

APPENDIX E

Planning for Discourse-Level Academic Language Guide

Discourse-level academic language objectives (ALOs) focus on text type and pragmatics. Use this guide in tandem with Chapter 3 from *Teacher Leadership for School-Wide English Learning* and the academic language video lecture (available on the book's companion website, www.tesol.org/swel-leadership) to guide your colleague through the process of writing an ALO at the discourse level.

Step 1: Name the Content Objective

Step 2: Decide Which Academic Language to Teach

Noticing: What do I notice about my students' language that needs attention, given this text type?

Forecasting: What discourse-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 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

Discourse Level (Building): Provide the text type that you will focus on in this lesson (e.g., lab report, persuasive essay, opinion editorial, debate, interview).

Discourse:

Step 6: Write an Academic Language Objective

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

I can _____ [function] in _____ [text type] structure, with the support of _____ [support(s)].

Sample Discourse-Level Academic Language Objectives

I can describe density in a science lab report with the support of my Cornell Notes.

I can describe how bats disperse seeds in an organized oral presentation with the support of a cycle diagram.

I can compare per capita consumption patterns with classmates in a group discussion with the support of a bank of sentence starters.

Reference

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