

Checklist for adapting lessons for different levels of ELP students

Teacher _____ Grade and Subject _____

Of ELL at proficiency level (s): Beginning _____ Early Intermediate _____
Intermediate _____ Transitioning _____

Students Languages and # per Language _____

of ELLs Students _____ # of SPED Students _____

Total # of Students in Class _____

Part A Instructional Planning and Delivery

- ____ 1. Stated, displayed and /or clarified content objectives for students
- ____ 2. Stated, displayed and/ or clarified language objectives for students
- ____ 3. Incorporated students' prior knowledge, experience, and/or interest
- ____ 4. Referred to students' past learning experience as the foundation for new learning
- ____ 5. Explicitly taught and had students practice new vocabulary and/or language
- ____ 6. Incorporated a variety of techniques and materials to make the content and the language comprehensible to students (demonstrations, graphic organizers, hands on activities, cooperative learning)
- ____ 7. Provided students with opportunities to use thinking and studies skills and or/ apply learning strategies (predicting, use recourses, preview summarize)
- ____ 8. Incorporated a variety of questions (recall, analysis, synthesis)
- ____ 9. Conducted and on going assessment of students' content and language learning
- ____ 10. Adjusted instruction to meet students' needs (elaborated, clarified, used visuals Etc)
- ____ 11. Provided meaningful activities for students to interact and apply the content and language objectives
- ____ 12. Incorporated all four language skills (listening, Speaking, Reading, Writing)
- ____ 13. Paced the lesson appropriately for students proficiency levels

___ 14. Provided adequate closure to the lesson (summarized language and content objectives)

Part B Instructional Products

___ 1. Students met the content and language objectives

___ 2. Students demonstrated on task behaviors

___ 3. Instruction and/or activities produced extended and appropriate student-student and teacher-student talk.