Writing Language Objectives to Meet the Learning Needs of All English Language Learners

P.S. 212

Developed and Presented By:
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Agenda

Writing Language Objectives to Meet the Learning Needs of ELLs
Tuesday, January 13, 2015

1. Welcome
   – Why 2:30 – 2:35 p.m.

2. Language Objectives 2:35 -3:00 p.m.
   • Difference between a language and content objective
   • Basic information you need to know to write language objectives
   • How to write content and language objectives

4. Analyzing Text – Guided/ Group Activity 3:00 – 3:15 p.m.

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Takeaways

Participants will
• understand why language objectives are an essential component of planning instruction for all learners and crucial for ELLs.
• learn how a language objective differs from a content objective
• write a content and language objective to address a specific English Language Arts non-fiction anchor standard

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Why is it essential to integrate content and language objectives when teaching English Language Learners?

• Content rather than language should drive the curriculum.
• Content is more motivating than language alone.
• Language skills are most meaningful when students perceive that they are needed to accomplish a communicative or academic task.
• Content area concepts and relationships provide a foundation for providing grade level information in major academic subjects.
• Content subjects provide an authentic context for learning and applying learning strategies.
• Language skills (e.g. listening, speaking, reading and writing) and language awareness (e.g. vocabulary, form, function, semantics, register, and discourse) are developed for content subject tasks as they are needed, rather than taught in a predetermined sequence.
What are language objectives?

• Language objectives are the HOW of the lesson.
• Language objectives are lesson objectives that are specifically designed to promote students’ language development through Listening, Speaking, Reading, Writing.
Language objectives encompass:

- **Vocabulary**: academic language, content specific, associated with a topic
- **Language function**: the language purpose or thinking process that students should master
- **Language form**: the grammatical structure of words or sentences
Language Verbs that lend Themselves to Language Objectives

• Define
• Describe
• Identify
• Label
• Name
• Spell
Function Words that are related to Language Skills

• Compare
• Contrast
• Explain
• Summarize
• Rephrase
• Interview
• Discuss
• Elaborate
• Draft/Compose
Procedural Function Words

- Classify
- Collect
- Match
- Construct
- Arrange
- Organize
- Illustrate
- Justify
- Question
- Map
- List
- Underline

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Language function

- Language function is the big picture
- Guided by the Common Core Learning Standards
- Structured in terms of SWBAT – Students will be able to…..
Language Functions

• To express needs (I need to go to the dean’s office) instrumental
• To tell others what to do (Give me the math text that on under the chair.) regulatory
• To form relationship with others (Would you like to go to the movies on Saturday?) interactional
• To express opinions and feelings and to assert identity (I prefer the policies of India to those of Pakistan.) personal *
• To relate stories, jokes and humor. (Although I was born in Guatemala, I grew up on a large farm in South Africa, “Knock, knock, who’s there?”) imaginative *
• To solve a problem (How do you apply the equation, using these numbers?) heuristic *
• To share facts and information (Velociraptors are small, fast dinosaurs.”) representational
Language Forms

1. Language forms are grammatical structures.

2. Some grammatical structures that can be emphasized in a lesson are:
   - Precise adjectives
   - Strong action verbs
   - Past tense verbs
   - Sequencing words
   - Complex sentences
How to write a Language Objective using what we know

Considering the language needs of your students and the content to be taught, a language objective can be written in the following ways:

• Students will ___( function )___ using ___(form)_____.
• Students will use ___(form)____ to ___( function )_____.

Verbs for Functions
Describe
Articulate
Predict
Summarize

Language Forms
Precise Adjectives
Strong Action Verbs
Future Tense Verbs
Sequencing Words

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Common Core Literacy Standard
(Reading- 4th grade)

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

- By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). Use precise language and domain-specific vocabulary to inform about or explain the topic.

Provide a concluding statement or section related to the information or explanation presented.
Science Standard

Using Biodiversity as our theme, our 4\textsuperscript{th} graders will learn about plant and animal adaptation.

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What will my content objective be? (This is the *what* of the lesson.)

For example:

Students will be able to understand that there are many types of beetles with different physical and behavioral characteristics.
Think and Jot

How do language objectives differ from content objectives?
What language will English language learners need to know in order to describe the physical and behavioral characteristics of beetles?
Analyzing Text Students Will Be Reading

Activity:
1. Re-read the trade book entitled, Beetles
2. Use the text analysis form we distributed to analyze the sections your group has been assigned.
3. Share-out
What will the language objectives be?

Examples:

• Students will be able to describe the physical characteristics of beetles using precise adjectives.
• Students will be able to use verbs to describe the behavioral characteristics of beetles.

(The language objective is the observable, measurable behavior.)
Analyzing Text Students Will Be Reading

Activity:
1. Read the trade book entitled, *Beetles*
2. Use the text analysis form we distributed to analyze the sections your group has been assigned.
3. Share-out
What questions did we ask ourselves to write both our content and language objectives?

1. What CCSS will I be addressing?
2. What is the content objective?
3. Who are my students and how will I scaffold for their language needs?
4. What task(s) will help students to demonstrate they have attained the standard?
5. What language function words will students need to accomplish the task?
6. What language forms or structures will you have to teach?
Independent Practice

Task:
1. Work with your group. (4 to a group)
2. Reread questions – refer to slide #22 with a focus on questions 2, 5 and 6.
3. Write another content and language objective.

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To Summarize

An effective language objective ……

• stems from the linguistic demands of a standards-based lesson task
• focuses on high-average language that will serve students in many contexts
• emphasizes expressive language domains; speaking and writing, but doesn’t exclude listening and reading
• uses active verbs to explain functions/tasks
• names of specific language students will use
Reflection - Exit Slip

1. What? What is your understanding about writing language objectives as a result of today’s work? What did you learn?

2. So what? So what difference will your learning make for your practice or in your role as a teacher?

3. Now what? What are some actions you will take as a result of what you have learned today?

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CONTACT US OR VISIT OUR WEBSITE FOR ADDITIONAL SUPPORT:
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Please complete our evaluation

Thank you