













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):	

Sentence Dimension

AWARENESS-BUILDING QUESTIONS	EXAMPLE(S) FOUND IN TEXT (IF PRESENT)	PRIORITY FOR INSTRUCTION
WORD/PHRASE LEVEL		
 Are there everyday words (e.g., ruler) that may be unfamiliar to MLs?		<input type="checkbox"/>
 Are there cross-disciplinary academic words (e.g., analyze or describe) that may be unfamiliar to MLs?		<input type="checkbox"/>
 Are there content or technical words specific to the topic you're teaching that may be unfamiliar to MLs?		<input type="checkbox"/>
 Does the vocabulary in the text lend itself to any mini lessons on word-learning strategies (e.g., words with multiple meanings, determining meaning of words in context, cognates, or affixes)?		<input type="checkbox"/>
SENTENCE LEVEL		
 Are there aspects of grammar (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
SENTENCE LEVEL		
 <p>Are there any complex sentences that might be confusing to MLs? (Consider these for a language dive or mentor sentence)</p>		<input type="checkbox"/>
 <p>Are there any conventions that may be new or confusing (e.g., punctuation, spelling)?</p>		<input type="checkbox"/>
DISCOURSE LEVEL		
 <p>How is the text organized or structured to support the text purpose? What challenges might MLs have in identifying organizational features or text purpose?</p>		<input type="checkbox"/>
 <p>What cohesive devices (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 language density (e.g., use of adjectives, modifiers, prepositional phrases)?</p>		<input type="checkbox"/>
SOCIOCULTURAL CONTEXT		
 <p>Does the text assume any experience, background knowledge, and/or awareness for students to understand it?</p>		<input type="checkbox"/>
 <p>Could students' first language and/or home culture impact their understanding of the text?</p>		<input type="checkbox"/>