APPENDIX D

Planning for Sentence-Level Academic Language Guide

Sentence-level academic language objectives (ALOs) focus on syntax (also called grammar, structure, or form). Use this guide and the academic language video lecture (available on the *Teacher Leadership for School-Wide English Learning* companion website, www.tesol.org/swel-leadership) to guide your colleague through the process of writing an ALO at the word level.

Step 1: Name the Content Objective/Learning Target
Step 2: Decide Which Academic Language to Teach   **Noticing:** What do I notice about my students' language structure that needs attention?   **Forecasting:** What sentence-level language do students need to have to successfully engage with the content?   *Text*:   *Task*:   *Test*:
Step 3: Choose a Function   The function drives the academic language objective. A function is how language is used to carry out cognitive processes (such as those described in Bloom's Taxonomy, 1956). This language needs to be explicitly taught.
Step 4: Identify Language Supports   Identify a tool that will assist in developing language use and understanding.   *Sample Language Supports*   • Word wall   • Labeling pictures, graphics, or items in the classroom   • Working with a partner/in a small group   • Internet   • Picture or word dictionary   • Anchor charts   • Sentence frames   • Think alouds   • Teacher modeling   • Venn diagram   • Sample text   • Modeling tasks   • Guided notes

Step 5: Decide on the Level of Academic Language

Sentence Level (Mortar): Provide the area of syntax that you will focus on in this lesson. Include examples of this type of language from the context.

Syntax:

Examples:

Step 6: Write an Academic Language Objective

Word-Level Sentence Frame: Fill in all sections based on the preceding information.

I can _____ [function] using _____ [language structure/syntax], such as _____ [examples of language structure], with the support of _____ [support(s)].

Sample Sentence-Level Academic Language Objectives

I can <u>summarize</u> how bats contribute to pollination using <u>ordinal numbers</u>, such as *firs* , *second*, and *third*, with the support of a word wall.

I can compare per capita consumption of India and Canada using <u>comparative language</u>, such as *greater than*, *less than*, and *as _____ as*, with the support of <u>sample sentences</u>.

I can compare the experiences of immigrants and refugees using past tense verbs with the –ed ending, such as *lived*, *traveled*, and *walked*, with the support of a <u>regular past tense verb list and a T-Chart</u>.

Reference

Bloom, B. S. (1956). *Taxonomy of educational objectives, Handbook I: The cognitive domain.* David McKay.