

Scaffolded Lesson Planning Checklist

Checklist Statement	Yes	No
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.		
2 I have analyzed the language demands of the lesson and identified areas that may be challenging for my ELs.		
3 I have developed a list of key vocabulary to preteach and determined how I will teach and provide opportunities to practice this vocabulary.		
4 I have determined specific aspects of language use that I will focus on during my lesson.		
5 I have determined what background knowledge to teach (if any) and how to teach it in a concise manner.		
6 I have determined how to effectively group students in order to most effectively support their learning of content and acquisition of English.		
7 I have included opportunities for students to practice key concepts in varied ways using multiple modalities.		
8 I have selected home language resources (as appropriate) that can support ELs in learning the new content and academic vocabulary.		
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).		
10 I have determined how I will assess student learning and how I will scaffold the assessment for ELs of varying proficiency levels.		

Source: Staehr Fenner & Snyder, 2017, p. 74.