

MYWORLD INTERACTIVE K–5: Quest Teacher Self-Checklist

Self-Assessment & Fidelity Tool for Planning, Facilitating, and Evaluating Active Inquiry

Teacher: _____	Date / Grade: _____
Chapter / Topic: _____	Quest Hero: _____
Grade Track: ☐ Kindergarten ☐ Grade 1 ☐ Grade 2 ☐ Grade 3 ☐ Grade 4 ☐ Grade 5	

Status	Self-Reflection Indicators & Instructional Best Practices	Planning Notes & Reflection
☐ Ready ☐ Progress ☐ Goal	1. Quest Hero & Compelling Question Launch Do I introduce the Quest Hero (e.g., Henry, Principal Perry) and launch the Big/Compelling Question on Day One to anchor real-world problem-solving? <i>Where to find: Frontmatter pp. T24–T26</i>	Notes:
☐ Ready ☐ Progress ☐ Goal	2. Chapter Opener Video & Context Activation Do I play the Chapter Opener Video to build initial social studies background knowledge and spark student curiosity before brainstorming? <i>Where to find: Chapter Opener Margin Notes</i>	Notes:
☐ Ready ☐ Progress ☐ Goal	3. Day One Quest Rubric Unpacking Do I review the Quest Rubric expectations with students on Day One so they understand the learning goals and how they will demonstrate mastery? <i>Where to find: Frontmatter p. T19</i>	Notes:
☐ Ready ☐ Progress ☐ Goal	4. Student Activity Mats & Worktext Setup Do I provide print Student Activity Mats or open digital Worktexts to establish evidence-tracking habits before core text instruction begins? <i>Where to find: Chapter Opener Margin Notes</i>	Notes:
☐ Ready ☐ Progress ☐ Goal	5. Daily 5-Minute Quest Connection Integration Do I prompt students daily during text lessons to gather clues and record evidence for their chapter Quest challenge in their Worktexts? <i>Where to find: Frontmatter pp. T24–T26</i>	Notes:
☐ Ready ☐ Progress ☐ Goal	6. Point-of-Use Scaffolding & Multilingual Support Do I apply targeted ELD scaffolds (Entering/Emerging visual cues, Developing graphic organizers, Bridging extended sentence frames)? <i>Where to find: Frontmatter p. T16</i>	Notes:
☐ Ready ☐ Progress ☐ Goal	7. Active Classroom & Engagement Routines Do I utilize Active Classroom routines (Turn and Talk, Thumbs Up/Down, Round-Robin) to monitor comprehension and maintain high participation? <i>Where to find: Lesson Margin Notes</i>	Notes:
☐ Ready ☐ Progress ☐ Goal	8. Quest Findings & Collaborative Discussion Do I transition students into peer-to-peer debriefs (talking sticks, group sharing) and evaluate final creative projects using the Quest Rubric? <i>Where to find: Frontmatter pp. T24–T26</i>	Notes: