

Academic Language Demand

Specific ways language (reading, writing, listening and speaking) **will need to be used by students to** participate in learning tasks and demonstrate their learning. Language demands vary by discipline and language function/form.

- Are the language demands high or low?
 - High = notes from lecture, writing a paragraph, reading from a content text or primary source document.
 - Low = dramatization, illustration, filling in a graphic organizer or labeling with a word bank

Academic Language Demand in Lesson

The academic language demand for this lesson is: Students will use inferences to make meaning from a text.

The language demand is high because students are working with and applying the definition and characteristics of inference to a passage from several texts.

What do I want students to know by the end of the unit?

What do I want students to be able to do by the end of the unit? What will that look like?

Define inference and prediction.

Use inferences to make meaning from a text.

Explain the difference between inference and prediction.

- Develop inferences in a passage of text
- Support inferences with evidence from the text (discussion, group work, individual)

Tools/Scaffolds/Structures

Tools/Scaffolds/Structures

Anchor chart
Exit Slip

Modeling from teacher/include class
Graphic organizer for group work
Graphic organizer for individual work
Sentence frames for explaining inference
_____ and _____ happened in the text and I know _____. Therefore, I can infer that _____.
I can infer that _____ because _____, _____, and _____.

Sentence frame for comparing/contrasting prediction and inference. (Develop as class if needed)