Appendix A

Unlocking MLs' Potential Unit Planning Template

This unit planning template brings all the chapter topics from *Unlocking MLs' Potential* together in one place. Use the supporting tools in each chapter to dig deeper into individual topic areas as needed. These supporting tools are referenced in each section of the template by figure number.

UNIT OVERVIEW	
Timeframe:	**Topic:**
Subject:	**Grade Level:**
Standard(s) ☐ **Content:** ☐ **English Language Development:**	**Objective(s)** ☐ **Content:** ☐ **Language:**

UNIT PREPARATION

Describe Your MLs (e.g., home language literacy, English language proficiency level, interests)

Figure 2.3 What I Know About My ML

Identify Required Background Knowledge

Figure 7.16 Activating and Building MLs' Background Knowledge Planning Tool

What is the **essential background knowledge** that all students need to know to access the unit?

How will you assess MLs' **current prior knowledge** on the topic?

How will you build on MLs' **cultural and linguistic backgrounds**?

Analyze the Language Demands of the Unit

Figure 5.15 Vocabulary Instruction Checklist

Figure 5.16 Academic Vocabulary Planning Template

Figure 6.6 Checklist for Increasing Academic-Language Awareness

Appendix F Checklist for Supporting MLs' Academic-Language Development in Speaking and Writing

Word/Phrase Level. Which key vocabulary (5–8 words/phrases) will be unfamiliar to MLs and is essential to teach in order for MLs to meet the unit objectives?

Sentence Level. Which sentence structures might be challenging for MLs? What support might MLs need at the sentence level to meet the unit objectives?

Discourse Level. Which discourse-level structures might be challenging for MLs? What support might MLs need at the discourse level to meet the unit objectives?

UNIT DELIVERY

ML Strategies Included (Check all that apply)

☐ Activate prior knowledge ☐ Teach new background knowledge ☐ Formative-assessment strategies	☐ Peer interaction ☐ Collaborative-reading strategies ☐ Collaborative-writing strategies	☐ Word/phrase-level strategies ☐ Sentence-level strategies ☐ Discourse-level strategies

Scaffolds

Figure 3.1 Categories of Scaffolds

Figure 3.8 Suggested Scaffolds at Each Proficiency Level

Figure 3.9 Scaffolded Unit Planning Checklist

What **scaffolds** will you provide to MLs of varying proficiency levels?

ELP LEVEL(S)	SCAFFOLDS
Beginning	
Intermediate	

ELP LEVEL(S)	SCAFFOLDS
Advanced	

Materials and Resources

What **materials and resources** are available?

What **supports** will need to be added for MLs (such as home language materials)?

Unit Sequence and Activities

Figure 4.14 Peer Learning Activity Planning Template

How will you ensure there are **opportunities for language practice in all domains**?

How will you ensure that **lessons build upon each other to progress toward mastery** of content and language objectives?

For **coteaching partnerships**, identify the role of the ELD teacher and content teacher.

Outline the unit sequence lesson by lesson. For each lesson, identify the lesson objectives and supporting learning activities.

LESSON OBJECTIVES	LEARNING ACTIVITIES (INCLUDING TEACHER ROLES AS APPLICABLE)

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Assessment

Figure 9.17 ML Formative Assessment Planning Tool

How will you **assess ML student understanding** of unit language and content?

How will you ensure that you are **collecting valid evidence** on the construct being taught and assessed?

What will your **next steps** be based on the evidence collected?