

Observer:

Curriculum:

Date:

Highly effective ELA classrooms are those in which all students read, understand, and express understanding of complex, grade-level texts.

Teacher Actions	Look-Fors	Teacher 1 (y/n)	Teacher 2 (y/n)	Teacher 3 (y/n)
Indicator 1: Students use the instructional materials every day.	A. Tier 1 curricular materials are present in the classroom.			
	B. Teachers are using the Tier 1 curriculum as intended. During the walkthroughs, have the teacher version of the lesson available. Is the teacher following the instructions provided?			
	C. Students are consistently engaging with grade-level texts to the level demanded by the Tier 1 curriculum. Materials and activities include songs and rhymes, decodable texts, and read-alouds of rich texts that are above the reading level of the students.			
	D. Pacing is on schedule according to curriculum guidance.			
Indicator 2: Students read complex, grade-level appropriate texts.	E. All students read the texts from the Tier 1 curriculum. <ul style="list-style-type: none"> ● Students read or listen to many of the texts multiple times for a different purpose each time. (If not observed directly, ask the teacher which texts from the unit will be read more than once.) ● In kindergarten, students primarily engage in group reading activities with the teacher. Texts students read alone include emergent reader texts such as picture books and books with repetitive text, repeated vocabulary, and sight words. ● In first grade, students read texts with prompting and support from the teacher. 			

**Indicator 3:
Students express
their
understanding of
texts.**

F. Students respond to the texts they read or the teacher reads aloud in a variety of ways and groupings.

Look for variety within and across classrooms. You do not need to observe every grouping in a single classroom to mark “yes.”

- Students independently draw or write answers to questions about the text.
- Students have a conversation with a partner or small group about the text and then draw, dictate, or write a summary.
- The teacher conducts a whole-class discussion for students to answer questions about the text.

G. Students do the majority of the thinking about texts, rather than just listening to the teacher or writing down answers provided by the teacher.

- Students give the answers and respond to each other.
- The teacher uses prompts and questions to push students to share their thinking. For example:
 - “Tell me more.”
 - “How do you know?”
 - “Who can add to what X said about the text?”