SupportEd

Checklist for Increasing Academic Language Awareness

Instructions:

1. Select the text you will be using with your students.

2. Note the purpose for teaching this text. You can cite content and/or language standards or provide a general purpose.

3. Analyze the various elements of the text's academic language and complete this checklist.

Awareness-Building Questions	Text Info Yes/No	Example(s) Found in Text	Teach This Feature? Yes/No
Vocabulary (Word Level)			
Are there everyday **Tier 1 words** (e.g., cat) that may be unfamiliar to students?	✓ ✗		✓ ✗
Are there general academic **Tier 2 words** (e.g., analyze or describe) that may be unfamiliar?	✓ ✗		✓ ✗
Are there **Tier 3 words** specific to the content you're teaching that may be unfamiliar?	✓ ✗		✓ ✗
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, or affixes)?	✓ ✗		✓ ✗
Grammar or Syntax (Sentence Level)			
Are there aspects of **grammar** (e.g., clauses, verb tense, or interrogatives) that may be challenging for ELs?	✓ ✗		✓ ✗
Is there any **syntax** (arrangement of words and phrases) that might be confusing?	✓ ✗		✓ ✗
Are there any **conventions** that may be new or confusing (e.g., punctuation, spelling, etc.)?	✓ ✗		✓ ✗

Staehr Fenner & Snyder, 2017, p. 129.

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Organization (Discourse Level)			
What is the **type of text** (e.g., lab report or blog post)?			✓ ✗
How is the text **organized or structured** (e.g., description or cause and effect)?			✓ ✗
How do the ideas **hang together cohesively**?			✓ ✗
Are there any **markers of sequence or relationships** between ideas (e.g., in addition or likewise)?	✓ ✗		✓ ✗
What is the **purpose of the text** (e.g., to persuade or to inform)?			✓ ✗
Sociocultural Level			
Does the text assume any **experience, background knowledge**, and/or **awareness** for students to understand it?	✓ ✗		✓ ✗
Could students' first **language and/or home culture** impact their understanding of the text?	✓ ✗		✓ ✗

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