

3. Decide which academic-language linguistic features of the text you will teach at the sentence and discourse level.

Linguistic Feature of Text	How to Teach This Feature
Sentence level:	
Discourse level:	

4. Drawing from the potentially challenging aspects of the text, decide on appropriate scaffolds⁹ that you will develop to support ELs at different levels of proficiency in understanding the text. Scaffolds might include the following:
- Embedded glossaries with easy-to-understand definitions of key academic vocabulary in English
 - Translations in the home language, if available and appropriate
 - Images
 - Graphic organizers
 - Sentence frames or sentence starters

Level of Proficiency	Scaffolds
Beginning	
Intermediate	
Advanced	

(Continued)

FIGURE 5.10 (Continued)

5. Discuss the roles that you (content, ESOL teacher, specialist, etc.) will have in implementing the lesson. How will you complement each other's strengths by leveraging your expertise?

Type of Teacher	Role in Implementing Lesson	Strengths and Expertise to Leverage
ESOL		
Content		
Specialist		
Other		

6. How will you reflect on the efficacy of the lesson and collaborate to revise the lesson?