Scaffolded Lesson Planning Checklist

Checklist Statements

1. I know the strengths and needs of each EL... in relation to the language demands of the lesson. I have set individual goals to help my ELs progress in their acquisition of English.  
   □ YES □ NO

2. I have analyzed the language demands... of the lesson and identified areas that may be challenging for my ELs.  
   □ YES □ NO

3. I have developed a list of key vocabulary... to pre-teach and determined how I will teach and provide opportunities to practice this vocabulary.  
   □ YES □ NO

4. I have determined specific aspects of language use... that I will focus on during my lesson.  
   □ YES □ NO

5. I have determined what background knowledge to teach... (if any) and how I will teach it in a concise manner.  
   □ YES □ NO

6. I have determined how to effectively group students... in order to most effectively support their learning of content and acquisition of English.  
   □ YES □ NO

7. I have included opportunities for students to practice key concepts... in varied ways using multiple modalities.  
   □ YES □ NO

8. I have selected home language resources... (as appropriate) that can support ELs in learning the new content and academic vocabulary.  
   □ YES □ NO

9. I have selected or developed scaffolded materials... to support ELs of varying proficiency levels (e.g., graphic organizers, sentence stems and/or sentence frames, and visuals).  
   □ YES □ NO

10. I have determined how I will assess student learning... and how I will scaffold the assessment for ELs of varying proficiency levels.  
    □ YES □ NO

Staehr Fenner & Snyder, 2017, p. 74.