

FIGURE 3.10 Scaffolded Lesson Planning Checklist

| Checklist Statement | Yes | No |
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| 1. I know the strengths and needs of each EL in relation to the language demands of the lesson. I have set individual goals to help my ELs progress in their acquisition of English. | | |
| 2. I have analyzed the language demands of the lesson and identified areas that may be challenging for my ELs. | | |
| 3. I have developed a list of key vocabulary to preteach and determined how I will teach and provide opportunities to practice this vocabulary. | | |
| 4. I have determined specific aspects of language use that I will focus on during my lesson. | | |
| 5. I have determined what background knowledge to teach (if any) and how to teach it in a concise manner. | | |
| 6. I have determined how to effectively group students in order to most effectively support their learning of content and acquisition of English. | | |
| 7. I have included opportunities for students to practice key concepts in varied ways using multiple modalities. | | |
| 8. I have selected home language resources (as appropriate) that can support ELs in learning the new content and academic vocabulary. | | |
| 9. I have selected or developed scaffolded materials to support ELs of varying proficiency levels (e.g., graphic organizers, sentence stems and/or sentence frames, and visuals). | | |
| 10. I have determined how I will assess student learning and how I will scaffold the assessment for ELs of varying proficiency levels. | | |

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