APPENDIX B

Building Leveled Academic Language Objectives (ALOs)
The School-Wide English Learning (SWEL) Model

Academic language objectives (ALOs) are used to guide the language instruction required for students to master the content objective and, ultimately, the standard that guides the lesson or unit plan. *An ALO does not need to be written for each of the three levels in a single lesson.* Rather, use the following steps to figu e out what language your students will need to learn and/or to demonstrate their mastery of the lesson through reading, speaking, writing, and/or listening activities. The academic language video lecture that accompanies this document can be found on the companion website for *Teacher Leadership for School-Wide English Learning*.

Before writing an ALO, it's important that you think through the following: What language do you notice in your lesson materials and what language do your students need to be taught?

A. Identify your **content objective(s)**:
B. **Language function(s):** What are you asking students to do with language? (e.g., analyze, compare/contrast, explain, interpret, argue, persuade, categorize, describe, predict, question, retell, summarize, justify with evidence; see Academic Language Objective chart)
C. **Content vocabulary:** What key vocabulary (word level—"the bricks") do you need to introduce/review with students? How will you engage students with that vocabulary in the lesson? How is this vocabulary being introduced, developed, or reviewed in this lesson?
D. **Syntax:** What syntax (sentence level—"the mortar") is present in the materials that you are going to teach?
E. **Discourse:** What text type or genre (discourse level—"the building") will students need to produce?

Academic Language Objective Levels: Choose one of the three sentence frames to write your academic language objective.

Word Level

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

> *Word level phonological (sounds) and morphological (parts of words) examples:* fi teen vs. fi ty (stress), affixes and word roots

Sentence/Syntax Level

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

> *Sentence level examples:* ordinal numbers, adjectives, past tense *–ed*, connecting words, language of comparison

Discourse Level

I can _____ [function] in _____ [language genres], with the support of _____ [support(s)].

> *Discourse level examples of genres:* science lab report, fi e-paragraph essay, iambic pentameter poetry, business letter, mathematical proof, formal debate, persuasive essay structure.

The following Academic Language Objectives chart shows each of the academic language functions, along with examples of language, supports, and sample ALOs at each of the three levels of academic language. Academic language function words in bold are used by the edTPA teacher assessment system (www.edtpa.com).

Academic Language Function	Examples of Language	Examples of Supports	Academic Language Objective Examples
Classify Related functions: arrange, organize, **categorize**, **construct**, create, generate, **summarize**, arrange, group	*Word level:* Content vocabulary ("bricks," or words in bold)	Tree Map Hierarchical Organizer Pictograph Word bank	*Elementary/Secondary Math [word level]* I can classify different types of shapes using content vocabulary, such as *circle*, *square*, *rectangle*, and *oval*, with the support of a word bank and pictures.
	Sentence/syntax level: Descriptors Adjectives		*Elementary/Secondary Math [sentence level]* I can classify different types of shapes using descriptive adjectives, such as *three-sided*, *symmetrical*, *equal*, and *parallel*, with the support of a categorizing graphic organizer.
	Discourse level: Three-sentence paragraph, Math talks		*Elementary/Secondary Math [discourse level]* I can classify different types of shapes in math talks with the support of manipulatives and first language knowledge.
Compare/Contrast Related functions: **Describe** (similarities and differences), distinguish, **identify**, recognize, separate, differentiate	*Word level:* Content vocabulary ("bricks," or words in bold)	Double Bubble Map Bridge Map Venn Diagram Semantic Structures Analysis T-Chart Fact-Opinion Charts	*Secondary Social Studies [word level]* 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 regular past tense verb list and a T-Chart.
	Sentence/syntax level: However, but, as well as, on the other hand, not only . . . but also, either . . . or, while, although, unless, similarly, yet, compared to, similar to, different from, and yet, as opposed to, alternatively, apart from, by contrast, contrary to that, conversely, in spite of this, nevertheless, nonetheless, notwithstanding, regardless, some . . . , but others, still, then again, by the same token, correspondingly, likewise, too		*Secondary Social Studies [sentence level]* I can compare the experiences of immigrants and refugees using the language of comparison, such as *diffe ent from*, *similar to*, and *similarly*, with the support of a Venn Diagram and a T-Chart.
	Discourse level: Reports, explanations (essays), academic discussions		*Secondary Social Studies [discourse level]* I can compare the experiences of immigrants and refugees in a report on the Somali diaspora with the support of a Venn Diagram, an essay outline, and a T-Chart.

Academic Language Function	Examples of Language	Examples of Supports	Academic Language Objective Examples
Order Related functions: **Categorize**, organize, develop, discover, complete, process, outline, **retell**, order	*Word level:* Content vocabulary ("bricks," or words in bold)	Flow Map Cycle Graph Flow Chart Timeline Outlines	*Elementary Science [word level]* I can order the steps of the butterfly lifecycle using the numbering suffixes *–st* and *–th*, such as *fir/st* , *four/th/*, *fif th/*, and *six/th/*, with the support of a timeline and a number line.
	Sentence/syntax level: First, second, third . . . ; next; before; after; afterwards; later on; time; not long after; now; as; when; immediately; preceding; initially; meanwhile; following; until; soon; today; as		*Elementary Science [sentence level]* I can order the steps of the butterfly lifecycle using sequencing words, such as *initially*, *later on*, *following*, and *finall* , with the support of an outline.
	Discourse level: Procedural paragraph or essay, written or oral directions, explanations, recipes		*Elementary Science [discourse level]* I can order the steps of the butterfly life cycle in a procedural three-paragraph essay with the support of a graphic organizer.
Infer Related functions: **Predict**, extrapolate, restate, represent, **summarize**, reconstruct, **synthesize**, derive, deduce, **explain**, create, **construct**	*Word level:* Content vocabulary ("bricks," or words in bold)	Multifl w Map T-Chart	*Elementary/Secondary Social Studies [word level]* I can infer from the evidence presented in multiple texts using academic vocabulary, such as *conclusion*, *synthesis*, *analysis*, and *interpretation*, with the support of a word bank and an anchor chart.
	Sentence/syntax level: Future tense (use of will), if . . . not, if . . . then (conditional connectors), descriptive verbs adjectives		*Elementary/Secondary Social Studies [sentence level]* I can infer from the evidence presented in multiple texts using connectives, such as *is caused by*, *so that*, and *additionally*, with the support of the connective anchor chart and a bubble map.
	Discourse level: Explanations (written and oral), persuasive arguments (written and oral), advocacy letter, speech or debate		*Elementary/Secondary Social Studies [discourse level]* I can infer from the evidence presented in multiple texts in a formal academic debate structure with the support of note cards and a debate partner.

Academic Language Function	Examples of Language	Examples of Supports	Academic Language Objective Examples
Locate Related functions: Defin , seek information, count, **identify**, indicate, match, name, point, recall, recite, reproduce, repeat, state, select, record	*Word level:* Content vocabulary ("bricks," or words in bold)	Circle Map Attribute Diagram Web SQ3R Concept Definitio Map Outlines Cornell Note-Taking	*Secondary English Language Arts [word level]* I can locate supporting details in *The House on Mango Street* using the correct final soun in words, such as *cracked, needed, decided, worked,* and *closed*, with the support of word charts and sound symbol notations.
	Sentence/syntax level: To be, action verbs, prepositions		*Secondary English Language Arts [sentence level]* I can locate supporting details in *The House on Mango Street* using dialogue verbs, such as *said, replied,* and *remarked*, with the support of Post-it notes and Cornell Notes.
	Discourse level: Informational articles, scientific reports, newspaper articles, textbooks		*Secondary English Language Arts [discourse level]* I can locate supporting details in *The House on Mango Street* with my understanding of the narrative structure with the support of Post-it notes and an outline.
Describe Related functions: Inform, **explain**, **identify**, report, **retell**, recount, reorder, represent, depict, paraphrase, **summarize**, conclude, convert, prepare, transform, translate, prepare, generalize, extrapolate	*Word level:* Content vocabulary ("bricks," or words in bold)	Circle Map Bubble Map Web SQ3R Concept Definitio Map Outlines Cornell Note-Taking	*Secondary Science [word level]* I can describe density using suffixes that change adjectives into nouns, such as *–ity (density, applicability)* and *–ness (thickness)*, with the support of my lab partner and an anchor chart.
	Sentence/syntax level: Adjective use; descriptive language; superlatives/ comparatives; _____said; the book says; firs , second, next, . . . ; according to		*Secondary Science [sentence level]* I can describe the density of H2O in different stages of the water cycle using comparative and superlative structures, such as *dense, denser,* and *the densest* with the support of my Cornell Notes.
	Discourse level: Lab report, academic presentation, slideshow presentation, narrative essay, biography, autobiography, journal entry		*Secondary Science [sentence level]* I can describe density in a science lab report with the support of my Cornell Notes and an outline.

Academic Language Function	Examples of Language	Examples of Supports	Academic Language Objective Examples
Analyze Related functions: calculate, **interpret**, classify, **categorize**, classify, **predict**, deduce, differentiate, **examine**, discriminate, distinguish, group, illustrate, **infer**, order, recognize, relate, transform	*Word level:* Content vocabulary ("bricks," or words in bold)	Brace Map Multifl w Map Flow Map Tree Map Circle Map Fishbone Organizers for Main Idea/ Supporting Details	*Secondary English Language Arts [word level]* I can analyze the motivations of two or more characters in *Of Mice and Men* using suffixes that change verbs into nouns, such as *–tion* (intention, discrimination), *–ment* (disagreement), *and –sion* (decision, discussion) with the support of word building cards.
	Sentence/syntax level: Is a part of, is related to, to be, same, different, similarities, differences, the common traits, to, so that, nevertheless, thus, accordingly, if . . . then (conditional connectors), makes, causes, because, creates, results in, due to, on account of, therefore		*Secondary English Language Arts [sentence level]* I can analyze the motivations of two or more characters in *Of Mice and Men* using contrasting words, such as *either/or*, *neither/nor*, *yet*, and *however*, with the support of a fishbone organizer.
	Discourse level: Academic essay, speech, academic classroom discussion, written explanation, descriptive essay, science article		*Secondary English Language Arts [discourse level]* I can analyze the motivations of two or more characters in *Of Mice and Men* in a personal letter to a book character with the support of an informal letter format graphic organizer.
Justify Related functions: **argue**, persuade, discriminate, **prove**, deduce, document, support, **question**, validate, verify, debate, **construct**, **persuade**	*Word level:* Content vocabulary ("bricks," or words in bold)	Circle Map Tree Map Opposing Forces Chart Prediction Tree	*Elementary Social Studies [word level]* I can justify my position on how to create more jobs using stress on the correct syllable in key content vocabulary, such as *employment*, *economy*, and *benefit* , with the support of a key vocabulary word bank with symbols to mark stress.
	Sentence/syntax level: I think, according to, for example, in fact, most important, if . . . not, if. . . . then, I believe, because, since, based upon, one should (must, will), understand, on the contrary, need to, therefore, from my point of view		*Elementary Social Studies [sentence level]* I can justify my position on how to create more jobs using opinion statements, such as *I think . . . , I believe . . . ,* and *My point of view is that . . .* , with the support of an opposing forces chart.
	Discourse level: Editorials/opinions letters, debates (oral and written), scientific a ticles and lab reports		*Elementary Social Studies [discourse level]* I can justify my position on how to create more jobs in an editorial submission to the local newspaper with the support of a small group and a graphic organizer.

Academic Language Function	Examples of Language	Examples of Supports	Academic Language Objective Examples
Synthesize Related functions: Arrange, **categorize**, combine, compile, compose, **construct**, create, deduce, **explain**, formulate, generalize, generate, integrate, modify, organize, prepare, plan, produce, propose, rearrange, reconstruct, relate, reorganize, revise, **summarize**	*Word level:* Content vocabulary ("bricks," or words in bold)	Circle Map Webs Thinking Stems	*Elementary English Language Arts [word level]* I can synthesize information from a *Time for Kids* article using academic content vocabulary, such as *analysis*, *study*, and *overview*, with the support of a partner and a highlighted text.
	Sentence/syntax level: Conjunctions, in other words, that is to say, to put it differently		*Elementary English Language Arts [sentence level]* I can synthesize information from a *Time for Kids* article using connecting phrases, such as *in other words*, *to put it diffe ently*, and *that is to say*, with the support of a bubble map.
	Discourse level: Scientific a ticle, informative paragraph, biographical essay, structured academic classroom discussion		*Elementary English Language Arts [discourse level]* I can synthesize information from a *Time for Kids* article in a fi e-sentence paragraph with the support of a graphic organizer and an academic content vocabulary word list.
Evaluate Related functions: Appraise, **argue**, assess, **compare**, conclude, consider, **contrast**, criticize, critique, decide, **describe**, determine, discriminate, distinguish, grade, judge, **justify**, recommend, validate, verify, test, support, rate, rank, measure, **interpret**, relate, **identify**, **explain**, indicate, confi m	*Word level:* Content vocabulary ("bricks," or words in bold)	Double Bubble Map Multifl w Map Cause-Effect Chain Opposing Forces Chart	*Elementary Social Studies [word level]* I can evaluate why cities are located where they are using the *–tion* suffi in content vocabulary, such as in *position*, *elevation*, and *location*, with the support of a word part cards and a partner.
	Sentence/syntax level: I think, according to, for example, in fact, most important, for instance, for example, specificall		*Elementary Social Studies [sentence level]* I can evaluate why cities are located where they are using location words (prepositions), such as *next to*, *near*, *toward*, and *to the north/south,* with the support of an anchor chart and a map.
	Discourse level: Descriptive narrative, reports, academic classroom discussions, writing about or discussing philosophical questions		*Elementary Social Studies [discourse level]* I can evaluate why cities are located where they are in a structured academic discussion with the support of sentence starters and a partner.

This document was inspired by S. Clyne, 2006 (www.colorincolorado.org/sites/default/files/ cademic-Language-Function.pdf)