










# Appendix F



## Checklist for Supporting MLs' Academic-Language Development in Speaking and Writing

The purpose of this checklist is to support you in developing speaking and writing tasks to foster academic language development for MLs.

Lesson Objectives:	
Text Type (e.g., biography, poem, lab report, word problem):	
Text Purpose (e.g., to inform, to persuade):	

AWARENESS-BUILDING QUESTIONS	EXAMPLE(S)	PRIORITY FOR INSTRUCTION
WORD/PHRASE LEVEL		
 Are there <b>everyday words</b> (e.g., pencil) that you would like MLs to use?		<input type="checkbox"/>
 Are there <b>cross-disciplinary academic words</b> (e.g., analyze or describe) that you would like MLs to use?		<input type="checkbox"/>
 Are there <b>content or technical words</b> (e.g., metamorphosis) specific to the topic that you would like MLs to use?		<input type="checkbox"/>

AWARENESS-BUILDING QUESTIONS	EXAMPLE(S)	PRIORITY FOR INSTRUCTION
SENTENCE LEVEL		
 <p>Are there aspects of <b>grammar</b> (e.g., clauses, verb tense, interrogatives) that MLs will need to use that may be challenging for them?</p>		<input data-bbox="1300 394 1328 422" type="checkbox"/>
 <p>Are there any <b>specific sentence structures</b> (i.e., simple, compound, complex) or a variety of sentence structures that you would like MLs to use that they may need practice with?</p>		<input data-bbox="1300 625 1328 653" type="checkbox"/>
 <p>Are there any <b>conventions</b> that you are expecting MLs to use that may be new or challenging (e.g., punctuation, spelling)?</p>		<input data-bbox="1300 846 1328 873" type="checkbox"/>
DISCOURSE LEVEL		
 <p>What academic language do you want students to use to support the <b>organization</b> of their ideas or to support the <b>purpose</b> for their writing or discourse? What challenges might MLs have with this academic language?</p>		<input data-bbox="1300 1136 1328 1163" type="checkbox"/>
 <p>What <b>cohesive devices</b> (e.g., use of synonyms, pronoun substitution, connecting words or phrases) would you like students to use that may be challenging for MLs?</p>		<input data-bbox="1300 1381 1328 1409" type="checkbox"/>
 <p>What academic language would you like students to use related to <b>language density</b> (e.g., use of adjectives, modifiers, prepositional phrases)? What challenges might MLs have with this academic language?</p>		<input data-bbox="1300 1625 1328 1652" type="checkbox"/>

AWARENESS-BUILDING QUESTIONS	EXAMPLE(S)	PRIORITY FOR INSTRUCTION
SOCIOCULTURAL CONTEXT		
 <p>Does the assignment or activity assume any <b>experience, background knowledge, or awareness</b> for students to understand it?</p>		<input type="checkbox"/>
 <p>Could students' home <b>language or culture</b> impact their understanding of the assignment or activity?</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](https://wida.wisc.edu). Icons by [iStock.com/Tiyas](https://www.iStock.com/Tiyas) and [iStock.com/MaksimAnkuda](https://www.iStock.com/MaksimAnkuda).

Based on your analysis of the assignment or activity, what is a mini lesson you might want to integrate into your lesson to support MLs' engagement with the assignment or activity and academic-language development?

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