

## Language Life and Study Skills Checklists

### Intensive English Program at Dayton Learning Center

| Language Life Skills  | No basis to assess | Needs more exposure | Satisfactory | Very satisfactory |
|---|--------------------|---------------------|--------------|-------------------|
| 1. Able to identify numbers, clock times, simple computation, math symbols.   |                    |                     |              |                   |
| 2. Able to express minimum of eight feelings—happy, sad, angry, scared, hungry, thirsty, etc.   |                    |                     |              |                   |
| 3. Able to express some medical situations—headache, stomachache, sore throat, toothache, temperature, cut, 911 emergency.                |                    |                     |              |                   |
| 4. Identify major body parts.   |                    |                     |              |                   |
| 5. Able to name days of the week, months of the year, seasons.  |                    |                     |              |                   |
| 6. Able to name school places and items—gym, cafeteria, library, classroom, locker, book, paper, pencil, chalkboard, etc.                 |                    |                     |              |                   |
| 7. Able to identify basic clothing, sizes, colors.  |                    |                     |              |                   |
| 8. Identify names of coins, their value, simple computation, making change.   |                    |                     |              |                   |
| 9. Able to use location words—on, in, over, under, between, next to, behind, in front of.   |                    |                     |              |                   |
| 10. Able to use some basic descriptive words—pretty, ugly, tall, short, young, old, big, little.  |                    |                     |              |                   |
| 11. Able to identify family—father, mother, brother, sister, uncle, aunt, cousin, son, daughter, wife, husband, grandfather.              |                    |                     |              |                   |
| 12. Identify occupations—where they work, what they do.<br>Understand expectations and responsibilities of employment (high school only). |                    |                     |              |                   |
| 13. Recognize weather words—sunny, rainy, cloudy, cold, hot, windy, snowy.  |                    |                     |              |                   |
| 14. Able to express likes and dislikes.   |                    |                     |              |                   |
| 15. Understand basic opposite terms.  |                    |                     |              |                   |
| 16. Identify basic forms of transportation—car, truck, bus, airplane, train, boat, motorcycle.  |                    |                     |              |                   |
| 17. Recognize household items and rooms in the home.  |                    |                     |              |                   |
| 18. Recognize and identify important indoor and outdoor signs.  |                    |                     |              |                   |
| 19. Identify places in the community and what we do there.  |                    |                     |              |                   |
| 20. Able to follow and understand basic directions.   |                    |                     |              |                   |

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| 21. Able to speak and write about senses with simple sentences.<br>Able to describe things you sense.             |  |  |  |  |
| 22. Follow teacher's directions—circle, complete the sentence, choose, fill in the blank, listen, underline, etc. |  |  |  |  |
| 23. Identify basic shapes—circle, square, triangle, rectangle.  |  |  |  |  |
| 24. Able to give personal identification information.   |  |  |  |  |
| 25. Identify basic food and food groups.  |  |  |  |  |

| Study Skills   | No basis to assess | Needs more exposure | Satisfactory | Very satisfactory |
|--|--------------------|---------------------|--------------|-------------------|
| 1. Recognize basic vocabulary, including high-frequency spelling list for Grades 1–3, able to read and use basic vocabulary in a meaningful way. |                    |                     |              |                   |
| 2. Understand and use correctly basic verbs—simple present and simple past.  |                    |                     |              |                   |
| 3. Able to speak, read, and write simple sentences. Able to ask and write simple questions.  |                    |                     |              |                   |
| 4. Understand simple punctuation—period, comma, and question mark.   |                    |                     |              |                   |
| 5. Able to understand and answer who, what, where, when, and why.  |                    |                     |              |                   |
| 6. Understand when to use capital letters—first letter of sentence, proper names, proper places, titles.   |                    |                     |              |                   |
| 7. Demonstrate basic understanding of contractions.  |                    |                     |              |                   |
| 8. Sequence—able to read very simple story and sequence the order of events.   |                    |                     |              |                   |
| 9. Understand alphabetical order.  |                    |                     |              |                   |
| 10. Understand agreement of subject and verb, although frequent mistakes are made in this area.  |                    |                     |              |                   |
| 11. Able to use subject pronouns correctly.  |                    |                     |              |                   |
| 12. Identify categories—which items belong, which items do not belong.   |                    |                     |              |                   |
| 13. Choose the main idea in a simple text.   |                    |                     |              |                   |