

### 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
<b>Vocabulary (Word Level)</b>			
 <p>Are there everyday <b>Tier 1 words</b> (e.g., cat) that may be unfamiliar to students?</p>	<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>
 <p>Are there general academic <b>Tier 2 words</b> (e.g., analyze or describe) that may be unfamiliar?</p>	<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>
 <p>Are there <b>Tier 3 words</b> specific to the content you're teaching that may be unfamiliar?</p>	<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>
 <p>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, or affixes)?</p>	<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>
<b>Grammar or Syntax (Sentence Level)</b>			
 <p>Are there aspects of <b>grammar</b> (e.g., clauses, verb tense, or interrogatives) that may be challenging for ELs?</p>	<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>
 <p>Is there any <b>syntax</b> (arrangement of words and phrases) that might be confusing?</p>	<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>
 <p>Are there any <b>conventions</b> that may be new or confusing (e.g., punctuation, spelling, etc.)?</p>	<input type="checkbox"/> <input type="checkbox"/>		<input type="checkbox"/> <input type="checkbox"/>

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