

Willis ISD Social Studies Look Fors

Components	Observed			Comments
Instructional Practices				
The whole class period is driven by the current essential standard(s) based on TEKS Resource and Pacing Calendar. Note: I can statement(s), academic/content specific vocabulary is used by teacher and students.	Y	N	NA	
Reciprocity/Integration of Language Modes throughout the class period that include: Listening, Speaking, Reading, and Writing	Y	N	NA	
Instructional Framework				
Whole Group				
Teacher directed demonstration, instructions or directions focused on learning target(s)	Y	N	NA	
The direct teach is a short lesson focused on a grade level learning target & progresses daily connecting each learning target to mastery of the standard. It is no longer than 15 minutes and has the following components: <input type="checkbox"/> I do (3-7 minutes) - Teacher makes a connection to previous learning or historical/current event and/or explanation/modeling <input type="checkbox"/> We do (2-3 minutes) - Students quickly practice or reflect on the learning or strategy/skill & express their thinking through turn & talk, think-pair-share, quick practice while still in the mini lesson. <input type="checkbox"/> You do (1-2 minutes) - Teacher reiterates the learning target & shares 2-3 student responses from the we do to emphasize the learning for the day and how they will utilize that learning in their “Learning Activities” during the rest of the class period.	Y	N	NA	
Engaging Learning Activities				
Should include engaging learning activity connections using one or more of the following: <input type="checkbox"/> Lead4ward Instructional Strategies Playlist <input type="checkbox"/> Accountable Talk stems / Class Discussions <input type="checkbox"/> Other interactive learning opportunities <input type="checkbox"/> Students are working in small groups, pairs, and/or independently <input type="checkbox"/> Teacher is conferring with student groups or individuals <input type="checkbox"/> Stations that implement the learning targets	Y	N	NA	
Wrap Up				
Review with quick summary and brief student showcases	Y	N	NA	
Check for understanding through student responses such as: exit tickets, turn & talk, constructed written responses	Y	N	NA	

Literacy Connections				
Specialized social studies/history embedded literacy skills to help students acquire the sophisticated vocabulary, reading strategies, and thinking processes that are essential to comprehending the increasingly complex text they encounter in middle and high school. These literacy connections include: <input type="checkbox"/> Reading content-specific text that relates to learning target(s) <input type="checkbox"/> Responding to text using thinking stems <input type="checkbox"/> Responding to text using constructed response <input type="checkbox"/> Using academic language & content vocabulary to discuss content	Y	N	NA	
Should include literacy connected opportunities using one or more of the following tools: <input type="checkbox"/> Response to Text: Constructed Responses using (R).A.C.E. <input type="checkbox"/> Social Studies Reading & Writing Strategies <input type="checkbox"/> Content Area Literacy Guide <input type="checkbox"/> Responding to Text Thinking Stems <input type="checkbox"/> Accountable Talk Language Stems <input type="checkbox"/> Intentional Vocabulary Work (content and academic specific) <input type="checkbox"/> DBQ type activities	Y	N	NA	
Classroom Environment				
Learning Targets are posted and used	Y	N	NA	
Print rich content vocabulary posted on anchor charts, posters, and other visuals	Y	N	NA	
Classroom is arranged for easy group work and discussions (the teacher is not the focal point)	Y	N	NA	
Student centered discussions; lectures are minimal.	Y	N	NA	

What's Tight	What's Loose
Framework of class period must include: <ul style="list-style-type: none"> Whole Group Engaging Learning Activities Wrap Up 	Choice of mentor text, checks for understanding, formative assessments
Learning target/objective posted and referred to throughout the lesson.	Where you are in the unit plan cycle, ie. different groups of students may need intervention, whole class reteach, or extension on a learning target.
Constructed Responses that are connected and enhance learning targets	Choice of document-based and texts used
Intentional checks for understanding, such as exit tickets, formative assessments, end of unit assessments.	Choice of daily assessment used in your classroom

Reciprocity/Integration of Language Modes

