

Walk-through of Instructional Strategies with ExC-ELL (EOP WISEcard™): IHE Edition

Instructor: _____	Subject: _____	Date: _____	Observer: _____	
Materials: _____ Class size: _____		Instructor Posts and Explains:		
Class Set-up		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		
		VOCABULARY & ORACY 1 = Emerging 2 = Developing 3 = Effective 4 = Highly Effective		1-4 ✓
		Tier 1 _____ Tier 2 _____		
		Tier 3 _____ Comment: _____		
		V1 <u>Instructor</u> asks students to repeat the word.		
V2 <u>Instructor</u> states the word in context from the text.				
V3 <u>Instructor</u> provides the dictionary/glossary definition.				
V4 <u>Instructor</u> provides a student-friendly definition.				
V5 <u>Instructor</u> highlights features: polysemous, cognate, tense, prefixes, etc.				
V6 Engages 100% of the students in using the word verbally with their partner. <u>Students</u> engage in Instructor provided sentence starter or frame for 60 seconds. (Must contain target vocab.) at least 5 times ea.				
V7 <u>Instructor</u> informs when students will see and use it.				
Comments: _____				

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READING COMPREHENSION: 1 = Emerging 2 = Developing 3 = Effective 4 = Highly Effective	1-4 ✓	WRITING: 1 = Emerging 2 = Developing 3 = Effective 4 = Highly Effective	1-4 ✓	
R1 Briefly builds content and vocabulary background for students from different cultural and educational experiences.		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		
R2 Explains the text type, text features, and standard/objective for close reading.				
R3 Models using think alouds to teach comprehension strategies specific to that text before students read.			W1 Explains type of text-dependent writing expected and models.	
R4 Requires students to practice the specific comprehension strategy just modeled.			W2 Explains and displays rubrics/criteria for assessment and self-assessment.	
R5 Requires partner reading with summaries as they use key vocabulary (Tiers 2 and 3), and monitors and records individual skills applied.			W3 Prewriting strategies in pairs or teams.	
R6 Models sentence starters/phrasal clusters to be used for peer and class discussions.			W4 Requires use of content specific terms, phrases, signal words and connectors.	
R7 Engages students in academic discussions using text-dependent questions that require evidence from text. Asks students to formulate Bloom’s-type questions.			W5 Writing skills taught	
R8 Uses cooperative learning activities (i.e., Numbered heads Together) for students to elaborate and learn more.			W6 Revision strategies (peer revision, prove it, Cut-n-Grow, etc.)	
R9 Conducts small group direct instruction to differentiate instruction when necessary.			W7 Editing strategies (ratiocination, etc.)	
R10 Debriefs content, vocabulary, and comprehension strategy and encourages self-assessment and team-assessments.			W8 Research strategies for term papers.	
R11 After peer reading, encourages independent reading in and out of the classroom using same strategies.		W9 Includes peer and Instructor conferences with students.		
R12 Provides tools that meet a wide range of student needs to help access rigorous text.		W10 Addresses different stages of ELL writing development and uses scaled rubrics.		
R13 Uses performance assessment or the ExC-ELL protocol to track reading progressions.		CLASSROOM MANAGEMENT 1 = Emerging 2 = Developing 3 = Effective 4 = Highly Effective	Quality 1-4 or ✓	
Comments:			Instruction	Student Application
			1.1 Paces instruction; maintains student interest, discipline and engagement.	
			1.2 Structures lesson to promote time on task.	
			1.3 Establishes task behavior expectations.	
	Follow Up / Next Steps:			