

Teacher/Grade Level:	Observer:				Observation Date/Time:
Grades 3-5 Classroom Atmosphere					
Identify Grouping Format (Elevate Domain 2B)	Whole Group	Small Group	Paired	Individual	Evidence/Notes
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
If Small Group, select format:	Homogeneous	Heterogenous			
	<input type="checkbox"/>	<input type="checkbox"/>			
Class Engagement (Elevate Domain 2C)	Highly engaged	Moderately engaged	Somewhat engaged	Not engaged	Evidence/Notes
	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Lesson Objective/Learning Target (Elevate Domain 2B)	Strong Evidence	Observed	Needs Attention	Not Observed	Evidence/Notes
Learning objective is evident to students: Teacher clearly communicates the learning concept and learning expectations of the lesson to students in the language(s) of instruction and allows students to repeat the learning concepts.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Learning objective is on target for grade level standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Utilizes Educational Assistant (EA) effectively	Strong Evidence	Observed	Needs Attention	Not Observed	Evidence/Notes
Educational assistant (EA), if present, serves as an instructional assistant during the literacy block -Facilitates a small group/center -Provides redirection as needed -Assists with student engagement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Instructional Strategies	Strong Evidence	Observed	Needs Attention	Not Observed	Evidence/Notes
Communicates clearly, effectively and provides appropriate instructions: -Provides multiple opportunities for students to respond -Monitors student performance during the lesson -Provides immediate, positive and corrective feedback	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Uses systematic, sequential, and explicit instruction that includes: -Explanations -Models of expected outcomes -Gradual Release of Responsibility (I Do, We Do, You Do) -Scaffolding during instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Pacing: Uses appropriate pacing during instruction that includes appropriate wait time for students to respond	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Integrates skills from multiple reading components during instruction: - - Uses phonics skills to decode unknown words, including vocabulary - - Discusses the morphemes in words to determine a word's meaning - - Points out a phonics pattern or syllable type during a writing lesson -Provides multiple opportunities for ELs to engage orally with content -Discusses unknown words during comprehension -Allows for multiple exposures with many repetitions of the content for students with disabilities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Uses a multi-sensory and multimodal approach during instruction: - - Engaging activities that allow students to use visual, auditory, kinesthetic, and tactile strategies to learn - - Activates the four language domains (listening, speaking, reading, writing) - - Provides multiple differentiated instructional opportunities for English learners to engage orally with the content with many repetitions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Instruction is data-driven, student centered, and culturally and linguistically responsive: - - Teacher uses screeners, progress monitoring, formative assessments, and summative assessments to drive instruction - - Instructional decisions are based on collected and analyzed student data - - Teacher affirms and leverages students' cultural and linguistic experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Grades 3-5 Application of Literacy Concepts					
Phonological Awareness	Strong Evidence	Observed	Needs Attention	Not Observed	Evidence/Notes
Targets appropriate phonological awareness and word recognition skills for age and skill level of group: ---Phoneme manipulation: blending, segmenting, substitution ---Syllable manipulation: blending, segmenting, substitution Provides multiple opportunities for ELs to engage orally with content with many repetitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Uses a multi-sensory and multimodal approach during instruction: - - Engaging activities that allow students to use visual, auditory, kinesthetic, and tactile strategies to learn, e.g., hand motions, sand, objects to move during phoneme/syllable manipulation and blending, smartboard, letter tiles, manipulatives, or dry-erase boards -Activates the four language domains (listening, speaking, reading, writing) - - Provides multiple differentiated instructional opportunities for English learners to engage orally with the content with many repetitions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Phonics	Strong Evidence	Observed	Needs Attention	Not Observed	Evidence/Notes
Follows explicit, systematic instruction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Uses routines, cards, sound wall, anchor charts, strategies or signals throughout lesson to help scaffold reading the six syllable types in multisyllabic words and Latin roots	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
-Targets appropriate word-recognition skills for grade and skill level including letter-sound correspondences, syllabication patterns, and morphology to scaffold accurate reading of unfamiliar multisyllabic words in and out of context - Provides multiple opportunities for students to use the words orally with many repetitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Fluency is embedded throughout instruction: -Practices first read, second read, third read -Reads connected text -Reads words in isolation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Utilizes a variety of shared reading strategies (choral, partner, whisper, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Vocabulary and Oral Language	Strong Evidence	Observed	Needs Attention	Not Observed	Evidence/Notes
Targets key academic vocabulary and language (Tier 2 and Tier 3 vocabulary) for direct instruction Vocabulary words should be connected to a shared reading or text (3-5 words per reading selection) Instruction includes a visual for the target word, a student friendly definition, part of speech, cognate or simple definition in L1/L2, the word is used in a sentence Provides multiple opportunities for students to use the words orally and with many repetitions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Draws students' awareness to sounds, syllables, spelling and/or morphology of the words Teaches the sounds, syllables, spelling, and/or morphology of the words -Follows explicit routine for verbally introducing new words* -Makes cross-linguistic connections between L1 and L2 and uses metalinguistic awareness strategies with ELs *Explicitly and accurately teaches new vocabulary. LETRS Instructional Routine to Introduce a New Word : pronounce the word, write it, read, give student friendly word meaning, give examples of word, ask yes or no questions about word, and elicit word use by students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Provides multiple opportunities for students to use new words orally (listening, speaking, writing) Incorporates structured academic discussions to support the vocabulary development of ELs. Models appropriate use of words in sentences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Uses strategies & activities to explore word relationships -Antonyms, synonyms, multiple meanings, semantic maps, sorting by categories, shades of meaning, etc. -Makes cross-linguistic connections and focuses ELs' attention to metalanguage and metalinguistic awareness between L1 and L2	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Teaches strategies for independent word learning -Syllable type and division, affixes, Latin roots, and Greek combining forms - Teaches metalinguistic awareness strategies to ELs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Provides opportunities for incidental word learning and discourse -Listening to language -Reading aloud -Independent reading -Provides good language models -Uses audio scaffolds for ELs who need them	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Comprehension	Strong Evidence	Observed	Needs Attention	Not Observed	Evidence/Notes
Utilizes high-quality, culturally relevant instructional materials and texts appropriate for grade band based on core content standards; instructional materials/texts support the academic and social emotional needs of all students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Utilizes before, during and after reading strategies (e.g., communicates a purpose for reading, identifies genre and text structure, builds background knowledge, visualization, graphic organizers, summarizing, writing in response to text, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Monitors comprehension with a variety of tasks including text-dependent questions and discussion techniques that promote higher order thinking skills and supports students with self-monitoring; uses open-ended questions with structured academic discussions for diverse learners; asks questions that go beyond the text (e.g., what would happen if, or what likely happens next, etc.)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Uses strategies that promote dialogue between students (e.g., Think/Pair/Share, Turn and Talk)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Explicitly teaches and provides opportunity for students to support ideas and opinions with evidence from the text; allows EL students to use their full linguistic repertoire to respond	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	

Writing	Strong Evidence	Observed	Needs Attention	Not Observed	Evidence/Notes
Explicitly teaches and models foundational writing skills: letter formation, directionality, and word spacing using verbal descriptions and verbal coaching	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Facilitates practice and holds students accountable to spell words accurately drawing on knowledge of spelling conventions, patterns and morphology	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Teaches, monitors, and provides feedback for proper capitalization and punctuation at the sentence and paragraph level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Provides practice in sentence formation, including subject-verb agreement, grammar, syntax, vocabulary and word choice	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Facilitates different literary forms of writing in response to text: -Provides sentence and paragraph prompts for ELs and SWD -Uses graphic organizers to help students organize their writing -Allows ELs to organize their writing orally (even when using a graphic organizer) and provides feedback -Provides a vocabulary word bank that ELs can use for their writing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
Engages students in the writing process according to the grade level standards: -Purpose for writing is communicated in the prompt -Audience awareness -Language goals communicated -Drafting (includes use of new vocabulary in writing product) -Revising -Editing -Publishing and presenting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	