When identifying the language demands of your planned lessons and assessments, consider everything that the students have to do to engage in the communication related to the activity: listen to directions, read a piece of text, answer a question out loud, prepare a presentation, write a summary, respond to written questions, research a topic, talk within a small group of peers. All of these common activities create a demand for language reception or language production.

Some language demands are related to text types, which have specific conventions with respect to format, expected content, tone, common grammatical structures (e.g., if…, then…), etc. The language demands of other tasks are not as predictable, and may vary depending on the situation, e.g., participating in a discussion or asking a question. All students, not only English Learners, have productive and receptive language development needs. The discussion of language development should address your whole class, including English Learners, speakers of varieties of English, and other native English speakers.