

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

Teacher: _____	Grade: _____	Subject: _____	Date: _____	Observer: _____		
Materials: _____		Teacher Posts and Explains: _____				
Class size: _____ # OF ELS _____ # OF SPED/ELS _____		Content Objective/Standard: _____				
Class Set-up		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				1-4
		1 = Emerging 2 = Developing 3 = Effective 4 = Highly Effective				✓
		Tier 1 _____ Tier 2 _____				
		Tier 3 _____ Comment: _____				
		V1 <u>Teacher</u> asks students to repeat the word.				
V2 <u>Teacher</u> states the word in context from the text.						
V3 <u>Teacher</u> provides the dictionary/glossary definition.						
V4 <u>Teacher</u> provides a student-friendly definition.						
V5 <u>Teacher</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 Teacher provided sentence starter or frame for 60 seconds. (Must contain target vocab.) at least 5 times ea.						
V7 <u>Teacher</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 W1 Explains type of text-dependent writing expected and models. W2 Explains and displays rubrics/criteria for assessment and self-assessment. W3 Prewriting strategies in pairs or teams. W4 Requires use of content specific terms, phrases, signal words and connectors. W5 Writing skills taught W6 Revision strategies (peer revision, prove it, Cut-n-Grow, etc.) W7 Editing strategies (ratiocination, etc.) W8 Research strategies for term papers. W9 Includes peer and teacher conferences with students. W10 Addresses different stages of ELL writing development and uses scaled rubrics. Comments:		
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.				
R4 Requires students to practice the specific comprehension strategy just modeled.				
R5 Requires partner reading with summaries as they use key vocabulary (Tiers 2 and 3), and monitors and records individual skills applied.				
R6 Models sentence starters/phrasal clusters to be used for peer and class discussions.				
R7 Engages students in academic discussions using text-dependent questions that require evidence from text. Asks students to formulate Bloom's-type questions.				
R8 Uses cooperative learning activities (i.e., Numbered heads Together) for students to elaborate and learn more.				
R9 Conducts small group direct instruction to differentiate instruction when necessary.				
R10 Debriefs content, vocabulary, and comprehension strategy and encourages self-assessment and team-assessments.				
R11 After peer reading, encourages independent reading in and out of the classroom using same strategies.				
R12 Provides tools that meet a wide range of student needs to help access rigorous text.				
R13 Uses performance assessment or the ExC-ELL protocol to track reading progressions.				
Comments:		CLASSROOM MANAGEMENT 1 = Emerging 2 = Developing 3 = Effective 4 = Highly Effective	Quality 1-4 or ✓	
			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:			