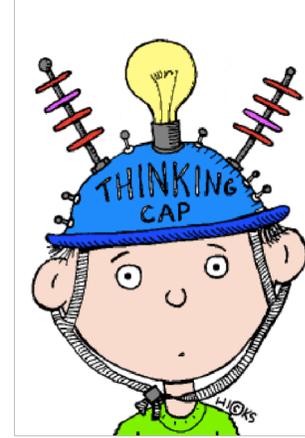


# Up the Bar



## Academic Language Objectives Day 3

MONTVILLE PUBLIC SCHOOLS, FEBRUARY 26, 2019

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# Goals for Today

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To provide guided practice and application opportunities to administrators on **how to write, assess and provide feedback** to teachers on language objectives.



# What are language objectives?

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1. Language objectives answer the question, what language do students need to complete a particular task?
2. Language objectives **are connected to state standards.**
3. Language objectives are measurable. When identifying language objectives, teachers consider how students can **demonstrate their achievement of the objectives when reading, writing, speaking, and listening.**
4. Language objectives help teachers deliver lessons that support all learners to bridge basic interpersonal communication skills (BICS) to cognitive academic language proficiency (CALP)

**C**

**A**

**L**

**P**



**Cognitive Tasks**

**Academic Language**

**Proficiency**



Include

- Explain
- Infer
- Analyze
- Draw Conclusions
- Synthesize
- Compare/contrast
- Persuade

- Language of literacy and formal writing
- Narrative and expository text structure

- Syntax and sentence structure
- Grammatical features (parts of speech, tense and mood, subject/verb agreement)
- Academic vocabulary

Accurate and fluent use of language includes:

- Ease of comprehension and production
- Automaticity in reading and writing
- Appropriateness of discourse style
- Facility of language use for a wide range of purposes.



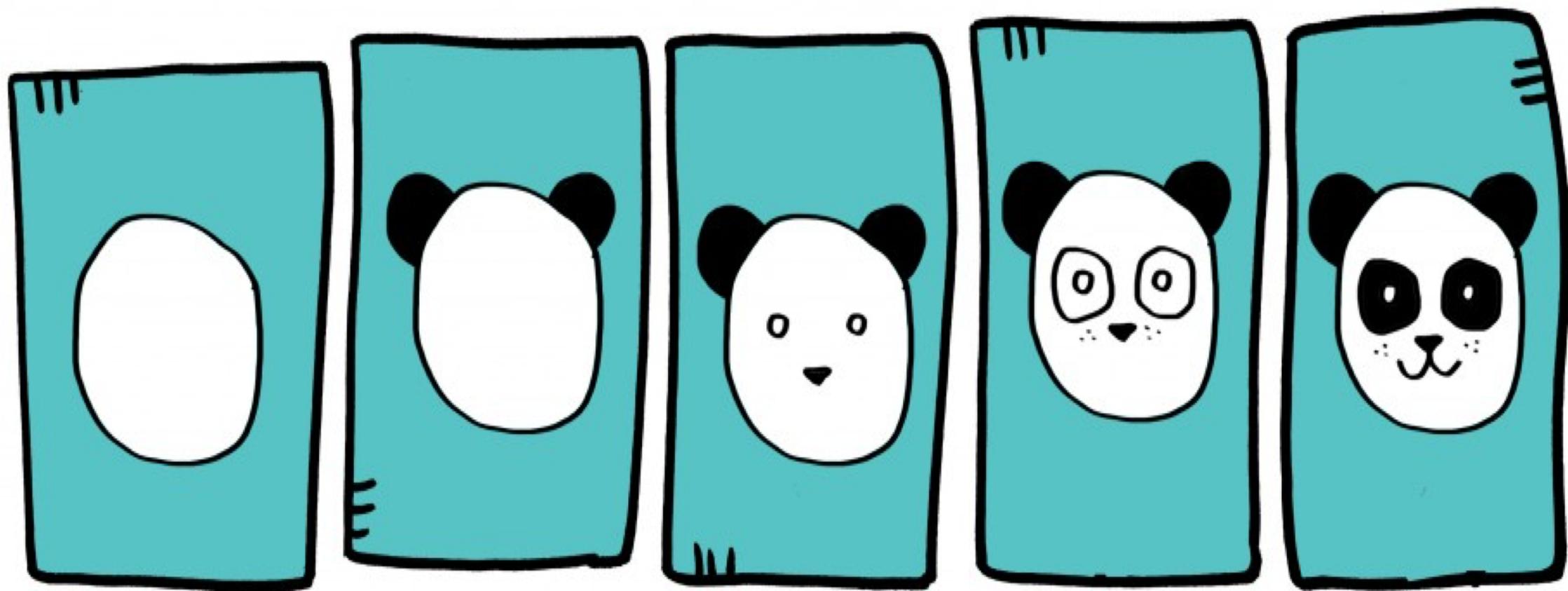
**Functions**

**Forms**

**Fluency**

<i>Academic Language</i>	<i>General Areas of Coverage</i>
<p><b>Building</b></p> <p><i>Discourse Level</i></p>	<ul style="list-style-type: none"> <li>• <i>Text types</i></li> <li>• <i>Genres</i></li> <li>• <i>Voice/perspective</i></li> <li>• <i>Cohesion across sentences through connectors</i></li> <li>• <i>Coherence of ideas</i></li> <li>• <i>Organization of text or speech</i></li> <li>• <i>Transitions of thoughts</i></li> </ul>
<p><b>Mortar</b></p> <p><i>Sentence Level</i></p>	<ul style="list-style-type: none"> <li>• <i>Types of sentences (simple, compound, complex, compound–complex)</i></li> <li>• <i>Types of clauses (relative, coordinate, embedded)</i></li> <li>• <i>Prepositional phrases</i></li> <li>• <i>Syntax (forms and grammatical structures)</i></li> </ul>
<p><b>Brick</b></p> <p><i>Word Or Phrase Level</i></p>	<ul style="list-style-type: none"> <li>• <i>Vocabulary (general, specialized, technical academic words)</i></li> <li>• <i>Multiple meanings of words</i></li> <li>• <i>Nominalizations</i></li> <li>• <i>Idiomatic expressions</i></li> <li>• <i>Double entendres and words with multiple meanings</i></li> </ul>

# PANDA IN 5 EASY STEPS



# How to Create an Academic Language Objective

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1. Create a Content Objective
2. Choose a Function (found in content objective)
3. Decide which **academic language** to teach
4. Decide on the **language domain**
5. Identify the **instructional supports**

IN 5 EASY STEPS

## Step #1 - Create a Content Objective

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1. Identify where you are in your content area scope and sequence or pacing guide; or which thematic unit, mini-unit, lesson, or mini-lesson you are on
2. Browse the texts\* . Know your content. If you skip this, the subsequent steps will fall apart.
3. Identify the Common Core/NJ Content Standards that best fits the direction of the learning goals you will compose for your students.

## Bloom's Taxonomy: Levels of Critical Thinking

Evaluation

Appraise, Argue, Assess, Choose, Conclude, Critic, Decide, Evaluate, Judge, Justify, Predict, Prioritize, Prove, Rank, Rate, Select

Synthesis

Compose, Construct, Create, Design, Develop, Integrate, Invent, Make, Organize, Perform, Plan, Produce, Propose, Rewrite

Analysis

Analyze, Characterize, Classify, Compare, Contrast, Debate, Deduce, Diagram, Differentiate, Discriminate, Distinguish, Examine, Outline, Relate, Research, Separate

Application

Apply, Change, Choose, Compute, Dramatize, Interview, Prepare, Produce, Role-play, Select, Show, Transfer, Use

Comprehension

Conclude, Demonstrate, Discuss, Explain, Generalize, Identify, Illustrate, Interpret, Paraphrase, Predict, Report, Restate, Review, Summarize, Tell

Knowledge

Count, Define, Describe, Draw, Find, Identify, Label, List, Match, Name, Quote, Recall, Recite, Sequence, Tell, Write

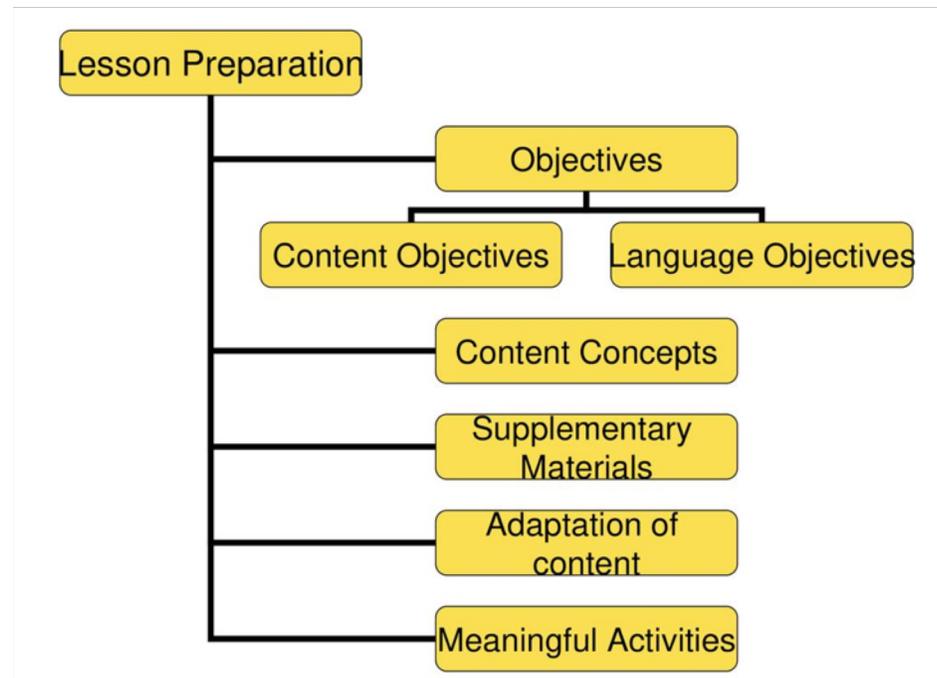
Step #2  
Choose a  
function

Matches your  
content objective  
function!

## Step #3 – Which academic language?

- **Noticing** – “What do I notice about my students’ written and oral language needs?”
- **Forecasting** – “What language do students need in order to engage with the content concepts?”

Backward  
design!



# Step #3– Decide on the level of academic language

## VERY IMPORTANT\*\*\*

### Bricks

- Subject specific vocabulary
- Found in bold face print in the text
- Taught at the WORD level:
  - Phonology – how words sound
  - Semantics – What words mean
  - Morphology – parts of words

### Mortar

- General utility vocabulary
- Used to construct sentences and paragraphs, and to engage in an academic conversation.
- Taught at the SENTENCE level:
  - Syntax – how words belong together

### Building

- Bricks plus Mortar = longer texts = Buildings
- Taught at the DISCOURSE\* level:
  - Genre – type of text
  - Pragmatics – knowing how and when to use different types of text (genre in action)

## Step #4: Language domains: Decide which domains

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- Speaking (orally)
- Listening
- Writing
- Reading

**Figure K: Examples of Sensory, Graphic, and Interactive Supports**

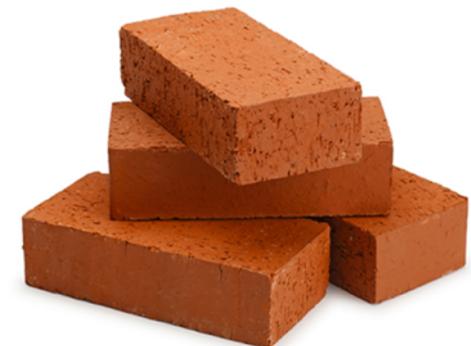
<b>Sensory Supports</b>	<b>Graphic Supports</b>	<b>Interactive Supports</b>
Real-life objects (realia)	Charts	In pairs or partners
Manipulatives	Graphic organizers	In triads or small groups
Pictures & photographs	Tables	In a whole group
Illustrations, diagrams, & drawings	Graphs	Using cooperative group structures
Magazines & newspapers	Timelines	With the Internet (websites) or software programs
Physical activities	Number lines	In the native language (L1)
Videos & films		With mentors
Broadcasts		
Models & figures		

**Step #5**  
**Identify**  
**Supports – this**  
**will determine**  
**your delivery**  
**and**  
**strategies**

## EXAMPLES OF BRICKS

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- SCIENCE – MITOSIS, HABITAT, POLARIZED
- MATH – RIGHT ANGLE, RECIPROCAL, RATIO
- SOCIAL STUDIES – GOVERNMENT, REVOLT, CONSTITUTION
- LANGUAGE ARTS – METAPHOR, NARRATOR, ALLITERATION



# EXAMPLES OF MORTAR

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- **CONNECTING WORDS: FOR EXAMPLE, BECAUSE, THEN, BUT, SOMETIMES, BEFORE, THEREFORE, HOWEVER, WHEREAS**
- **PHRASES WITH PREPOSITIONS – ON, IN, UNDER, BEHIND, NEXT TO, IN FRONT OF, BETWEEN, IN THE BACKGROUND**
- **COMPARATIVES – GREATER THAN, LESS THAN, EQUAL TO**



# EXAMPLES OF BUILDINGS

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- SCIENCE – LAB REPORTS
- MATH – STRUCTURE OF A MATH PROBLEM/PROOF, ORAL REPORT OF HOW A PROBLEM IS SOLVED
- SOCIAL STUDIES – FORMAL DEBATE, HISTORY REPORT, NEWS ARTICLE
- LANGUAGE ARTS – LETTER, NARRATIVE, SCREENPLAY, AUTOBIOGRAPHY



# Step #6 Write an academic language objective



**Word-level:** SWBAT \_\_\_\_\_ (function & domain) using \_\_\_\_\_ (vocabulary, or phonological/morphological topic), such as \_\_\_\_\_ (examples of language structure), with the support of \_\_\_\_\_ (supports).



**Sentence/syntax-level:** SWBAT \_\_\_\_\_ (function & domain) using \_\_\_\_\_ (language structure/syntax), such as \_\_\_\_\_ (examples of language structure), with the support of \_\_\_\_\_ (supports).



**Discourse-level:** SWBAT \_\_\_\_\_ (function & domain) in \_\_\_\_\_ (language genre), with the support of \_\_\_\_\_ (supports).

## Step #6 – Write an academic language objective



**Word-level:** SWBAT \_\_\_\_\_ (function& domain) using \_\_\_\_\_ (vocabulary, or phonological/morphological topic), such as \_\_\_\_\_ (examples of language structure), with the support of \_\_\_\_\_ (supports).

- SWBAT **explain in writing** (how bats are different from other mammals) using vocabulary such as herbivore, frugivore, and insectivores with the support of sentence frames.
- SWBAT **explain orally** using correct stress for words like herbivore, frugivore, and insectivore with the support of an audio recording created with a partner.
- SWBAT **identify through reading** using the suffix –ivore for words like herbivore, frugivore, and insectivore with the support of flashcards in my team.

# Step #6 – Write an academic language objective



**Sentence/syntax-level:** SWBAT \_\_\_\_\_ (function & domain) using \_\_\_\_\_ (language structure/syntax), such as \_\_\_\_\_ (examples of language structure), with the support of \_\_\_\_\_ (supports).

- SWBAT summarize in writing (how bats contribute to pollination) using ordinal numbers such as first, second, third with the support of a word wall.
- SWBAT compare through writing (per capita consumption of India and Canada) using comparative language such as greater than, less than, as \_\_\_\_\_ as with the support of sample sentences.

# Step #6 – Write an academic language objective



**Discourse-level:** SWBAT \_\_\_\_\_ (function & domain) in \_\_\_\_\_ (language genre), with the support of \_\_\_\_\_ (supports).

- SWBAT describe (how bats disperse seeds) in an organized oral presentation with the support of a cycle diagram.
- SWBAT orally compare (per capita consumption patterns) using comparative adjectives and sentence starters with the support of peers in a group discussion.

# Step #6 Write an academic language objective



**Word-level:** SWBAT \_\_\_\_\_ (function & domain) using \_\_\_\_\_ (vocabulary, or phonological/morphological topic), such as \_\_\_\_\_ (examples of language structure), with the support of \_\_\_\_\_ (supports).



**Sentence/syntax-level:** SWBAT \_\_\_\_\_ (function & domain) using \_\_\_\_\_ (language structure/syntax), such as \_\_\_\_\_ (examples of language structure), with the support of \_\_\_\_\_ (supports).



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