

**FIGURE 7.16 ACTIVATING AND BUILDING MLs' BACKGROUND KNOWLEDGE PLANNING TOOL**

<b>Content Topic and Objective(s)</b>	
<b>Text and/or Tasks</b>	
<b>STEP 1. ASSESS</b>	
What strategies will you use to assess MLs' background knowledge related to the topics described above?	
<b>STEP 2. SELECT</b>	
What is the essential background knowledge that all students need to know to engage with the content? For each item, determine if you think you will activate prior background knowledge or teach new background knowledge. You may select both if you think you will provide different instruction for different groups of students.	
<b>Topic #1:</b>	<input type="checkbox"/> Activate prior background knowledge <input type="checkbox"/> Teach new background knowledge <input type="checkbox"/> Both (depends on my students)
<b>Topic #2:</b>	<input type="checkbox"/> Activate prior background knowledge <input type="checkbox"/> Teach new background knowledge <input type="checkbox"/> Both (depends on my students)
<b>Topic # 3:</b>	<input type="checkbox"/> Activate prior background knowledge <input type="checkbox"/> Teach new background knowledge <input type="checkbox"/> Both (depends on my students)

### STEP 3. ACTIVATE

Describe the strategies that you will use to activate MLs' prior background knowledge.

### STEP 4. TEACH

Describe the strategies that you will use to concisely teach new background knowledge.

Describe how you plan to differentiate for the strengths and needs of different MLs.