

QUESTIONS TO ASK:	
<ul style="list-style-type: none"> • What linguistic challenges will the lesson/text present? (Function and/or Form) • What vocabulary/language structure (Form) need pre-teaching so students can comprehend and participate? • What level of differentiation (scaffolds) must be done so that students can participate independently (listening, speaking, reading, writing)? 	
KEEP IN MIND:	
<ul style="list-style-type: none"> • English Learners may appear proficient as they talk about personal topics, but will develop difficulty when they are required to listen, speak, read and write in academic content areas. • We can help ELs develop academic proficiency by teaching the language they need to complete a required task. • Attempt to increase academic demands while decreasing language demands. 	
LANGUAGE DEMANDS (OBJECTIVE):	
Receptive- language students must understand in order to complete tasks Interactive- productive demands that involves Two-way interactive communication and negotiation of meaning	Productive language students must use to complete tasks
<ol style="list-style-type: none"> 1. What is the content knowledge (objective) being presented in the Lesson? 2. What is the purpose for which the language is being used? (Function) 3. What grammar or language structure (Form) could be addressed in lesson or student will need to complete task? 	
Examples of Language Functions: express needs/likes describe retell predict compare/contrast	Examples of Language Forms: forming questions nouns pronouns adjectives adverbs
<ol style="list-style-type: none"> 1. What vocabulary/concepts are essential for students to engage in the lesson? 2. What is the content-area vocabulary that students need to use, produce, process or understand? 3. What activity/assignment will the student be responsible for? 4. What supports will the student need to independently complete task? 	
Examples of scaffolds/supports: graphic organizers, pictures, sentence/paragraph frames, manipulatives, book on tape, native English peer	