

The Language Objectives Planning Matrix

1. Determine the language function(s) the ELL will need to participate in the lesson.
 - A language objective will always have a Language Function.
2. Identify what language structure(s) the ELL will need to participate in the lesson.
 - The Language Structure consists of three parts:
 1. Sentence Starter
 2. Key Vocabulary
 3. “Real-Life” Mini Language Lesson
 CHOOSE *one, two or all three* of the above parts for a language structure.

Language Objectives for: _____			
<i>Lesson or Lesson Series</i>			
LANGUAGE OBJECTIVES PLANNING MATRIX			
➤ What language does the student need to <i>understand and say</i> to fully participate in the lesson?			
S T E P 1	LANGUAGE FUNCTION:	GENERIC EXAMPLES:	
	<ul style="list-style-type: none"> ▪ What is the purpose for communication in this lesson? ▪ What does the learner have to accomplish with the language 	Name, Describe, Classify, Compare, Explain, Predict, Infer, Suggest, Evaluate Request: materials/permission, Invite, Apologize,	
	LANGUAGE STRUCTURE:	GENERIC EXAMPLES:	
S T E P 2	1.Sentence Starter (s)	<ul style="list-style-type: none"> ▪ This is a _____. ▪ The ___ lives in ____. ▪ I believe ___ is going to ___ because _____. 	
	<ul style="list-style-type: none"> ▪ What is the phrasing needed? ▪ Cloze sentence frame? 		
	2.Key Words	GENERIC EXAMPLES:	
	<ul style="list-style-type: none"> ▪ Important vocabulary words or phrases 	<ul style="list-style-type: none"> ▪ Content Vocabulary for Things, Places, Objects, Measurements, Time ▪ Prepositions, Adjectives ▪ Connectors: although, as soon as, On the day... 	
	3.“Real-life” Mini-Language Lesson	GENERIC EXAMPLES:	
	<ul style="list-style-type: none"> ▪ Teach grammatical usage in authentic context 	<ul style="list-style-type: none"> ▪ Command form of <u>verb</u> <i>Put, Take,...press the seed into...</i> ▪ Simple future for prediction <i>(___ is going to + verbs)</i> ▪ Word order ▪ Idiomatic expressions ▪ Polite tone of voice 	

Example of Teacher-Prepared Language Objectives Planning Matrix

1. Determine the language function(s) the ELL will need to participate in the lesson.

2. Identify what language structure(s) the ELL will need to participate in the lesson.

The student will be able to describe physical and behavioral characteristics of a chosen animal in report form.

Language Objectives for: <u>Animal Description Report Lesson Series</u> <small>Lesson or Lesson Series</small>				
LANGUAGE OBJECTIVES PLANNING MATRIX ➤ What language does the student need to <i>understand and say</i> to fully participate in the lesson?				
S T E P 1	LANGUAGE FUNCTION: <ul style="list-style-type: none"> ▪ What is the purpose for communication in this lesson? ▪ What does the learner have to accomplish with the language 	GENERIC EXAMPLES: Name, Describe, Classify, Compare, Explain, Predict, Infer, Suggest, Evaluate Request: materials/permission, Invite, Apologize,	SPECIFIC EXAMPLES: Describe (<i>animal</i>) Explain (<i>eating habits</i>)	
	S T E P 2	LANGUAGE STRUCTURE: 1. Sentence Starter (s) <ul style="list-style-type: none"> ▪ What is the phrasing needed? ▪ Cloze sentence frame? 	GENERIC EXAMPLES: <ul style="list-style-type: none"> ▪ This is a _____. ▪ The ___ lives in _____. ▪ I believe ___ is going to ___ because. 	The <u>animal name</u> has ____. The <u>animal name</u> is ____. Although <u>animal name plural</u> are ____, they also _____.
		2. Key Words <ul style="list-style-type: none"> ▪ Important vocabulary words or phrases 	GENERIC EXAMPLES: <ul style="list-style-type: none"> ▪ Content vocabulary for things, places, objects, measurements, time ▪ Prepositions, Adjectives ▪ Connectors: although, as soon as, On the day... 	-Animal body vocabulary such as paws, claws, tail, fur, snout, mammal/reptile/bird --Adjectives for animals such as large, bulky, slender, fierce, tranquil
	3. “ <i>Real-life</i> ” Mini-Language Lesson <ul style="list-style-type: none"> ▪ Teach grammatical usage in authentic context 	GENERIC EXAMPLES: <ul style="list-style-type: none"> ▪ <i>Command form of verb</i> Put, Take,...press the seed into... ▪ <i>Simple future for prediction</i> (___ is going to + <u>verbs</u>) ▪ Word order ▪ <i>Idiomatic expressions</i> ▪ <i>Polite tone of voice</i> 	--Word order with adjectives: ⇒ The antelope is <u>graceful</u> . ⇒ The <u>graceful</u> antelope runs --Idiomatic expressions At a snail’s pace, Busy as a beaver, to be a workhorse.	