

Language-Focused Planning Tool: Annotated Guide

Teachers can use the guiding questions in this annotated guide to familiarize themselves with the Language-Focused Planning Tool.

State Early Learning Development Standards and **WIDA Early Language Development Standards:** Which state early learning and development standards and WIDA Early Language Development Standards is this plan based on?

| <p>Language and Learning Goals: What are the learning and language development goals for the lesson? How are the goals informed by what you know about each child’s assets and interests?</p> | | |
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| Language Interaction | Language Participation | Language Development |
| <ul style="list-style-type: none"> • What role(s) have multilingual children assumed previously? • Which roles does this standard(s) expect children to assume? Does this represent a shift in practice for multilingual children? • What other opportunities are there for multilingual children to be encouraged to take on new roles? • What opportunities are there to utilize peers and adults as a resource for multilingual children? • How will you plan to use roles multilingual children already assume as a bridge to take on new roles during language interactions? | <ul style="list-style-type: none"> • How and when have multilingual children used language to express self, recount, inquire? • Which Key Uses of language does this standard(s) expect multilingual children to use: Express Self, Recount, Inquire, other? Will this Key Use of language be new for multilingual children? If not, can you plan to introduce and encourage new ways to use language? • How will you plan to build on familiar Key Uses of language multilingual children are already comfortable with? | <ul style="list-style-type: none"> • What language practices do multilingual children engage in? • What language do multilingual children understand and use to make meaning? • What language practices are multilingual children assumed or expected to engage in to meet this standard(s)? Does this represent a shift in practice for multilingual children? • How will you plan to expand multilingual children’s language practices and language they are familiar and comfortable using? |

Participants and Language(s) Used: Which children and adults will be interacting during this activity and what language(s) will be used and encouraged?

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| Plans |
| Setting Describe the setting (e.g., indoor dramatic play area, outdoor playground). |
| Activity (Circle all that apply) Mealtime Transitions Routines Teacher-Directed Child-Directed Large Group Small Group Outdoor Play Other: |
| Language Interaction How will you plan for roles to be assumed by multilingual children, their peers, and adults during language interactions? |
| Language Participation How will you plan for encouraging language participation, targeted Key Uses of Language, or other purposes of language use with the lesson? |
| Environment and Resources How do you plan to use the environment and resources to create equitable learning opportunities for multilingual children? How will you encourage multilingual children to access resources available to them? |
| Notes Any next steps or reminders that you want to document? |