

Writing Language Objectives for English Acquisition

- Think about how language will be used in the lesson: in speech, in class discussion, in the reading assignments, in the lesson activities.
- **Keep in mind that acquiring a second language is a process. Language objectives should go from simple to more complex requirements:**
 - Recognize similes in text
 - Discuss the functions of similes
 - Write three similes
 - Write a paragraph that describes a setting using similes
- Language objectives can occur over several lessons. You don't have to create new ones each day....It depends on your activities.
- **The important thing to remember is.....How will you get them to practice reading, writing, speaking, and listening while learning the content of the lesson?**
- **Don't forget to use Marzano's Building Academic Vocabulary strategies for ELLs to help them acquire academic vocabulary (See the GISD BE/ESL Program Guide, Pages 95-97),**

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SAMPLE LANGUAGE OBJECTIVE STARTERS

Language Acquisition Skill	Objective Starter
Reading/Speaking	TLW ask questions and predict key concepts prior to reading.... <i>(relate to content)</i>
Speaking/Writing	TLW select and define 2-3 key concepts related to.... <i>(content)</i>
Writing	TLW write summary sentences about... <i>(relate to content)</i>
Speaking	TLW orally defend a position on... <i>(relate to content)</i>
Speaking	TLW discuss the difference between... <i>(relate to content)</i>
Speaking and/or Writing	TLW distinguish ____ from _____. <i>(relate to content)</i>
Reading/Speaking	TLW read and discuss _____ about _____ with group members.
Reading/Speaking	TLW ask questions about concepts and facts that are confusing.
Speaking and/or Writing	TLW compare _____ to _____ using the word <i>because</i> : "I think that the _____ because _____."
Writing	TLW write (or draw) a definition (or related meaning) for each new vocabulary word selected from text.
Reading, Listening, Speaking, and/or Writing	TLW make connections between previously learned vocabulary and vocabulary found in a new lesson and text.
Reading	TLW read a contextualized sentence that includes a vocabulary word.
Reading	TLW read a definition for a vocabulary word.
Speaking	TLW speak in the future tense to predict what their next lesson or unit of study will be using sentence frames: "I think we <u>will</u> learn about....." "I think we <u>are going to</u> study....." "I think this book <u>will be</u> about...."
Reading/Speaking/Writing	TLW use the language of > and < to identify the symbol used to show the relationship between two numbers. " _____ is greater than _____." " _____ is less than _____"
Reading/Speaking	TLW orally paraphrase three key concepts after reading selected text with a partner.

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Language Acquisition Skill	Objective Starter
Reading/Writing/Speaking	<p>TLW use sentence frames to respectfully agree or disagree with other class members' perspectives about _____:</p> <p style="padding-left: 40px;">"I disagree with _____ because _____."</p> <p style="padding-left: 40px;">"I agree with _____ because _____."</p>
Speaking	TLW orally explain to a partner why he or she thinks _____.
Speaking/Writing	TLW use the language of place value, including <i>million, thousand, hundred</i> .
Speaking	TLW use gestures, words, phrases, and sentences to answer teacher-generated questions.
Speaking/Writing	TLW display their knowledge of _____ by using complete sentences when answering a question.
Speaking/Writing	<p>TLW answer questions on increasingly sophisticated levels of cognition using the following prompts:</p> <p style="padding-left: 40px;"><i>Knowledge:</i> The definition of (topic) is _____.</p> <p style="padding-left: 40px;"><i>Comprehension:</i> (Topic) can be explained as _____.</p> <p style="padding-left: 40px;"><i>Application:</i> An example of (topic) is _____.</p> <p style="padding-left: 40px;"><i>Analysis:</i> (Topic) can be compared to _____.</p> <p style="padding-left: 40px;"><i>Synthesis:</i> If I create a new (of topic), I will include _____ in it.</p> <p style="padding-left: 40px;"><i>Evaluation:</i> We can conclude that (topic) _____.</p>
Speaking/Writing	<p>TLW use language to clarify what is being taught to them, what they understand, and what they don't understand, as they move from group to group, using the following sentence frames:</p> <p style="padding-left: 40px;"><i>"I understand that this is about _____."</i></p> <p style="padding-left: 40px;"><i>"I don't understand _____."</i></p> <p style="padding-left: 40px;"><i>"I have a question about _____."</i></p> <p style="padding-left: 40px;"><i>"Can you explain _____ to me again?"</i></p>
Speaking/ Writing	TLW create songs based on the content concepts related to (a topic).
Speaking	TLW be able to discuss questions and responses related to (the topic) in a group.
Speaking	TLW orally explain their responses and how they decided on them after they are given sufficient think-time.
Reading/Speaking	TLW use sequence words (e.g., <i>in the beginning, then, next, before, after, finally</i> , etc.) to summarize what they have seen in a video on (a topic).