

Writing Language Objectives for English Acquisition

SAMPLE LANGUAGE OBJECTIVE STARTERS

Language Acquisition Skill (Language domain)	OBJECTIVE STARTERS (The learner will...
Reading/Speaking	TLW ask questions and predict key concepts prior to reading.... <i>(relate to content)</i>
Speaking/Writing	TLW select and define 2-3 key concepts related to.... <i>(content)</i>
Speaking	TLW write summary sentences about... <i>(relate to content)</i>
Speaking	TLW orally defend a position on... <i>(relate to content)</i>
Speaking	TLW discuss the difference between... <i>(relate to content)</i>
Speaking and/or Writing	TLW distinguish ____ from _____. <i>(relate to content)</i>
Reading/Speaking	TLW read and discuss _____ about _____ with group members.
Reading/Speaking	TLW ask questions about concepts and facts that are confusing.
Speaking and/or Writing	TLW compare ____ to ____ using the word <i>because</i> : "I think that the ____ because _____."
Writing	TLW write (or draw) a definition (or related meaning) for each new vocabulary word selected from text.
Reading, Listening, Speaking, and/or writing	TLW make connections between previously learned vocabulary and vocabulary found in a new lesson and text.
Reading	TLW read a contextualized sentence that includes a vocabulary word.
Reading	TLW read a definition for a vocabulary word.
Speaking	TLW speak in the future tense to predict what their next lesson or unit of study will be using sentence frames: "I think we will learn about....." "I think we are going to study....." "I think this book will be about...."
Reading/Speaking/Writing	TLW use the language of > and < to identify

Content Objective Verbs

<u>Remembering</u>	<u>Understanding</u>	<u>Applying</u>	<u>Analyzing</u>	<u>Evaluating</u>	<u>Creating</u>
<ul style="list-style-type: none"> • Arrange • Define • Duplicate • Label • List • Memorize • Name • Order • Recognize • Relate • Recall • Repeat • Reproduce • State 	<ul style="list-style-type: none"> • Classify • Describe • Discuss • Explain • Express • Identify • Locate • Recognize • Report • Restate • Review • 	<ul style="list-style-type: none"> • Apply • Choose • Demonstrate • Dramatize • Employ • Illustrate • Interpret • Operate • Practice • Schedule • Sketch • Solve • Use • Write 	<ul style="list-style-type: none"> • Calculate • Categorize • Compare • Contrast • Differentiate • Distinguish • Examine • Experiment • Question • Test 	<ul style="list-style-type: none"> • Argue • Assess • Choose • Compare • Defend • Estimate • Judge • Predict • Rate • Select • Support • Value • Evaluate 	<ul style="list-style-type: none"> • Arrange • Assemble • Collect • Compost • Construct • Create • Design • Develop • Formulate • Manage • Organize • Plan • Prepare • Propose • Set up • Write

Language Objective Verbs

<u>Reading</u>	<u>Writing</u>	<u>Listening</u>	<u>Speaking</u>
<ul style="list-style-type: none"> • • Sort • Read • Find • Look for • Predict • Confirm • Infer • Sequence • Identify • Match • Unscramble • Find information about • Review • Organize 	<ul style="list-style-type: none"> • Write • Draw • Copy • Compare • Contrast • Draft • Type • Label • Edit • Sort • Summarize • Print • Fill in • Illustrate • Color • Record • Collect • Graph • Diagram • Create • Make 	<ul style="list-style-type: none"> • Listen for • Look for • Pay attention to • Think about • Focus on • Concentrate on 	<ul style="list-style-type: none"> • Retell • Summarize • Discuss • Share • Tell • Persuade • Argue • Report • Recite • Describe • Comment • Explain • Sing • Echo • Repeat • Read aloud • Present • Talk • Say • Whisper • Chant • Announce • Ask • Answer

	<p>the symbol used to show the relationship between two numbers.</p> <p>"_____ is greater than _____."</p> <p>"_____ is less than _____"</p>
Reading Speaking	TLW orally paraphrase three key concepts after reading selected text with a partner.
Reading/Writing/Speaking	<p>TLW use sentence frames to respectfully agree or disagree with other class members' perspectives about _____:</p> <p>"I disagree with _____ because _____."</p> <p>"I agree with _____ because _____."</p>
Speaking	TLW orally explain to a partner why he or she thinks _____.
Speaking/ Writing	TLW use the language of place value, including <i>million, thousand, hundred.</i>
Speaking	TLW use gestures, words, phrases, and sentences to answer teacher generated questions.
Speaking/ Writing	TLW display their knowledge of _____ by using complete sentences when answering a question.
Speaking/ Writing	<p>TLW answer questions on increasingly sophisticated levels of cognition using the following prompts:</p> <p><i>Knowledge:</i> The definition of (topic) is _____.</p> <p><i>Comprehension:</i> (Topic) can be explained as _____.</p> <p><i>Application:</i> An example of (topic) is _____.</p> <p><i>Analysis:</i> (Topic) can be compared to _____.</p> <p><i>Synthesis:</i> If I create a new (of topic), I will include _____ in it.</p> <p><i>Evaluation:</i> We can conclude that (topic) _____.</p>
Speaking/ Writing	<p>TLW use language to clarify what is being taught to them, what they understand, and what they don't understand, as they move from group to group, using the following sentence frames:</p> <p>"I understand that this is about _____."</p> <p>"I don't understand _____."</p>

	<p>"I have a question about ____."</p> <p>"Can you explain ____ to me again?"</p>
Speaking/ Writing	TLW create songs based on the content concepts related to (a topic).
SPEAKING	TLW be able to discuss questions and responses related to (the topic) in a group.
SPEAKING	TLW orally explain their responses and how they decided on them after they are given sufficient think-time.
Reading/Speaking	TLW use sequence words (e.g., <i>in the beginning, then, next, before, after, finally, etc.</i>) to summarize what they have seen in a video on (a topic).

APPLY/CONNECT

Questions	Responses
How can we apply this idea to our lives?	In my life...
What can we learn from this character/story?	This story can teach us...
If you were...what would you do...?	If I were..., I would...
How does this fit in with what we have learned?	This is like... This reminds me of...
What do you think will (or would) happen next?	I think what will happen next is that...
What surprised you?	I was surprised that (or when)...

PARAPHRASE AND SUMMARIZE

Questions	Responses
What have we read so far?	We have read that...
What are the ideas and details we have learned about so far?	So far we know that...
What are the most important things to remember about this?	The most important things to remember are...
How should we summarize what we talked about?	The main idea/theme of the text seems to be ...
What would we include if we had to explain this to someone who hasn't read it?	We should include...

EXPLAIN MAIN IDEAS/AUTHOR'S PURPOSE

Questions	Responses
Why do you think the author wrote this?	I think the author wrote it to teach us about...
What is the main idea? What are some of the main ideas?	I think the main idea is ... Some of the main ideas are...
What are some of the themes?	One theme might be...
What do you think is happening?	What is happening is that...
What is the author saying that you think is important?	The most important thing the author is saying is that...

ELABORATE AND CLARIFY

Questions	Responses
Please tell me more about...?	I think that... In my opinion, this means...
Can you elaborate...?	I think it means that... My idea is that...
Could you say that in another way?	In other words...
What do you mean by...?	I mean that...
What makes you think that?	I think that because... I noticed that...
Why is this important?	This is important because

Levels of Questions

Evaluate	Create
<ul style="list-style-type: none"> • Would you recommend...? • Point to the ... that you like better. • If you had to ... would you do this? Or this? (Show pictures) • Rate from 1-5 the.... Explain. • Would it be better if...? • Why was it better that...? • What choice would you have made about...? • Do you agree with the actions of...? • If you had to ... would you do this? Or this? • What data was used to make the conclusion? • How would you explain...? • Is there a better solution to...? • How could you determine...? • Do you think ... was correct? Why or why not? • What would you do if...? • What is your opinion of...? • Compare two characters in the selection. Which was a better person? Why? What is the evidence in the text? • Which character would you most like to spend the day with? Why? • What would you do if...? Why? • What are the pros and cons of...? • Who will gain and who will lose? 	<ul style="list-style-type: none"> • Draw a pattern that shows the relationship between ... and.... • Design a ... that will.... • Suppose you could ...; what would you do? • How could you change the plot? • What would happen if...? • What changes would you make to...? • How would you improve...? • What solutions would you suggest for...? • Suppose you could ...; what would you do? • How would you rewrite the ending of the story? • How would you rewrite the selection from ...'s point of view? Can you elaborate on the reason? • How would you change...? • Invent another character for the story. What would that person look like? How would she or he act? How would he or she handle the problem? How would he or she interact with the other characters? • Plan a party for the characters in the story (the historical figures we are studying, etc.). Who would you invite to the party? Where would you seat each guest? What do you think they would talk about? • Can you formulate a theory for...?

Depending on the English language proficiency level of the student, responses might be expressed: through pointing, other gestures or acting out; through sketching or illustrating; or, orally or in writing, through single or multiple words, phrases, simple or complex sentences, or paragraphs.

SUPPORT IDEAS WITH EXAMPLES

Questions	Responses
Can you give an example?	One example is ... and it is on page ____, in paragraph ____
Can you show me where it says that?	On page ____, in paragraph ____, the author says...
Can you be more specific?	The author says on page ____ that...
How do you know that?	According to the author, on page ____, in paragraph ____, ...
I heard you say ____; what did the author say to make you think that?	In paragraph ____, the author says...

BUILD ON or CHALLENGE ANOTHER'S IDEAS

Questions	Responses
What do you think?	I agree that...
Can you add to this idea?	I would add that...
Is there another way of looking at this?	A different way to think about this is...
Why do you think this happened?	This happened because...
Why do you think this is happening?	This is happening because...
How is this different from...?	This is different from... in this way...
How is this similar to...?	This is similar to...because...
How do you explain...?	I would say that...

Levels of Questions

Apply	Analyze
<ul style="list-style-type: none"> • Draw pictures to show.... • Act out or perform.... • Solve the following problem using the example given. • Look at the pictures and choose the one that correctly.... • If you had to cook a meal for..., what would you make? • What would you do if you could go to the place where ... lived? • How would you solve ... using what you have learned? • What questions would you ask if...? • What approach could you use to...? • Tell me one reason that ... did.... • What would result if...? • Think of a situation where ... and tell what you would have done. • How would you...if you...? • Write three reasons why.... • How would you develop ... to present...? • How would you demonstrate...? • Using what you know, how would you solve...? • Predict how.... • How would you alter ... to • What questions would you ask in an interview with...? • Do you know another instance where...? 	<ul style="list-style-type: none"> • What are the features of...? • How would you categorize...? • How would you classify...? • Draw a picture depicting the theme of this story. • Tell me the theme of this story • How is ... related to...? • Re-title this story. • What conclusions can you draw about...? • Distinguish between facts and opinions. • What was the funniest part of the selection? Most exciting? Saddest? What evidence can you find? • What is the relationship between... and ...? • Place the sentences in sequential order. • Write sentences explaining the sequential order of.... • What inferences can you make about...? • What do you think will happen next? • What are other possible outcomes? • What does the author believe/assume? • What ideas justify...? • What conclusions can you draw? • Explain how to ... in its order of sequence. • What are the inconsistencies/fallacies? • Can you outline/diagram/select an appropriate GO?
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Levels of Questions

Remember	Understand
<ul style="list-style-type: none"> • Which one...? • Point to where.... • Show me how to.... • Label the parts of.... • Repeat the.... • Arrange the pictures to show.... • When did ... happen? • What happened after...? • Can you describe what happened after...? • Describe where • How would you describe....? • Who was the person who...? • Can you identify who...? • What did ... do when ____...? • Using your textbook, list the reasons that.... • How would you show...? • Write five sentences telling me how to.... • Define ... in your own words. • What is...? • Can you name...? • Can you recall...? • Which is true or false? 	<ul style="list-style-type: none"> • Make a drawing to show how.... • Find a picture in the book that shows.... • Draw two pictures to contrast... and.... • Point to the.... • Tell me which.... • Translate the vocabulary words into your first language. • Use your word bank to compare ... to.... • What is meant by...? • How would you explain...? • Place these sentences in sequential order. • Look at the picture. Explain what happened before the picture and after the picture. • Explain why the story has the title that it does. • Why did ... happen? • Explain what is happening when the author says.... • Can you tell or write in your own words...? • Write two or three sentences telling why ... is different from.... • How did ... feel about...? • Explain how to • What is the main idea of...? • How would you summarize...? • Which statements support...?

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