

FIGURE 3.9 SCAFFOLDED UNIT PLANNING CHECKLIST

<p>1  I know the strengths and needs of each ML...</p> <p>in relation to the language demands of the unit. I have set individual goals to help my MLs progress in their acquisition of language and content.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>6  I have determined how to intentionally group students...</p> <p>in order to most effectively support their learning of content and acquisition of English.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>2  I have analyzed the language demands...</p> <p>of the unit and identified areas that may be challenging for my MLs. I have determined language objectives for the unit.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>7  I have included opportunities for students to practice key concepts...</p> <p>in varied ways using multiple modalities and translanguaging (as appropriate).</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>3  I have developed a list of key vocabulary...</p> <p>and determined how I will teach and provide opportunities to practice this vocabulary.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>8  I have selected home language resources...</p> <p>(as appropriate) that can support MLs in learning the new content and academic language.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>4  I have determined how I will teach and provide students an opportunity to practice the language structures or language skills...</p> <p>that correspond to the language objectives. I have considered how my lessons build on each other in order to meet the language objectives of the unit.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>9  I have selected or developed scaffolded materials...</p> <p>to support MLs of varying language proficiency levels (e.g., graphic organizers, sentence stems and/or sentence frames, visuals).</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>
<p>5  I have determined how to activate MLs' background knowledge and/or selected...</p> <p>which background knowledge to teach (if any) and how to teach it in a concise manner.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>	<p>10  I have determined how I will assess student learning...</p> <p>and how I will scaffold assessments for MLs of varying language proficiency levels.</p> <p><input type="checkbox"/> Yes <input type="checkbox"/> No</p>

Source: Adapted from Snyder & Staehr Fenner (2021), p. 143.

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