

Figure 4.2 Language and Literacy Instruction in the Grade-Level/Content-Area Class

TYPE OF ATTENTION TO LANGUAGE	KEY QUESTIONS	PLANNING NOTES
Language Progressions	<i>What levels of language proficiency do these plans address?</i>	
	<i>What content standards are being targeted and assessed?</i>	
	<i>What language-learning standards are being targeted and assessed?</i>	
Language Opportunities (Demands)	<i>What grade-level content, concepts, and texts are highlighted?</i>	
	<i>What academic language—general and subject-specific—are featured?</i>	
	<i>What opportunities do students have to SWIRL (speak, write, interact, read, and listen)?</i>	
Language Scaffolds	<i>What background knowledge is needed to be successful?</i>	
	<i>What scaffolds are used to support the comprehension and application of language and content?</i>	
Language Supports	<i>How do these plans foster schoolwide cross-disciplinary language development that all teachers embrace?</i>	
	<i>What other systemic school supports do these plans incorporate?</i>	

Retrieved from the companion website for *Co-Planning: Five Essential Practices to Integrate Curriculum and Instruction for English Learners* by Andrea Honigsfeld and Maria G. Dove. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2022 by Corwin Press, Inc. All rights reserved. Reproduction authorized for educational use by educators, local school sites, and/or noncommercial or nonprofit entities that have purchased the book.