Understanding the parts of a Focus Language Goal

[Screencast explanation]

Macrofunction	Microfunction	Examples of language use
For what purpose is language being used or encountered?	*What essential academic skill will students need to use most often in this unit?*	*Students will use this kind of language to...*
*Narrate: Represent experiences through stories and histories	*There will be a lot of overlap between language skills, which is perfectly normal. The microfunctions here are organized here by which macrofunction they align with the most, but they can go anywhere.* **Narrate** Describing Elaborating Identifying Sequencing **Inform** Classifying Comparing / Contrasting Predicting Summarizing **Explain** The causes and effects of Inquiring **Argue** Contradicting Evaluating Justifying Stating opinions or claims [Microfunction documents with examples and sentence frames]	❏ Describe personal recounts or anecdotes ❏ Reflect on a current event or otherwise provide their perspective on something ❏ Create timelines ❏ Summarize historical events
Inform: Communicate factual information on a topic		❏ Give reports about people, places, things, or ideas ❏ Research and investigation ❏ Identify problems and offer solutions
Explain: Give account for how or why things work		❏ Explain the causes and effects of historical events ❏ Compare multiple perspectives on a specific event ❏ Report on how different political, economic, or cultural systems work
Argue: Justify one's claims using evidence and reasoning		❏ Defend their position in writing or through discussion ❏ Determine an author's position or perspective ❏ Present counter arguments that are supported by evidence

**WIDA released the 2020 ELD Standards on 12/18/2020 which replaces the macrofunction "Recount" with two new ones: Narrate and Inform.*

Steps to creating a Focus Language Goal

Screencast Explanation

Step	Examples & Explanations
Decide which 1 or 2 content standards are either the most essential to the unit or require a lot of language to successfully master. *Look for the **action verbs** (explain, analyze) and/or words that hint at ways students will use academic language (the reasons for, affected)*	**Content Standard (US I):** *HSS.USI.T1.02 Explain the reasons for the French and Indian War (1754-1763), the North American component of the global Seven Years' War between Great Britain and France (1756-1763), and analyze how the war affected colonists and Native Peoples.*
Use the table above to determine the kind of language students will use or encounter most often in this unit.	In other words, students must be able to __ in order to __ (*e.g., explain causes and effects in order to understand the impact of the French and Indian War*)
🤔💭 **How will students use or encounter this kind of language?** *This is an optional stage, but it might help in determining the focus of language use.*	• Identifying the causes and effects from a text • Comparing different perspectives from primary and secondary sources • Listening for the gist during a viewing of a documentary, and summarizing the key points • Making a claim about an effect and defending it during a Socratic Seminar • Writing an informative / explanatory essay in which they outline causes and effects, supported by evidence
Create an FLG using this formula: **Macrofunction + Microfunction + Content Standard Stem** *You can also use a key academic practice, but the FLG will start to get wordy. You can also wordsmith the FLG to make it sound less awkward as long as it contains the key components in the formula.*	**Focus Language Goal:** SWBAT **explain** causes and effects *for the French and Indian War (1754-1763), the North American component of the global Seven Years' War between Great Britain and France (1756-1763), and analyze how the war affected colonists and Native Peoples* by building on the ideas of others and articulating their own.

What can SEI mainstream content teachers do with these goals? *(Screencast explanation)*

- Create an awareness of the fact that students will need to be able to use this kind of language in order to access the content, and that we should anticipate where some students will need support
- Proactively create language support tools that will support all students in developing stronger language skills in order to think, speak, and act like historians, such as
    - Anchor charts of key vocabulary or sentence structures
    - Sentence stems, paragraph frames
    - Graphic organizers for unpacking primary and secondary sources, comparing perspectives, or identifying causes and effects
    - Mentor texts that can be used during modelling or think alouds to highlight how the author used this type of language through the lens of a historian

Example

Standard: Analyze the economic, intellectual, and cultural forces **that contributed to** the American Revolution.

- Teachers will define economic, intellectual, cultural forces of the time period; model how to do the following:

Students can…

- Create charts that list examples of each type of force in a few words
  -

Economic Forces	Intellectual Forces	Cultural Forces

- Write statements that explicitly provide examples
  - *One example of an economic force was _____*
- Embed examples into sentences
  - *Cultural forces, such as ___, …*
- Students can explain how and why those forces contributed to the American Revolution, pulling information from multiple sources
  - Expand on charts to include examples of how and why
  - Write statements that explicitly explain how and why
  - Embed explanations to show causes and effects

We cannot assume all students have the language to be able to do this without our support. Creating Focus Language Goals, identifying the specific language skills and knowledge, and situating this in a sociocultural context makes it explicitly clear to all what those language demands are, how to support students in navigating those demands, and lays out clear expectations for students to meet.

Doing this work ahead of time (during curriculum planning) only makes our lives easier and the educational experience for students better.