Checklist for LBLD Classroom Environment and Arranging the Physical Classroom Space

Purpose: Language-based instruction demands teacher intentionality. Teachers must organize and structure content and also determine how to scaffold the speaking, listening, reading, writing, and executive function skills demanded by each lesson to meet their students' unique needs.

In order for specialized language-based instruction to be successful, the classroom environment must reflect the same level of intentionality and structure as the instruction itself. In this way, the environment itself becomes an instructional support, fostering students' readiness to learn.

LBLD Classroom Environment Checklist

The following information and items should be visibly posted and regularly referenced.

Information posted on the board includes:
- ☐ Daily schedule
- ☐ Class agenda, including the specific subject
- ☐ Nightly homework
- ☐ Day of the week (i.e., Monday)
- ☐ Date, including month, day, and year (i.e., September 8, 2025 (9/8/25))

☐ Classroom norms and expectations

☐ Exemplars for the organization of desk, locker, materials bins, or computer files

☐ Monthly calendars

☐ Analog clock to reinforce the passage of time and support students' time awareness

☐ Timer to support students' time awareness

Anchor charts. For example:
- ☐ Word walls
- ☐ Sound walls
- ☐ Timelines
- ☐ Grammar and writing rules

In addition, the following aspects of the physical setup should be considered.

☐ Accessibility of materials, such as textbooks, notebooks, markers, paper, etc.

☐ Student seating arrangement (i.e., determined based on demands of activity, such as discussion versus writing)

☐ Teacher movement (i.e., ability to see all students, ability to circulate around the room to see student work, etc.)