

APPENDIX C

Planning for Word-Level Academic Language Guide

Most word-level academic language objectives (ALOs) focus on semantics (word meaning), but others focus on morphology (word parts) and phonology (word sounds). 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 that needs attention? Choose one area:

Phonology:

Morphology:

Semantics:

Forecasting: What word-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 (e.g., *describe, explain, retell*).

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

Word Level (Bricks): Check the area that you will focus on at the word level and provide content-based examples of that area.

Phonology (word sounds) ex: _____

Semantics (word meaning) ex: _____

Morphology (word parts) ex: _____

Step 6: Write an Academic Language Objective

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

I can _____ [function] using _____ [vocabulary, or phonological/morphological topic], such as _____ [examples of language structure], with the support of _____ [support(s)].

Sample Word-Level Academic Language Objectives

Semantics: I can explain how bats are different from other mammals using vocabulary such as herbivore, frugivore, and insectivore with the support of sentence frames.

Phonology: I can explain how bats are different from other mammals using correct stress for words, like herbivore, frugivore, and insectivore, with the support of an audio recording.

Morphology: I can explain how bats are different from other mammals using the suffix -ivore for words like herbivore, frugivore, and insectivore with the support of flashcards.

Reference

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