

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, use a smartphone or tablet to pull up the teacher version of the lesson (for example, Guidebook lessons can be found here). Is the teacher following the detailed teacher notes provided?			
	C. Students are consistently engaging with grade-level texts to the level demanded by the Tier 1 curriculum. Flip through a student’s notebook or binder to see that students have been responding to the texts they are reading.			
	D. Pacing is on schedule according to district/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"> • No student is using an easier or different version of a unit text. • Students read many of the unit 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.) 			

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

F. Students respond to the texts they read 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 write answers to questions about the text they read.
- Students have a conversation with a partner or small group about the text they read and then write a summary to turn into the teacher.
- The teacher conducts a whole-class discussion for students to answer questions about the text they read.

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?”