

SDAIE Strategies

(Specially Designed Academic Instruction in English)

Instructional Checklist

Semester / Year: _____

Teacher Name: _____ Student: _____ Grade: _____

Check or highlight the instructional strategies implemented in your attached lesson plans.

<p>A. SIMPLIFIED INPUT:</p> <ul style="list-style-type: none"> A1. Slower speech rate A2. Clear enunciation A3. Controlled vocabulary A4. Use of cognates A5. Limited use of idiomatic speech A6. Define words with double meanings A7. Mini-lectures 	<p>D. STUDENT-CENTERED:</p> <ul style="list-style-type: none"> D1. Check for student attention D2. Variety of grouping strategies D3. Hands-on activities/manipulatives D4. Use of a variety of modalities D5. Error correction through modeling D6. Accept primary language responses D7. Allow student time to interact and discuss before responding D8. All students participate
<p>B. USE OF CONTEXTUAL CLUES:</p> <ul style="list-style-type: none"> B1. Gestures B2. Facial expressions B3. Act out meaning B4. Props/realia B5. Graphs B6. Visuals B7. Visual and word association B8. Graphic organizers B9. Modeling 	<p>E. CONTENT-DRIVEN:</p> <ul style="list-style-type: none"> E1. Key topics are organized around a main theme to create coherence E2. Objectives are identifiable and allow access to grade-level curriculum E3. Connection to state content standards E4. Primary language resources available to supplement instruction E5. Link new learning to prior learning
<p>C. CHECKS FOR UNDERSTANDING:</p> <ul style="list-style-type: none"> C1. Confirmation checks C2. Comprehension checks C3. Clarification requests C4. Ask for repetition (students) C5. Ask for expansion (students) C6. Variety of question types (divergent, convergent, probing, and higher order) C7. Adequate wait time for questions C8. Teacher-student interaction C9. Student-student interaction C10. Mastery of objectives assessed in a variety of ways including self-assessment C11. Review main topics and key vocabulary C12. Debrief learning strategies with students 	<p>F. APPROPRIATE LESSON IMPLEMENTATION:</p> <ul style="list-style-type: none"> F1. Anticipatory set/accessing or building prior Knowledge F2. Listening/speaking activities precede reading/writing activities F3. Reading assignments include: INTO (prereading), THROUGH, BEYOND strategies for effective scaffolding F4. Variety of reading, writing, and oral language activities to build English fluency and content knowledge F5. Pre-writing activities precede writing activities F6. Vocabulary emphasis F7. Cooperative activities F8. Appropriate pacing guided by checks for understanding F9. Extension set (prepare to move beyond today's lesson)

NOTES: