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

Teacher:        Grade:      Subject:          Date:       Observer:

Materials: _____

Class size: _____ # OF ELS _____ # OF SPED/ELS _____

## Class Set-up

Teacher Posts and Explains:

Content Objective/Standard: _____

Language Objective: _____

Essential Question: _____

Theme/Topic: _____

Tiered Vocab Chart: □ Yes □ No □ All 3 □ Partial: □ T1 □ T2 □ T3

Connectors/Sentence Starters Chart(s) □ Connectors □ Starters □ None

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

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

| READNG COMPREHENSION:<br>1 = Emerging 2 = Developing 3 = Effective 4 = Highly Effective | 1-4 ✓ | WRITING:<br>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:<br>☐ argumentative ☐ descriptive ☐ sequence<br>☐ comparative ☐ contrastive ☐ other | |
| R2 Explains the text type, text features, and standard/objective for close reading. | | W1 Explains type of text-dependent writing expected and models. | |
| R3 Models using think alouds to teach comprehension strategies specific to that text before students read. | | W2 Explains and displays rubrics/criteria for assessment and self-assessment. | |
| R4 Requires students to practice the specific comprehension strategy just modeled. | | W3 Prewriting strategies in pairs or teams. | |
| R5 Requires partner reading with summaries as they use key vocabulary (Tiers 2 and 3), and monitors and records individual skills applied. | | W4 Requires use of content specific terms, phrases, signal words and connectors. | |
| R6 Models sentence starters/phrasal clusters to be used for peer and class discussions. | | W5 Writing skills taught | |
| R7 Engages students in academic discussions using text-dependent questions that require evidence from text. Asks students to formulate Bloom's-type questions. | | W6 Revision strategies (peer revision, prove it, Cut-n-Grow, etc.) | |
| | | W7 Editing strategies (ratiocination, etc.) | |
| R8 Uses cooperative learning activities (i.e., Numbered heads Together) for students to elaborate and learn more. | | W8 Research strategies for term papers. | |
| R9 Conducts small group direct instruction to differentiate instruction when necessary. | | W9 Includes peer and teacher conferences with students. | |
| R10 Debriefs content, vocabulary, and comprehension strategy and encourages self-assessment and team-assessments. | | W10 Addresses different stages of ELL writing development and uses scaled rubrics. | |
| R11 After peer reading, encourages independent reading in and out of the classroom using same strategies. | | Comments: | |
| R12 Provides tools that meet a wide range of student needs to help access rigorous text. | | | |

| | Quality 1-4 or ✓ | |
|---|---|---|
| CLASSROOM MANAGEMENT<br>1 = Emerging 2 = Developing 3 = Effective 4 = Highly Effective | 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. | | |

R13 Uses performance assessment or the ExC-ELL protocol to track reading progressions.

Comments:

Follow Up / Next Steps: