Focusing on LANGUAGE OBJECTIVES, or the Language Students Need to achieve a Content Objective

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Why focusing on the language of content?

Because of the Shifts in CCLS. The new standards expect: a) regular practice with complex texts, b) reading, writing, and speaking grounded in evidence from texts, both literary & informational, and c) building knowledge through content-rich nonfiction.

We often call it academic language.

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Purpose of Today’s Session:

- Review the impact of the CCLS shifts regarding academic language in our classroom practice.
- Discuss Language Objectives as a strategy to address the demands of academic language.
- Practice writing Language Objectives.
- Apply this new knowledge to planning for a lesson on argumentative writing.
- Share in Large Group.
- Reflect – Next Steps.
- Adjourn.

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Identifying Academic Language

Directions (1–24): Closely read each of the three passages below. After each passage, there are several multiple-choice questions. Select the best suggested answer to each question and record your answer on the separate answer sheet provided for you. You may use the margins to take notes as you read.

What is the key language a student needs to understand and use in order to follow these directions? Why?

What do we expect students to do after reading these directions?

Turn & Talk

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Directions (1–24): Closely read each of the three passages below. After each passage, there are several multiple-choice questions. Select the best suggested answer to each question and record your answer on the separate answer sheet provided for you. You may use the margins to take notes as you read.
5. The details presented in lines 32 through 37 contribute to a central idea by  
(1) acknowledging a cow’s value  
(2) stressing the legal system’s irrelevance  
(3) validating the narrator’s memory  
(4) recognizing the legal system’s history

What do we expect students to do after reading these directions?

What is the key language a student needs to understand and use in order to follow these directions? Why?
5. The details presented in lines 32 through 37 contribute to a central idea by

(1) **acknowledging** a cow’s **value**
(2) **stressing** the legal system’s **irrelevance**
(3) **validating** the narrator’s **memory**
(4) **recognizing** the legal system’s **history**
Part 1. Answer all 24 questions in this part. Each correct answer will receive 2 credits. No partial credit will be allowed. Utilize the information provided for each question to determine your answer. Note that diagrams are not necessarily drawn to scale.

For each statement or question, choose the word or expression that, of those given, best completes the statement or answers the question. Record your answers on your separate answer sheet.

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Identifying Academic Language

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For each statement or question, choose the word or expression that, of those given, best completes the statement or answers the question. Record your answers on your separate answer sheet.

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What is academic language?

A. A.L. is the language of the Common Core Learning Standards.

B. A.L. represents the vocabulary and expressions specific to a content area or subject.

C. A.L. refers to the language required to learn effectively.

D. A.L. describes the language domains: listening, speaking, reading, and writing.

E. A.L. has to do with grammar and text structures.
Academic language refers to the language required to learn effectively. That is, in order for all students to learn effectively, they must be able to,

- Understand and apply complex and content specific vocabulary and expressions
- Understand and apply the grammar and sentence structures of the English Language.
- Understand and apply academic language orally and in writing (all four language domains)
Frayer Model: A visual organizer that helps students understand key words and concepts while acknowledging and validating their voices.

Definition

Characteristics, visuals

Examples

Non-Examples

Word, expression concept

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Frayer Model: A visual organizer that helps students understand key words and concepts while acknowledging and validating their voices.

**Definition**

**INFORMAL CLASS DEFINITION**
A drawing that shows a real object with accurate sizes reduced or enlarged by a certain amount (called the scale).

**Examples**

“‘The distance from one place to another on a map’ (M.)

“’……’ (G)

“’……’ (PT)

“’……’ (EL.)

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**Characteristics, visuals**

“Draw to scale”

**Non-Examples**

“‘you make a drawing of a scale to go to the room’ (L.)

“’……’ (G)

“’……’ (MG)
Planning with an understanding of CCLS shift

CONTENT OBJECTIVE

The Language Objective(s) address(es) the language demands of the lesson, enabling students to access and learn the Content Objectives.

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<table>
<thead>
<tr>
<th>SUBJECT: English</th>
<th>Text: Poem</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Content Objective(s)</strong></td>
<td><strong>Students infer the author’s intended meaning of figurative language in a poem.</strong></td>
</tr>
<tr>
<td><strong>Language Objective</strong></td>
<td><strong>Working with a partner, students give opinions with reasons about the effect of figurative language. They restate a partner’s response in their own words.</strong></td>
</tr>
<tr>
<td><strong>Language Objective</strong></td>
<td><strong>Working with a partner, students give opinions with reasons about the effect of figurative language in a poem using sentence starters and a word bank, e.g. “When the authors say ____ it makes the reader feel___”</strong>.</td>
</tr>
</tbody>
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Language Objectives: Characteristics

- **Focus on the language functions and forms** required for oral or written access and understanding of the content of a lesson.

- **Language function** is the purpose for which the speech or writing are being used (e.g. describe, compare, propose, justify, determine)

- **Language forms** are the grammatical structures of words and syntax, e.g. irregular verbs, signal words in a sequence, adverbial clauses, modal verbs, order of the words in a sentence, etc.
How to Write a Language Objective

1. **Introduction:** “I can…”, “Students will…”

2. **Measurable outcome:** An observable verb that relates to the **language function**, e.g. describe, compare, propose, justify, determine.

3. **The language forms that students are to learn**, e.g. irregular verbs, signal words in a sequence, adverbial clauses, modal verbs, order of the words in a sentence, etc.

4. **(Optional)** Examples of the language to be learned and detailed description of the specific outcome.

SEE HANDOUT

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Let’s practice as a group! Please take the handout: “Sample Expressive Language Objectives”

Let’s Underline and discuss the Language Function on some of these examples.

Now, let’s underline and discuss Language Forms.

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In Partners

Select a brief paragraph from your close reading text, and write a Content Objective and its corresponding Language Objective.

Use the resources in your folder

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PLEASE, BE BACK BY 1:15 pm.
We will start promptly at 1:20 pm.
Thank you.

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REVIEW:
How do I plan with an understanding of CCLS shifts?

PLEASE SEE HANDOUT

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HANDS-ON:
Planning for argumentative writing

Find the handout
“WRITING AN ARGUMENTATIVE ESSAY”
Please read it silently.
Write your own notes as you read it.
HANDS-ON: Planning for argumentative writing

What’s an ARGUMENTATIVE ESSAY? What are the steps to writing it?

What could be an example of a Content Objective?

and what Language Objective would support it?

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In Partners

What is the next theme/unit/concept you need to prepare? Think of a topic with two sides that goes with the unit, and working with your partner prepare One Language Content with the corresponding Language Objective (s) for each of the different paragraphs that students will write.

Use the resources in your folder.

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Time to share!

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Did we accomplish our Purpose?

- Review the impact of the CCLS shifts regarding academic language in our classroom practice.
- Introduction to Language Objectives as a strategy to address the demands of academic language
- Practice writing Language Objectives
- Applying this new knowledge to the planning for argumentative writing
- Large Group Discussion
- Reflection – Next Steps
- Adjourn

PLEASE FILL OUT THE EVALUATIONS.
Thank you

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