 Models using Think-Aloud to teach comprehension strategies specific to that text before students read.					
RC.3 Requires students to practice the specific comprehension strategy just modeled.					
RC.4 Requires Partner Reading with summaries, using key vocabulary (Tier 2 & 3) and monitors/records individual skills applied.					
Comments:		Comments:			