

Analyzing Content and Language Demands

ALL GRADE LEVELS

GUIDELINE KEY

This resource is related to the following ELSF Guidelines:

SUBJECT	AREA OF FOCUS	GUIDELINE	SPECIFICATION
ELA	II V	5 14	5A 14A

Description of resource and intended audience:

This tool is intended to support analysis of the language and content area demands of an upcoming lesson before teaching. This information from the analysis can be used to inform instruction and formative assessment. Parts of this tool have been adapted from “Content Language Objectives (CLOs)” training by Denver Public Schools.

Materials needed: An upcoming lesson, access to relevant instructional materials, grade level standards

Approximate time needed: 15- 45 minutes. As the tool is utilized more, the time needed will decrease.

Instructions:

Prior to instruction, use the tool below to guide your thinking about the lesson to ensure intentional instruction of language to support students gaining content knowledge.

1. Content
 - What knowledge and skills are embedded within the standards that students are learning?
 - Is mastery of the standard expected by the end of the lesson?
 - What is the content-aligned success criteria?
2. Language Domain
 - What domain of language (speaking, listening, reading, writing) will be specifically targeted in this lesson?
3. Language Function
 - How will students use language in the lesson? Some examples of language functions include *describe, explain, classify, compare and contrast, sequence, defend, justify*
 - If a student is successfully achieving the content objective, what does that look/sound like in student language?
4. Language Form
 - What grammatical structures of the language, syntax, and academic vocabulary will be used?
 - To what, if any, ELA CCR standards does the language form align?
 - If a student is successfully using the language function, what does that look/sound like?
 - What features of language (syntax, academic vocabulary, parts of speech) are students using to be successful?



5. Differentiated Supports

- What supports will my levels 1-2 students need to understand the content?
- What supports will my levels 3-4 students need to understand the content?
- What supports will my level 5-6 students need to understand the content?

Works Cited

http://neweducators.dpsk12.org/NewEducators/media/NewEducators/Documents/Final_CLO_Training_PPT-1.pdf