













**FIGURE 6.6 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 <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"/>
SENTENCE LEVEL		
 Are there aspects of <b>grammar</b> (e.g., clauses, verb tense, or interrogatives) that may be challenging for MLs?		<input type="checkbox"/>

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

Based on your analysis of the text, what is a mini lesson you might want to add to your lesson to support MLs' engagement with the text and academic language development?

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