

**Figure 3.4 Integrated Focus on Planning for Dual Language Teaching**

FOCUS	KEY QUESTIONS	PLANNING NOTES
Language Progressions	<i>What levels of language proficiency do our plans address?</i>	
	<i>What language learning standards do we target and assess?</i>	
Language Expectations and Opportunities	<i>What content standards do we target and assess?</i>	
	<i>What academic languages—general and subject-specific—are embedded in the target content?</i>	
	<i>What opportunities do our students have to practice the four key language uses (narrate, inform, argue, explain)?</i>	
Language Scaffolds	<i>What scaffolds are needed to support comprehension of language and content through interpretive modes of communication (listening, reading, viewing)?</i>	
	<i>What scaffolds are needed to support application of language and content through expressive modes of communication (speaking, writing, visually representing)?</i>	

FOCUS	KEY QUESTIONS	PLANNING NOTES
Community and School Language Supports	<i>What school-based supports can we tap into for this unit of study?</i>	
	<i>What out-of-school, community-based supports can we tap into for this unit of study?</i>	
Cultural Competence	<i>What materials can help students develop cross-cultural competence?</i>	
	<i>What learning tasks and activities can students engage in to demonstrate cross-cultural competence?</i>	
Critical Consciousness	<i>How have we ensured that both program languages are given equitable attention?</i>	
	<i>What aspect(s) of critical consciousness have we woven into the lesson content and/or materials?</i>	
	<i>What opportunities have we planned for our minoritized dual language learners to serve in linguistic leadership roles?</i>	