Figure 3.4 Integrated Focus on Planning for Dual Language Teaching

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

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

Retrieved from the companion website for Collaboration and Co-Teaching for Dual Language Learners: Transforming Programs for Multilingualism and Equity by Joan Lachance and Andrea Honigsfeld. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2023 by Corwin Press, Inc. All rights reserved. Reproduction authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.