CLERC CENTER
AT GALLAUDET

ASL-English Sandwiching Checklist for Grades 6–8

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.

Contrastive Analysis & Academic Language Focus
Here sandwiching supports disciplinary literacy and complex language structures.

Teacher Planning

- ◯ I identified the academic language demand (e.g., passive voice, complex sentence, figurative language).
- ◯ I identified specific ASL linguistic features (e.g., role shift, spatial mapping, classifiers).
- ◯ I planned guided comparison questions.
- ◯ I planned a gradual release toward independence.

During Instruction

- ◯ I modeled both ASL and English.
- ◯ I facilitated discussion about structural differences.
- ◯ I asked students to generate parallel examples.
- ◯ I corrected misunderstandings without reverting to SimCom.

Student Understanding

- ◯ Students can articulate how ASL and English structure the idea differently.
- ◯ Students can translate meaning appropriately (not word-for-word).
- ◯ Students can choose the correct English structure independently.
- ◯ Students can explain why literal translation would not work.

Quick Checks

- “Why wouldn’t that English sentence work in ASL?”
- “What information does ASL show visually that English marks with grammar?”
- Write → Sign → Peer critique

Goal at this Level:
Students develop the ability to apply knowledge and thinking developed in one language, such as ASL, to support learning and literacy development in another language, such as English.

NOTES