



**Marysville Joint Unified School District
ELEMENTARY PRE-REFERRAL CHECKLIST
FOR CATCH-UP INTERVENTION PLAN
Individual Learning Plan (ILP)**

Student's Name _____

Date _____

Check all strategies that have been implemented prior to proceeding with the Catch-Up Intervention Plan, Part 2:

<p>Listening and Speaking Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teach new language in context, familiarizing students with its uses and sounds (phonemic awareness), before asking them to produce it themselves. <input type="checkbox"/> Build new concepts upon previous learning. <input type="checkbox"/> Use visuals and realia to introduce new vocabulary, i.e., flannel board, puppets, and objects. <input type="checkbox"/> Use selected vocabulary consistently in context. <input type="checkbox"/> Check for comprehension and provide immediate feedback. <input type="checkbox"/> Provide opportunities for total physical response (TPR). <input type="checkbox"/> Plan extended interactions with controlled vocabulary in various contexts during the day. <input type="checkbox"/> Provide opportunities for meaningful interaction with school staff in the classroom, office, library, and yard. <input type="checkbox"/> Other _____ <p align="center">Student Grouping</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide multiple language models: teacher, other staff, para-educator, volunteers, and EO students. <input type="checkbox"/> Group students by English proficiency level for specific skill development. <input type="checkbox"/> Mix student proficiency level for differentiated instruction <input type="checkbox"/> Change seating arrangements to increase access to language models (teacher, para-educator and peers). <input type="checkbox"/> Other _____ <p align="center">Differentiated Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Shorten the length of lessons and reduce the number of new words <input type="checkbox"/> Identify student's learning modality (strength) and provide additional activities that build upon strengths. <input type="checkbox"/> Use para-educator daily for one-to-one reinforcement activities, e.g., read-aloud, language games, and receptive vocabulary review. <input type="checkbox"/> Use listening centers to reinforce language patterns with picture books, songs and chants on tape. <input type="checkbox"/> Other _____ 	<p>Reading Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use visuals to illustrate vocabulary. <input type="checkbox"/> Use TPR to check the comprehension. <input type="checkbox"/> Sequence pictures and provide visual reference for progression and directionality conventions. <input type="checkbox"/> Model picture walks and read alouds using student-generated big books and simple big books. <input type="checkbox"/> Support visual cues with print. <input type="checkbox"/> Teach upper and lower case letter recognition and matching. <input type="checkbox"/> Provide opportunities to recognize own name and match individual letter cards to letter in name. <input type="checkbox"/> Model reading the room daily: labels and environmental print. <input type="checkbox"/> Provide time daily for students to read their choice of material during sustained silent reading. <input type="checkbox"/> Other _____ <p align="center">Student Grouping</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pair and group students for pre-reading activities. <input type="checkbox"/> Other _____ <p align="center">Differentiated Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Use visual cues to distinguish work and letter directionality. <input type="checkbox"/> Sort pictures by categories, e.g., foods, reptiles, and action words. <input type="checkbox"/> Instruct para-educator to model and reinforce work and letter concepts. <input type="checkbox"/> Use cross-age tutors, peers or volunteers to reinforce familiar language activities and conduct picture walks. <input type="checkbox"/> Other _____ 	<p>Writing Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Model the pre-writing process appropriate for students' level of English proficiency. <input type="checkbox"/> Model letter formation and teach initial print concepts. <input type="checkbox"/> Provide work shape activities outlining, tracing, letter tile building. <input type="checkbox"/> Support concept development through picture writing. <input type="checkbox"/> Provide time for students to record their learning in picture journals. <input type="checkbox"/> Other _____ <p align="center">Student Grouping</p> <ul style="list-style-type: none"> <input type="checkbox"/> Pair and group students for pre-writing activities. <input type="checkbox"/> Other _____ <p align="center">Differentiated Instruction</p> <ul style="list-style-type: none"> <input type="checkbox"/> Provide large to small muscle kinesthetic activities such as tracing and highlighting letters and words. <input type="checkbox"/> Create learning centers that provide patterns for practice/exploration/reinforcement. <input type="checkbox"/> Provide a variety of tools for writing: crayons, pencils, computer, etc. <input type="checkbox"/> Provide a variety of textures for kinesthetic learners: plastic letters and shapes, magnetic and sandpaper letters, finger paint, sand. <input type="checkbox"/> Provide additional time for student to complete tasks. <input type="checkbox"/> Other _____
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