

# World Language Comprehension-based Instruction Checklist:

For observations and/or lesson planning

Name \_\_\_\_\_ Grade/School \_\_\_\_\_ Course Type \_\_\_\_\_

## Preparing the Learner – “Focusing and Motivating”

- |   |  |
|---|--|
| <input type="checkbox"/> observation charts/describing pictures _____   | <input type="checkbox"/> 2-minute video clip “teaser” _____                |
| <input type="checkbox"/> unit award cards (scouts/watchers) _____       | <input type="checkbox"/> frontload vocabulary (visuals/kinesthetics) _____ |
| <input type="checkbox"/> teacher-made big book _____                    | <input type="checkbox"/> realia and picture file cards _____               |
| <input type="checkbox"/> story stuff preview _____                      | <input type="checkbox"/> think-pair-share with a bridging prompt _____     |
| <input type="checkbox"/> cognitive content dictionary/signal word _____ | <input type="checkbox"/> enrolling questions _____                         |

## Presenting the Lesson – “Teaching the Content Comprehensibly and Transparently”

- |   |   |
|---|---|
| <input type="checkbox"/> “big picture” pictorial/windowpane _____ | <input type="checkbox"/> 10/2 contextualized lecture with cloze notes _____ |
| <input type="checkbox"/> narrative input chart _____              | <input type="checkbox"/> reciprocal teaching/ear-to-ear reading _____       |
| <input type="checkbox"/> comparative input chart _____            | <input type="checkbox"/> total physical response (TPR) _____                |
| <input type="checkbox"/> word banks with icons and visuals _____  | <input type="checkbox"/> TPR story-asking _____                             |
| <input type="checkbox"/> teacher read aloud/think aloud _____     | <input type="checkbox"/> TPR circling _____                                 |
| <input type="checkbox"/> DVDs, SmartBoard, PowerPoint _____       | <input type="checkbox"/> TPR recurrent action grammar _____                 |

## Interacting with the Lesson – “Developing Listening and Speaking Proficiency”

- |  |   |
|--|---|
| <input type="checkbox"/> poetry, songs, games, skits, and chants _____   | <input type="checkbox"/> process grid as a pre-write for expository text _____  |
| <input type="checkbox"/> cooperative learning projects/presentations _____                                       | <input type="checkbox"/> T-graph for social skills (cooperation, respect, friendship, persistence, etc.) _____              |
| <input type="checkbox"/> picture file card activities (ie., team exploration report, sorting, classifying) _____ | <input type="checkbox"/> oral presentations with realia, props, video _____   |
| <input type="checkbox"/> classic jigsaw/expert groups _____  | <input type="checkbox"/> listen and sketch _____  |
| <input type="checkbox"/> numbered heads together _____   | <input type="checkbox"/> sentence patterning chart (reading & trading games, changing tense, synonyms/antonyms, etc.) _____ |
| <input type="checkbox"/> use of sentence starters and oral cloze _____   |   |

## Reading & Writing – “Developing Literacy in Context”

- TOTAL CLASS MODELING: Examples include group frame, cooperative strip paragraph, poetry frames, read aloud, shared reading & writing, interactive writing, story map \_\_\_\_\_
- SMALL GROUP SCAFFOLDING: Examples include pairs ear-to-ear reading of known books and poetry to develop fluency, team tasks, team cooperative strip paragraph, team poetry/found poetry, team projects, collaborative posters, team collaborative dialog for performance as skit, choral reading/reader’s theatre \_\_\_\_\_
- INDIVIDUAL WORK: Examples include learning logs, interactive journals, storyboards, genres, etc. \_\_\_\_\_

## Activities for Integration – “Extending the Learning”

- Examples include building models, telling a story with props, dioramas, PowerPoints, plays, puppets, reader’s theater, songs, chants, creative drama or movement, solving real-life problems, student-made big books

## Closure and Evaluation – “Assessment for Learning”

- Include ongoing assessment, kid watching, multiple choice tests, application of the “big idea,” T/F, publisher’s chapter tests, running records, student-created tests/rubrics, discussions, learning logs, listening in on 10/2, portfolios. Teachers plan evaluation in advance of instruction, determine acceptable evidence and purpose of various assessments, consider metacognition, personal exploration, and authentic, alternative means of assessment.