Guide to Writing Language Objectives

What is a Language Objective?

A **Content Objective** identifies **what** students should know and be able to do at the end of a lesson. They are based on the grade-level standards of the class.

A **Language Objective** articulates **how** students will communicate what they are learning. They are based on the Ca. ELD Standards and focus on domains of language: speaking, listening, reading, and writing.

Essential Questions for Language Objectives:

- What are the language demands of the activities and text?
- What language forms or structure are students struggling with? or do you anticipate them struggling with?
- What language functions do they need to access content learning?
- What will increase their language fluency and help prepare students for the next proficiency level?

Modes of Communication

A communicative approach focuses on how students will exchange information and ideas about what they are learning so that students are responsible for holding the cognitive load and doing the thinking in the class.

Collaboration: ***Engagement in Dialogue with Others - Interpersonal*** academic collaborative conversations, interacting with others in print or using technology, offering opinions, negotiating meaning, adapting language choices.

Interpretation: ***Comprehension and Analysis of Written and Spoken Texts*** Listening and reading closely for meaning, evaluating how writers and speakers use language, analyzing how writers and speakers use vocabulary and other language resources for specific purposes.

Production: ***Creation of Oral Presentations and Written Texts*** formal oral presentations, writing literary and informational texts, supporting one's own opinions and evaluating others' opinions in speaking and writing, selecting and applying precise vocabulary

Indicators for Language Objectives

☐ The objective is measurable;
☐ The objectives are written and presented in language the students can understand;
☐ The language objective promotes academic language and introduces authentic, complex texts;
☐ The language objective connects clearly with the lesson content objective, the topic and lesson activities;
☐ The language objective emphasizes learning to communicate through interaction;
☐ There is a plan for assessing student progress on meeting these objectives during the lesson.

Formative Assessments

☐ Exit Slip (Written or Oral performance of language objective)
☐ Record keeping – Teacher listens to and/or observes a few students at a time
☐ Using recording devices (phone voice memos, iPads, etc.)
☐ Rubrics for writing and presentations (self-assessment and/or teacher assessment)
☐ Exit ticket observational tool

Feedback

☐ Intentional and explicit oral feedback
☐ Written feedback to students
☐ Immediate modeling proper use of language

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Language Objective Frame

I will (verb)_____**using** _____**with the help of**_____

Mode of Communication | Language Skill | Scaffold/Support

How we communicate - ELD Standards Part 1

I will collaborate	**I will interpret**	**I will produce or present**
share and discuss converse exchange opinions and reasons respond to questions persuade or debate Discourse routine list	read and analyze, evaluate, compare, identify listen and identify predict summarize define and compare Before-During-After Reading Playlist	write rehearse critique dramatize justify argument Argument Writing Process Playlist

How English Works: English Language Skills Focus - ELD Standards Part 2 & 3

How Texts Types Work

- Language features of a discourse type
- Transition or sequence words that create coherence in essay or paragraph
- Orientations and introductions
- Features of body paragraphs (CER)
- Conclusions
- Summaries
- Language register with the purpose of the message and audience
- Passive versus active voice in texts
- Features of a slide deck presentation
- Features of a podcast, digital story, etc...
- Features of other genres: science report, newspaper article, etc.
- Use of synonyms and pronouns to reference the same thing throughout a piece of writing.

How Sentences Work to Expand Ideas

- Complex and variety of verb tenses
- Communicating the degree of certainty about what will or might happen using modals
- Descriptions of location and time (where and when) and multiple adjectives, *i.e. cold wet sand*
- Comparatives and superlatives to describe numbers on the number line, *i.e. larger, largest*
- Noun phrases (as appositives) and prepositional phrases to describe location/time
- Adjective clauses to describe, i.e., “Arlene had a friend *who enjoyed swimming*.”;
- Adverb phrases to describe detail

How Sentences Work to Condense Ideas

- Sentence complexity in writing and speaking by joining ideas in compound, complex, compound-complex sentence
- Conjunctions, i.e., and, but, or and subordinating conjunctions to show cause and effect, i.e. because, thus, so
- Subordinating conjunctions to show concession to counter argument using adverbs: *(even though, whereas, while)*
- Subordinating with clause that begins with a relative pronouns *“who or whom”*
- Noun form for actions. This is called nominalization. (i.e. condensation, expansion, enlargement, growth)
- Embed clauses using "that" *i.e. Species **that** could not adapt to the changing environment became extinct.*
- Academic word choice - two-word phrasal verb

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How English Words Work	How the Sounds of English Work	How English Fluency Works

• Focus on Tiers 2 and 3 Vocabulary. Approaches: essentializing a text or focused listening
• Newcomers need Tier 1 words
  ○ MPD Newcomer Instructional Guidance
• Study of affixes, prefixes, roots, word families (develop, developer, development)
  ○ Scope & Sequence Newcomer Lessons
• Precise and varied words and phrases (synonyms)
• Use and clarify new words to build ideas or create products
• Exploring nuances of words: vocabulary ladders, sorting and categorizing word banks, personalizing words,
	• Letters and sounds of the alphabet
	  ○ Video: Pronouncing the Alphabet Sounds
	• Decoding and blending
	• Syllables, rhymes, alliteration
	• Comparing English to other languages:
	  ○ Contrastive Analysis - Sound Spelling
	  ○ Contrastive Analysis - Syntax and Grammar
	  ○ Cross-linguistic transfer/contrast
		• English Sight words that are not decodable
		• Fluency - speed and accuracy of reading
		• Prosody - intonation and cadence. Oral Reading Strategies
		• Strategies: read alouds, readers' theater, echo and choral reading, self-timing of reading

Language Objective Examples (more examples linked)			
Lead	Language Action: Mode of Communication - *ELD Standard Part 1*	Language Skill *ELD Standard Part 2 or 3*	Scaffold or Support
I will (ELA)	annotate text while reading	and identify transitional words that support the flow of ideas in the narrative	with a reading buddy and highlighter to highlight transitional words.
I will (Science)	share a prediction	using a modal to show my certainty (might, should, could, will)	using a sentence frame
I will (math)	justify my strategy and explain my thinking	using sequence words to describe steps (First, next…)	sequence word chart
I will (ELA)	share with and respond to my partner	using the past progressive verb tense (i.e. was swimming)	using the verb "to be" anchor chart
I will (Social Studies)	share my opinions and discuss the opinions of others'	using subordinating conjunctions with adverbs like while, although, however	an anchor chart

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ELD Standards by Grade-Level (click on link)			
Types of Supports and Scaffolds			
Support	Substantial for Emerging Level MLs	Moderate Scaffolds for Expanding Level MLs	Light Scaffolds for Bridging Level MLs
Examples of Scaffolds	• Pictures and graphics, match/sort/order, engineered texts, annotated diagrams • Home language meaning making (translanguaging strategies) • Visuals, graphic organizers, cloze reading • How to support newcomer access grade-level text	• Scaffolded interactions (timed turn taking, think-pair-share) • Models/exemplars of assignment • Picture retell • Video clips that provide context • Graphic organizers • Anchor charts	• Protocols • rubrics • peer support, collaborative assignments • anchor charts, models • Peer editing

Step 1: Identify Language Demands of your UNIT (link to unit planning guide)

What is the **final task** students are completing? What will students produce? What are the language demands of this task/text?

Step 2: Write the Language Objective for this LESSON

How will students be communicating in this lesson?

What do students need to know about how English works or what language skill could they learn and/or practice in this lesson?

What scaffold will students need to help them communicate and use or practice a new English language skill?

Step 3: Language Objective Frame

I will (verb)_____**using** _____**with the help of**_____

Mode of Communication | Language Skill | Scaffold/Support

Review this overview presentation on Writing Language Objectives

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