



Scaffolded Unit Planning Checklist

1  I know the strengths and needs of each ML...


in relation to the language demands of the unit. I have set individual goals to help my MLs progress in their acquisition of language and content.

Yes No

6  I have determined how to intentionally group students...


in order to most effectively support their learning of content and acquisition of English.

Yes No

2  I have analyzed the language demands...


of the unit and identified areas that may be challenging for my MLs. I have determined language objectives for the unit.

Yes No

7  I have included opportunities for students to practice key concepts...


in varied ways using multiple modalities and translanguaging (as appropriate).

Yes No

3  I have developed a list of key vocabulary...


and determined how I will teach and provide opportunities to practice this vocabulary.

Yes No

8  I have selected home language resources...


(as appropriate) that can support MLs in learning the new content and academic language.

Yes No

4  I have determined how I will teach and provide students an opportunity to practice the language structures or language skills...


that correspond to the language objectives. I have considered how my lessons build on each other in order to meet the language objectives of the unit.

Yes No

9  I have selected or developed scaffolded materials...


to support MLs of varying language proficiency levels (e.g., graphic organizers, sentence stems and/or sentence frames, visuals).

Yes No

5  I have determined how to activate MLs' background knowledge and/or selected...

which background knowledge to teach (if any) and how to teach it in a concise manner.

Yes No

10  I have determined how I will assess student learning...

and how I will scaffold assessments for MLs of varying language proficiency levels.

Yes No