



Teacher _____ Grade _____ School Year _____

Multilingual Learners (MLs) thrive in language-rich classrooms where they see, hear, and use language. It is essential that MLs have multiple opportunities throughout the day for meaningful engagement with peers and teachers. While teachers can carefully structure some language learning activities, there are also steps you can take to set up a *physical environment* that is naturally conducive to collaboration, interaction, and language development. This checklist of 12 look-fors identifies three key areas to creating an environment that will promote language learning for MLs: furniture arrangement, wall space, and materials.

FURNITURE	Look-fors: I have...	Yes	No	My Plan
	1. Identified a large-group meeting space that will accommodate the entire class.			
	2. Identified an area for teacher-led small-group instruction (e.g., small rug, kidney-shaped table, or desks pushed together) to accommodate 4-6 students and a teacher.			
	3. Clustered student desks in groups of 3-5 or used small tables to promote collaboration and peer-to-peer interaction. (Where possible, in accordance with school health and safety guidelines.)			
	4. Provided some non-traditional seating such as pillows, bean bag chairs, rockers, etc. for independent and collaborative workspaces when possible.			

WALL SPACE	Look-fors: There is/are...	Yes	No	My Plan
	5. Space for scaffolds such as sound walls, word walls, and/or word banks that will reflect the current instructional needs of students and will be easily visible to MLs.			
	6. Space for current anchor charts to be displayed and visible to MLs working in different areas of the room.			
	7. Space to display student work that is timely and represents the variety of languages and backgrounds in the classroom and includes assignments completed with various scaffolds in place.			
	8. Space where the daily schedule, objectives, and important announcements will be posted and/or updated every day. This includes translations and/or scaffolds where possible.			
9. Images, labels, and other environmental print that represents the linguistic and cultural diversity of students in the class.				

MATERIALS	Look-fors: I have...	Yes	No	My Plan
	10. Selected instructional texts and classroom library books that are multicultural and represent the linguistic and cultural diversity of the students in the class. These are displayed in an inviting manner and are accessible to students.			
	11. Placed materials students may need to support instruction in a place that is easily accessible (e.g., math manipulatives, letter tiles, bilingual dictionaries, etc.). Materials are labeled with words and/or images.			
12. Posted select talk moves needed to support pair and group discussions (e.g., "I think...", "I agree with you because...", etc.). I will add new expressions throughout the year as I teach them.				