

Name _____

Date _____

Features of a Language-Rich Classroom Checklist (Part 1)

This checklist gives you the opportunity to reflect on your vocabulary instruction in general. Take a moment to mark off the items that you feel are a regular part of your teaching practice. Consider the items that you would like to add to your teaching practice.

Teachers in a language-rich classroom:

- ☐ Read aloud daily (three times minimum)
- ☐ Engage children in extended, cognitively challenging conversations
- ☐ Ask open-ended questions
- ☐ Encourage children to retell stories
- ☐ Encourage children to describe events in their lives
- ☐ Discuss a wide range of topics
- ☐ Model the use of new and unusual words
- ☐ Discuss word meanings
- ☐ Challenge children to justify or explain their thinking
- ☐ Encourage children to express ideas using complex sentences and vocabulary
- ☐ Encourage language play
- ☐ Encourage pretend play and pretend talk
- ☐ Interact with children one-on-one and in small groups
- ☐ Create an environmental print rich learning space
- ☐ Create small, partitioned spaces instead of large, open spaces in order to promote conversation

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Features of a Language-Rich Classroom Checklist (Part 2)

The second checklist invites you to reflect on each aspect of your classroom individually. Take a moment to mark off the items that you feel are a regular part of your teaching practice. Consider the items that you would like to add to your teaching practice.

<p>Print-Rich Environment</p> <ul style="list-style-type: none">___ Environmental print displayed___ Classroom labels visible___ Children's names visible___ Children's work displayed___ Theme is evident in classroom___ Poems & rhymes posted___ Management charts with icons___ Well-stocked library (fiction/nonfiction, etc.) <p>Classroom Climate</p> <ul style="list-style-type: none">___ Teacher is friendly and sensitive to children's needs___ Smooth transitions between activities and centers___ Clearly defined routines <p>Language Development</p> <ul style="list-style-type: none">___ Teacher interacts with small groups of children___ Children are encouraged to speak in complete sentences___ Student talk outweighs teacher talk <p>Centers</p> <ul style="list-style-type: none">___ Used daily (45 min.- 1 hour)___ Clear boundaries between centers___ Management system in place___ Literary connections in each center___ Variety of fun and purposeful activities in each center___ Writing materials in each center___ Opportunities for children to speak to adults and peers___ Small-group read alouds <p>Circle Time</p> <ul style="list-style-type: none">___ 2-3 times per day for 15-20 min. (5 per week for half-day classrooms)___ Calendar time (3-5 min.)___ Child interaction evident___ Center activities explained ahead of time___ New materials introduced___ Variety of activities	<p>Read Alouds</p> <ul style="list-style-type: none">___ Small-group and full-group read alouds___ 2-3 per day (7 per week for half-day classrooms)___ Open-ended questions <p>Letter Knowledge</p> <ul style="list-style-type: none">___ Name activities evident___ Alphabet activities evident___ Letter wall sequences & continuous from A to Z___ Words and icons on vocabulary cards___ Letter wall contains vocabulary related to themes and read alouds___ Children's names and pictures on letter wall <p>Emergent Writing</p> <ul style="list-style-type: none">___ Evidence of shared writing (Daily News, response to literature, etc.)___ Daily opportunities for individual writing___ Children made class books <p>Journals</p> <ul style="list-style-type: none">___ Accessible to children___ Occurs 3 or more times weekly___ Entries are dated <p>Lesson Plan</p> <ul style="list-style-type: none">___ Theme-related activities___ Daily phonological awareness activities <p>Portfolios</p> <ul style="list-style-type: none">___ One for every child___ Children's work included___ Anecdotal notes___ Assessment
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