Language Objectives

Meeting the Linguistic Needs of English Learners Across Content Areas
CABE 2019

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Part I
Review Language Objectives

• 4 steps to create a language objective

Part II
Apply Language Objectives to Instructional Practices

• Using sentence frames

Part III
Synthesize Language Objectives and Lesson Planning

• Planning language objectives for current lessons
Purpose

- Structure language support for EL students across content courses
- Solidify academic outcomes through both content and language
- Increase reclassification rates
- Provide access to college-readiness courses (e.g. A-G requirements)
Purpose

Access

Equity
Language Objectives provide a roadmap for embedding the linguistic structures that students need to both understand and relate concepts in content courses.
Part I
Review Language Objectives
The Four Components of a Language Objective

- **Function**: Verbs from the standards
- **Content**: Learning topics in the standards
- **Form**: Language structure necessary to perform the function
- **Activity**: Scaffolds to support student output

**DO WHAT THROUGH**

- **DO**: Verbs from the standards
- **WHAT**: Learning topics in the standards
- **HOW**: Language structure necessary to perform the function
- **THROUGH**: Scaffolds to support student output
What am I asking students to **do** during the lesson?

**Function**

**DO**

**Verbs from the standards**

CA H.S.S 11.5.6

Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.
What am I asking students to do during the lesson?

Function

DO

Verbs from the standards

CA H.S.S 11.5.6

Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.

There is 1 verb in the standard:

• trace
What will students learn?

Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.
What will students learn?

There are 3 learning topics embedded within the standard:
• the growth of radio and movies
• the effects of radio and movies
• their respective roles in the worldwide diffusion of popular culture
• Students will trace the growth of radio and movies.
• Students will trace the effects of radio and movies.
• Students will describe their role in the worldwide diffusion of popular culture.
How will students express content learning through targeted language forms?

Language structure necessary to perform the function

<table>
<thead>
<tr>
<th>Language Function</th>
<th>Language Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trace</td>
<td>?</td>
</tr>
</tbody>
</table>
How will students express content learning through targeted language forms?

<table>
<thead>
<tr>
<th>Language Function</th>
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</table>

Use the Language Functions and Examples of Forms chart to locate the language forms.

<table>
<thead>
<tr>
<th>Language Function</th>
<th>Examples of Language Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expressing needs and likes</td>
<td>Indirect/direct object, subject/verb agreement, pronouns</td>
</tr>
<tr>
<td>Describing people, places, and things</td>
<td>Nouns, pronouns, adjectives</td>
</tr>
<tr>
<td>Describing spatial and temporal relations</td>
<td>Prepositional phrases</td>
</tr>
<tr>
<td>Describing actions</td>
<td>Present progressive, adverbs</td>
</tr>
<tr>
<td>Recounting/predicting past events</td>
<td>Past tense verbs, perfect aspect (present and past)</td>
</tr>
<tr>
<td>Making predictions</td>
<td>Verbs: future tense, conditional mode</td>
</tr>
<tr>
<td>Asking Informational Questions</td>
<td>Verbs and verb phrases in questions</td>
</tr>
<tr>
<td>Asking Clarifying Questions</td>
<td>Questions with increasing specificity</td>
</tr>
<tr>
<td>Exploring and Supporting Opinions</td>
<td>Sentence structure, modals (will, can, may, shall)</td>
</tr>
<tr>
<td>Comparing</td>
<td>Adjectives and conjunctions, comparative, superlatives, adverbs</td>
</tr>
<tr>
<td>Comparing</td>
<td>Comparative adjectives</td>
</tr>
<tr>
<td>Summarizing</td>
<td>Increasingly complex sentences with increasingly specific vocabulary</td>
</tr>
<tr>
<td>Persuading</td>
<td>Verb forms</td>
</tr>
<tr>
<td>Literary Analysis</td>
<td>Sentence structure, specific vocabulary</td>
</tr>
<tr>
<td>Cause and Effect</td>
<td>Verb forms</td>
</tr>
<tr>
<td>Drawing Conclusions</td>
<td>Comparative adjective</td>
</tr>
<tr>
<td>Defining</td>
<td>Nouns, pronouns, and adjectives</td>
</tr>
</tbody>
</table>
How will students express content learning through targeted language forms?

<table>
<thead>
<tr>
<th>Language Function</th>
<th>Language Form</th>
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<tbody>
<tr>
<td>Trace</td>
<td>adverbs of time, relative clauses, subordinate conjunctions</td>
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<table>
<thead>
<tr>
<th>Language Function</th>
<th>Language Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sequencing</td>
<td>Adverbs of time, relative clauses, subordinate conjunctions</td>
</tr>
<tr>
<td>Hypothesizing and speculating</td>
<td>Modals (would, could, might), compound tenses (would have been)</td>
</tr>
</tbody>
</table>

What is the language function when students are asked to trace the growth of radio and movies?
### How will students express content learning through targeted language forms?

<table>
<thead>
<tr>
<th>Language Function</th>
<th>Language Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>Trace (sequence)</td>
<td>adverbs of time, relative clauses, subordinate conjunctions</td>
</tr>
</tbody>
</table>

- **Sequencing**
  - Adverbs of time, relative clauses, subordinate conjunctions

- **Hypothesizing and speculating**
  - Modals (would, could, might), compound tenses (would have been)

If a verb is not readily found on the chart, locate a related verb. In this example, the verb “trace” most closely relates to “sequence”. 

**How**

Language structure necessary to perform the function
Notice that the standard implies a cause and effect relationship, so the language function must also include verb forms.

- Students will **trace the growth of radio and movies** using adverbs of time.
- Students will **trace the effects of radio and movies** using verb forms.
- Students will **describe** [the role of radio and music] in the worldwide diffusion of popular culture using **nouns, pronouns, and adjectives**.
Which activities will scaffold and target student learning?

**Activity**

- Students will **trace the growth of radio and movies** using **adverbs of time** by completing sentence frames orally with a partner.

**THROUGH**

During the 1920s, commercial radio began when _____________ began an amateur ________ station in his garage.

**(Emerging)**

During the early _____, _____________ began _____________ from his garage. Eventually, Conrad’s programs reached a wider audience.

**(Expanding/Bridging)**
• Students will **trace the growth of radio and movies using adverbs of time** by **completing sentence frames orally with a partner.**
• Students will trace the effects of radio and movies using verb forms by writing a paragraph independently, followed by peer review.
• Students will describe [the role of radio and music] in the worldwide diffusion of popular culture using nouns, pronouns, and adjectives by creating a Google Slide presentation with a partner.
COMPARE AND CONTRAST

**CCSS.Math.Content.HSF.LE.A.1:** Construct and compare linear, quadratic, and exponential models and solve problems. Distinguish between situations that can be modeled with linear functions and with exponential functions.

**History RH.9-10.6:** Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

**Science: RST.9-10.9:** Compare and contrast finds presented in a text to those from other sources (including their own experiments), noting when the finds support or contradict previous explanations or accounts.

**CCSS.ELA-Literacy.RL.9-10.7:** Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s “Musée des Beaux Arts” and Breughel’s Landscape with the Fall of Icarus).

**Art. Impact of Media Choice 1.6:** Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.

(Double-Bubble Map, Thinking Maps)
Language Objectives Across Content

Students will compare and contrast linear and quadratic equations using conjunctions in a graphic organizer during small group discussions.

Students will compare and contrast state and federal government using conjunctions in a graphic organizer during small group discussions.

CCSS.Math.Content.HSF.LE.A.1: Construct and compare linear, quadratic, and exponential models and solve problems. Distinguish between situations that can be modeled with linear functions and with exponential functions.

History RH.9-10.6: Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.
Language Objectives Across Content

Students will **compare and contrast** vesicles and vacuoles using **conjunctions** in a **graphic organizer** during small group discussions.

**Science: RST.9-10.9**: Compare and contrast finds presented in a text to those from other sources (including their own experiments), noting when the finds support or contradict previous explanations or accounts.

Students will **compare and contrast** representations of subjects in two different artistic mediums using **conjunctions** in a **graphic organizer** during small group discussions.

**CCSS.ELA-Literacy.RL.9-10.7**: Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden’s "Musée des Beaux Arts" and Breughel’s Landscape with the Fall of Icarus).
Language Objectives Across Content

Students will **compare and contrast** electronic media art to traditional visual arts media using **conjunctions** in a **graphic organizer** during **small group discussions**.

*Art. Impact of Media Choice 1.6:* Compare and contrast similar styles of works of art done in electronic media with those done with materials traditionally used in the visual arts.
Part II
Applying Language Objectives to Instructional Practices
Lessons and Language Objectives

- **Monday**: Students will trace the growth of radio and movies using adverbs of time by completing sentence frames orally with a partner.

- **Tuesday**: Students will trace the effects of radio and movies using verb forms by writing a paragraph independently, followed by peer review.

- **Wednesday**: Students will describe the role of radio and music in the worldwide diffusion of popular culture using nouns, pronouns, and adjectives by creating a Google Slide presentation with a partner.

- **Thursday**: CA H.S.S 11.5.6

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*Trace the growth and effects of radio and movies and their role in the worldwide diffusion of popular culture.*
Content Standard Exemplar

CA H.S.S 11.5.6
Trace the development of radio.
They give him letters to make radio on Pittsburgh, Pennsylvania.

Frank Conrad made radio. He made it in his house in Pittsburgh, Pennsylvania and then they gave him letters for his radio.

Does this writing...
- qualify pronouns?
- use specific and concrete terminology?
- provide depth of knowledge?
- use varied sentence structure?
- demonstrate strong content knowledge?
- elaborate sufficiently?
- avoid redundancy?
Sentence Frames

CA H.S.S 11.5.6
Trace the development of radio.

During the ________,
___________________ began __________
_______________ from his ________ in
_____________, ____________.

Which scaffolds are required for students to successfully complete this sentence frame?

Sentence frames without linguistic scaffolds often measure haphazard attempts to organize content.
During the ________,

______________ began ____________

noun

______________ from his ________ in

verb

noun

______________, ___________.

noun

noun

Vocabulary

• 1920s
• broadcasting (v.)
• radio (n.)
• home
• Frank Conrad (n.)
• Pennsylvania (n)
• Pittsburgh (n)

Sentence frames with linguistic scaffolds provide both content and linguistic support.

Parts of Speech
During the early 1920s, Frank Conrad began broadcasting from his home in Pittsburgh, Pennsylvania.

Vocabulary

- 1920s
- broadcasting (v.)
- radio (n.)
- home
- Frank Conrad (n.)
- Pennsylvania (n)
- Pittsburgh (n)

How do Sentence Frames with Linguistic Scaffolds (Kinsella, 2012) support students' oral and written language?

Sentence frames with linguistic scaffolds provide both content and linguistic support.
During the early 1920s,

Frank Conrad began broadcasting from his home in Pittsburgh, Pennsylvania, November 2, 1920, KDKA.

Students begin to develop linguistic awareness as they encounter “How English Works” across content areas.
During the early 1920s, Frank Conrad began broadcasting from his home in Pittsburgh, Pennsylvania. Soon, Conrad announced on November 2, 1920 that Warren G. Harding would become president. Subsequently, the federal government granted Conrad the call letters KDKA.
During the early 1920s, Frank Conrad began radio broadcasting from his home in Pittsburgh, Pennsylvania. Soon, Conrad announced on November 2, 1920 that Warren G. Harding would be president. Subsequently, the federal government granted Conrad the call letters “KDKA”. Within two years, 500 radio stations were competing for listeners nationwide.

Language and content are *mutualistic*. Language objectives provide a framework to support learners in comprehending (input) and expressing (output) knowledge.
Emerging

They give him letters to make radio on Pittsburgh, Pennsylvania.

Expanding

Frank Conrad made radio. He made it in his house in Pittsburgh, Pennsylvania and then they gave him letters for his radio.

Emerging

During the early 1920s, Frank Conrad began radio broadcasting from his home in Pittsburgh, Pennsylvania. Soon, Conrad announced on November 2, 1920 that Warren G. Harding would be president. Subsequently, the federal government granted Conrad the call letters “KDKA”. Within two years, 500 radio stations were competing for listeners nationwide.
Part III
Synthesize Lesson Planning and Language Objectives
Create a language objective based on the content.

Create vocabulary banks and sentence frames based on the language objective.
Create a language objective based on the content.

Create vocabulary banks and sentence frames based on the language objective.
Create a language objective based on the content.

<table>
<thead>
<tr>
<th>Language Objective Component</th>
<th>Function</th>
<th>Content</th>
<th>Form</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guiding Question</td>
<td>What am I asking students to do during the lesson?</td>
<td>What will students learn?</td>
<td>How will students express content learning through targeted language forms?</td>
<td>Which activities will scaffold and target student learning?</td>
</tr>
<tr>
<td>Look for...</td>
<td>Verbs within the standard (both explicit and implicit)</td>
<td>Topics covered within the standard</td>
<td>Types of language forms</td>
<td>Written and verbal output from student learning and cooperative grouping strategies</td>
</tr>
<tr>
<td>Source</td>
<td>Content Standards</td>
<td>Language Functions and Forms Document</td>
<td>Learning Activities</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- CCSS ELA</td>
<td>- CCSS Math</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- CA History and Social Science</td>
<td>- NGSS</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>- CA Science</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Example</td>
<td>Students will be able to trace</td>
<td>Students will be able to trace the growth of radio and movies</td>
<td>Students will be able to trace the growth of radio and movies using adverbs of time</td>
<td>Students will be able to trace the growth of radio and movies using adverbs of time by completing sentence frames orally with a partner.</td>
</tr>
<tr>
<td>Template</td>
<td>Students will be able to trace</td>
<td>Students will be able to trace</td>
<td>Students will be able to trace</td>
<td>Students will be able to trace</td>
</tr>
<tr>
<td></td>
<td>by</td>
<td>by</td>
<td>by</td>
<td>by</td>
</tr>
<tr>
<td>Final Language Objective</td>
<td>Students will be able to trace</td>
<td>Students will be able to trace</td>
<td>Students will be able to trace</td>
<td>Students will be able to trace</td>
</tr>
<tr>
<td></td>
<td>by</td>
<td>by</td>
<td>by</td>
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</tbody>
</table>
Create vocabulary banks and sentence frames based on the language objective.

<table>
<thead>
<tr>
<th>Lesson Vocabulary (15-20 words or phrases)</th>
<th>Sentence Frames with Linguistic Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nouns and Verbs</td>
<td>During the early 1920s, Frank Conrad began broadcasting. From his home in Pittsburgh, Pennsylvania.</td>
</tr>
<tr>
<td>• 1920s (n.)</td>
<td>noun</td>
</tr>
<tr>
<td>• broadcasting (v.)</td>
<td>verb</td>
</tr>
<tr>
<td>• radio (n.)</td>
<td>noun</td>
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<td>• home</td>
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<td>• Pennsylvania (n.)</td>
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<tr>
<td>• Pittsburgh (n.)</td>
<td>noun</td>
</tr>
<tr>
<td>• Warren G. Harding (n.)</td>
<td>noun</td>
</tr>
<tr>
<td>• announced (n.)</td>
<td>noun</td>
</tr>
<tr>
<td>• November 2, 1920 (n.)</td>
<td>noun</td>
</tr>
<tr>
<td>• call letters (n.)</td>
<td>noun</td>
</tr>
<tr>
<td>• federal government (n.)</td>
<td>noun</td>
</tr>
<tr>
<td>• KDKA (n.)</td>
<td>noun</td>
</tr>
</tbody>
</table>

Adverbs of Time (adv)

- Thereafter
- Soon
- Eventually
- Then
- Subsequently
Objectives

Part I
Review Language Objectives

• 5 steps to create a language objective

Part II
Apply Language Objectives to Instructional Practices

• Using sentence frames

Part III
Synthesize Language Objectives and Lesson Planning

• Planning language objectives for current lessons
Thank you for all that you do on behalf of children each day!

For additional support, please contact the English Learner Services Department.

Michelle K. Fitzgerald
EL Specialist
mfitzgerald@compton.k12.ca.us  extn. 55063

Linguistic supports are derived from the work of Dr. Kate Kinsella (2012).