**Checklist for Lesson Plan Design with Diverse Learners**

**Content Knowledge**

\_\_\_\_\_ lesson objective/shared target written in student friendly language

\_\_\_\_\_ examples of differentiation in my plan: (circle those that apply)

special needs of students, learning styles, multiple intelligences, cultural background, other: \_\_\_\_\_

\_\_\_\_\_ opportunities for inquiry (circle those that apply)

question board, KWL, ask a friend, 1:1 with teacher, independent research, other: \_\_\_\_\_\_\_\_\_\_

**Instruction**

\_\_\_\_\_ identify & post target learning objective at beginning and end of lesson

\_\_\_\_\_ teaching techniques to support CLD students: (circle those that apply)

modeling, repeat/rephrase instruction, lesson broken into understandable parts (comprehensible

input), guided practice: “I do, we do, you do,” alternative presentation, other: \_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_ make connections to prior learning or student’s background knowledge

\_\_\_\_\_ scaffolds to differentiate for CLD students: (circle those that apply)

anchor chart, content/academic vocabulary wall, graphic organizers, sentence stems, realia,

templates, manipulatives, total physical response (TPR), paired visual w/ auditory, thinking maps

other:\_\_\_\_\_\_\_\_\_

\_\_\_\_\_ opportunities to practice language at different levels during lesson:

Word-

Sentence-

Discourse-

\_\_\_\_\_ enrichments to enhance understanding of stated standards: (circle those that apply)

high interest/accessible vocabulary book bins, computer links to extension activities, independent

work connections to cultural and/or linguistic differences, other: \_\_\_\_\_\_\_\_\_\_\_\_

**Assessment**

\_\_\_\_\_ standards-based assessments tied to language: (circle those that apply)

Reading Writing Speaking Listening

\_\_\_\_\_ assessment modified for CLD students: (circle those that apply)

read aloud assessment, take dictation/scribe student responses, 1:1 conference, labeling/drawing,

provide academic word bank and/or word wall, other: \_\_\_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_ rubrics with range of scores to show proficiency

\_\_\_\_\_ project-based criteria to demonstrate student knowledge

\_\_\_\_\_ choices given for multiple intelligences to express understanding: (circle those that apply)

demonstration, music, artistic response, activity, movement, other: \_\_\_\_\_\_\_\_\_\_

\_\_\_\_\_ nonverbal student self-assessment (thumbs up/down, scale of 5 on fingers, etc.)

\_\_\_\_\_ exit ticket with appropriate structure that is not dependent on language to show knowledge

**Classroom Management**

\_\_\_\_\_ Do I include familiar (nonverbal) cues from classroom?

\_\_\_\_\_ Do I use school behavior language program and language?

\_\_\_\_\_ Do I build in praise for positive behavior models?

\_\_\_\_\_ Do I present my directions clearly and precisely with models as needed?

**Affective Skills**

\_\_\_\_\_ cultural differences of students considered

\_\_\_\_\_ multiple groupings with chances to practice language skills: (circle those that apply)

“turn & talk” in pairs or triads, group discussion, individual with an adult, written, other: \_\_\_\_\_\_\_\_\_

\_\_\_\_\_ cooperative learning groups created for small groups or teams