













# Checklist for Increasing Academic Language Awareness

Lesson Objectives:	Text:
Text type (e.g., biography, poem, lab report, word problem):	Text purpose (e.g., to inform, to persuade)
Academic tasks students will complete (e.g., summarize a text excerpt, discuss the main idea):	

AWARENESS-BUILDING QUESTIONS	EXAMPLE(S) FOUND IN TEXT (IF PRESENT)	PRIORITY FOR INSTRUCTION
<b>WORD/PHRASE LEVEL</b>		
 Are there <b>everyday words</b> (e.g., ruler) that may be unfamiliar to MLs?		<input type="checkbox"/>
 Are there <b>everyday words</b> Are there <b>cross-disciplinary academic words</b> (e.g., analyze or describe) that may be unfamiliar to MLs?		<input type="checkbox"/>
 Are there <b>everyday words</b> Are there <b>content or technical words</b> specific to the topic you're teaching that may be unfamiliar to MLs?		<input type="checkbox"/>
 Are there <b>everyday words</b> Does the vocabulary in the text lend itself to any <b>mini lessons on word-learning strategies</b> (e.g., words with multiple meanings, determining meaning of words in context, cognates, or affixes)?		<input type="checkbox"/>
<b>SENTENCE LEVEL</b>		
 Are there aspects of <b>grammar</b> (e.g., clauses, verb tense, or interrogatives) that may be challenging for MLs?		<input type="checkbox"/>

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AWARENESS-BUILDING QUESTIONS	EXAMPLE(S) FOUND IN TEXT (IF PRESENT)	PRIORITY FOR INSTRUCTION
<b>SENTENCE LEVEL</b>		
 <p>Are there any <b>complex sentences</b> that might be confusing to MLs? (Consider these for a language dive or mentor sentence)</p>		<input type="checkbox"/>
 <p>Are there any <b>conventions</b> that may be new or confusing (e.g., punctuation, spelling)?</p>		<input type="checkbox"/>
<b>DISCOURSE LEVEL</b>		
 <p>How is the text <b>organized or structured to support the text purpose</b>? What challenges might MLs have in identifying organizational features or text purpose?</p>		<input type="checkbox"/>
 <p>What <b>cohesive devices</b> (use of synonyms, pronoun substitution, connecting words or phrases) may be challenging for MLs?</p>		<input type="checkbox"/>
 <p>Are there any challenges for MLs related to <b>language density</b> (e.g., use of adjectives, modifiers, prepositional phrases)?</p>		<input type="checkbox"/>
<b>SOCIOCULTURAL CONTEXT</b>		
 <p>Does the text assume any <b>experience, background knowledge, and/or awareness</b> for students to understand it?</p>		<input type="checkbox"/>
 <p>Could students' first <b>language and/or home culture</b> impact their understanding of the text?</p>		<input type="checkbox"/>

*Source:* Adapted from WIDA English Language Development Standards Framework, 2020 Edition, <https://wida.wisc.edu/teach/standards/eld/2020>, © 2020 Board of Regents of the University of Wisconsin System wida.wisc.edu. Icons by iStock.com/Tiyas and iStock.com/MaksimAnkuda.