

APPENDIX F

The SWEL Lesson Plan Inventory

Is your lesson linguistically appropriate for your student population?

Use this inventory to strengthen your lesson plan so that all learners improve their academic English while mastering critical content knowledge. Check the boxes that are true for your lesson plan.

Note: This inventory is for planning purposes only, does not take the place of a lesson plan, and is not an evaluative tool for instruction. This inventory is focused on language and assumes that cultural relevance is already attended to.

- Lesson plan has a clear content objective (learning target).
- The lesson has an area of academic language to focus on in this lesson through
 - a) noticing students' areas of language needs and/or
 - b) forecasting areas of language need in lesson text, tasks, or tests.
- The lesson plan has a clear academic language objective (ALO).
- The ALO begins with a function (what students will be doing with language) that supports the content objective.
- The ALO ends with a support (a tool to support students with the language that you are teaching).
- ALO focal area:
 - a) If the ALO is at the word level, there is a focal area of phonology (how words sound), morphology (parts of words), or semantics (vocabulary). At least three examples are included.
 - b) If the ALO is at the sentence level, there is a focal area of syntax (grammar, how words fit together). At least three examples are included.
 - c) If the ALO is at the discourse level, there is a named text type.
- The lesson plan includes instructional strategies and activities aimed at learning the language of the ALO.
- The lesson plan includes an assessment (formative or summative) of the language of the ALO.