



# English Language Development Program Checklist

<p><b><u>Standards-Based Planning and Organization</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> ELD standards are evident and selected on the basis of students' assessments.</li> <li><input type="checkbox"/> State-adopted ELD materials are used during posted/assigned ELD instructional block (minimum 45 minutes daily (Elementary)/ 30 minutes (Kindergarten).</li> <li><input type="checkbox"/> An instructional theme is evident and links ELD instruction with grade-level content standards.</li> <li><input type="checkbox"/> New vocabulary, language forms and functions are selected to support learning the standards and developing the theme.</li> <li><input type="checkbox"/> Supplemental ELD materials are appropriate for the ELD levels. Please list: _____</li> </ul>	<p><b><u>Standards-Based Listening and Speaking</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher connects new learning to previous learning and invites students to share what they remember orally or non-verbally. (<i>Using gestures, manipulation of pictures or objects, or writing/drawing etc.</i>)</li> <li><input type="checkbox"/> Teacher models new language and content through instructional read a loud or reading a story, role-playing and use of graphic organizers.</li> <li><input type="checkbox"/> Teacher checks for comprehension frequently using a variety of strategies. (<i>Matching objects, pointing to an answer, drawing, TPR, etc.</i>)</li> <li><input type="checkbox"/> Teacher guides students to practice new language using whole class response, small group response, and pair-response.</li> </ul>
<p><b>Comments:</b></p>	<p><b>Comments:</b></p>
<p><b><u>Standards-Based Speech to Print</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Teacher models correct writing forms and builds one-to-one connections between spoken and written words.</li> <li><input type="checkbox"/> Teacher helps students read and match words, phrases and sentences. (<i>Using word cards, sentence strips, picture cards, charts etc.</i>)</li> <li><input type="checkbox"/> Teacher guides students to create word categories. (<i>Character names, verbs, antonyms, idiom, etc.</i>)</li> </ul>	<p><b><u>Standards-Based Reading and Writing</u></b></p> <ul style="list-style-type: none"> <li><input type="checkbox"/> Reading and writing assignments elaborate and extend the theme.</li> <li><input type="checkbox"/> Pre-writing and pre-reading activities include discussion, oral and written directions, time for questions and clarification.</li> <li><input type="checkbox"/> Teacher demonstrates the steps for completing a task successfully.</li> <li><input type="checkbox"/> Teacher provides a mini-lesson based on patterns of students' needs to assist them with their performance.</li> <li><input type="checkbox"/> Teacher explains how performance or product will be evaluated using a rubric.</li> <li><input type="checkbox"/> Students' performance or product is rated using a posted rubric.</li> <li><input type="checkbox"/> Students reflect on their own learning. (<i>Recording in a journal, learning log or interacting with portfolio.</i>)</li> <li><input type="checkbox"/> Students read and write together or individually. (<i>Using word walls, graphic organizers, personal dictionaries and reference material, etc.</i>)</li> <li><input type="checkbox"/> Students receive teacher and peer feedback to raise their level of performance.</li> </ul>
<p><b>Comments:</b></p>	<p><b>Comments:</b></p>