<table>
<thead>
<tr>
<th>The Features of Academic Language in WIDA’s Standards</th>
<th>Element of Language Objective (Focus on Academic Language)</th>
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</table>
| “The features of academic language operate within sociocultural contexts for language use.”
The sociocultural contexts for language use involve the interaction between the student and the language environment, encompassing the:  
- Register  
- Genre/text type  
- Topic  
- Task/Situation  
- Participants’ identities and social roles | WHY - What is the function of the academic language required in the lesson?  
Academic Language Function  
What function/purpose of AL are you teaching?  
(e.g., explain, argue, describe, classify etc.)  
This is connected to the genre. (Note: this genre is in the Systemic Functional Linguistics sense, which is tied to function or purpose.)  
The features of academic language required for the task will depend on the language function. |

<table>
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<tr>
<th>Performance Criteria</th>
<th>Features</th>
<th>WHAT - What academic language features are you teaching?</th>
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</table>
| **Vocabulary Usage**  
(Specificity of word or phrase choice) | • General, specific, and technical language  
• Multiple meanings of words and phrases  
• Formulaic and idiomatic expressions  
• Nuances and shades of meaning  
• Collocations | **Vocabulary** (word/phrase level)  
What are the specific words and phrases you are teaching?  
- How many?  
- Tiers 3, 2, 1  
- Lexis of a particular knowledge structure (taxonomy, consequence, evaluation and sequence)  
**Word-level structure**  
Are you teaching...?  
- **cognates**: policia – police  
- **morphemes**: quick – quickly, condense – condensation  
- **word formations**: plurals, nominalizations, adverbial and adjectival formations |

| **Language Forms and Conventions**  
(Types, array and use of language structures) | • Types and variety of language structures  
• Conventions mechanics and fluency  
• Match of language forms to purpose/perspective | **Sentence level structure**  
Are you teaching...?  
- **noun-adjective placement**  
- subject-verb agreement  
- **tense** - verb forms (weep/wept, produce/produced)  
- sentence formation (question, statement, etc.) |

| **Linguistic Complexity**  
(Quantity and variety of oral and written text) | • Amount of speech/written text  
• Structure of speech/written text  
• Density of speech/written text  
• Organization and cohesion of ideas  
• Variety of sentence types | **Discourse level structures**  
Are you teaching...?  
- **chain of referents**  
  (e.g., following nouns/pronouns, "participants" and nominalized forms)  
- conjunctions and other cohesive devices (words that signal relationships like causation, chronology, etc.)  
- paragraph structure (e.g., topic sentence, 3 details, concluding sentence)  
**HOW - How will the student demonstrate the academic language learning?**  
Mode –  
- Speaking  
- Writing  
- Other (pointing/gestures) |

| **WHEN - When during the lesson is academic language learning demonstrated/assessed?** |  
- Before  
- During  
- After |