

ASL-English Sandwiching Checklist For Grades 3-5

This checklist represents grade-level expectations. Student readiness may vary based on language exposure, access, and prior learning experiences. When needed, select a checklist from an earlier grade band to ensure instruction meets students where they are while continuing to move them forward.

Language Bridging & Comparison Focus

At this stage, sandwiching begins to highlight how languages represent ideas differently.

Teacher Planning

- ☐ I identified the ASL concept AND the academic English feature (e.g., vocabulary, sentence structure, morphology).
- ☐ I planned explicit bridging language:
 - "Notice how ASL shows ____."
 - "English shows that by ____."
- ☐ I selected 1-2 examples for practice.

During Instruction

- ☐ I modeled the concept fully in one language first.
- ☐ I explicitly named the switch to the second language
- ☐ I compared the two representations.
- ☐ I asked students what stayed the same and what changed.
- ☐ I avoided unnecessary repetition once understanding was clear.

Student Understanding:

Students can mirror the language the teacher used

- ☐ Students can explain the concept clearly in ASL.
- ☐ Students can read or produce the English sentence accurately.
- ☐ Students can explain at least one difference between ASL and English representation.
- ☐ Students can apply the concept in a new example (signed and written).

Quick Checks

- "Which English sentence matches this ASL explanation?"
- "Why does English need that -ed?"
- Exit slip: Sign → Write → Explain difference

Goal at this Level:

Students begin to develop metalinguistic awareness.

NOTES

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