

Wordly Wise Observation Tool

Check all that apply.

	Best Practices	Practices to Avoid	Comments/Notes
Seating Arrangement	<input type="checkbox"/> Students are seated in small groups to read and reflect on the guiding question for the daily reading focus.	<input type="checkbox"/> Students are working independently and never have the opportunity to participate in a discussion centered around the text.	
Materials and Instruction	<input type="checkbox"/> Evidence of Wordly Wise teacher and/or student materials being used. <input type="checkbox"/> Instruction is focused on students reading the part E text multiple times for a different daily reading focus (gist, significant moment, interpretation, and analysis). <input type="checkbox"/> Pacing is appropriate (15 minutes daily) and is aligned to the pacing set forth in the district curriculum guides. <input type="checkbox"/> Supplemental materials support the instruction in Wordly Wise. <input type="checkbox"/> The teacher incorporates multiple response strategies during the instruction (turn and talk, quick response, whip around, etc.). <input type="checkbox"/> Students are engaged in the lesson either as readers, listeners or speakers. <input type="checkbox"/> Teacher puts routines and procedures in place for reading and reflecting on the text.	<input type="checkbox"/> Little or no evidence of using the teacher and/or student materials supplied by the district. <input type="checkbox"/> Instruction does not focus on having the students read the part E text multiple times for a different daily reading focus (gist, significant moment, interpretation, and analysis). <input type="checkbox"/> Pacing is inappropriate and lessons or segments of the lesson run too long and/or does not follow the pacing established in the district curriculum guide. <input type="checkbox"/> Multiple responses are not incorporated into the lesson. <input type="checkbox"/> Students are not engaged in the lesson either as readers, listeners or speakers. <input type="checkbox"/> Routines and procedures are not established for reading and reflecting on the text. <input type="checkbox"/> Materials are used in the classroom in a workbook capacity, starting with part A and ending with part E.	

PLANNING	<input type="checkbox"/> Teacher plans, reads, and decides on lessons in advance, one lesson daily. <input type="checkbox"/> Teacher creates a guiding question to set the daily focus for reading. <input type="checkbox"/> Teacher discusses how the lessons are going with other teachers and talks about what students know how to do and do not yet know how to do.	<input type="checkbox"/> Teacher reads with the students for the first time during instruction. <input type="checkbox"/> Teacher does not create a guiding question to set the daily focus for reading. <input type="checkbox"/> Teacher can only discuss what is not going well or does not have a sense of what the students know.	
ASSESSMENT	<input type="checkbox"/> Teacher creates assessments based on the lessons taught to students.	<input type="checkbox"/> Teacher does not create assessments based on the lessons taught to students.	