

## Planning Tool for Writing Language Objectives - Sample

Teacher: \_\_\_\_\_ Lesson Source: \_\_\_\_\_ Page \_\_\_\_\_

### 1. What is the standards-based lesson focus?

Grade 6 ELA Reading Standards 2.1 ELD Early Advanced  
Identify the structural features of informational materials (e.g., magazine articles) and utilize them to make predictions about text content and obtain information.

### 2. What is the actual student task? What are students expected to do?

Make verbal predictions about text content using structural features of a news article.

### 3. What verbal and written responses can I anticipate from my students, unless I model the process, clarify the text structure, and guide language use?

Without explicit instruction addressing the sentence structure for making a formal prediction and the specific names of text features, students will do the following:

- respond restating simple words and phrases in the headings
- use informal, simple sentences using imprecise terms

### 4. What would be the ideal and most linguistically adept response(s) for this age and proficiency group? First write a model response, then write a response frame. As needed, provide a word bank and/or grammatical scaffold.

Based on the (title, heading, subheading, image, caption), I (predict/imagine) that the article will (focus on, discuss) \_\_\_.

### 5. Write a statement describing the language objective(s). Students will ...

- make predictions about informational text content using precise verbs in the first person, present tense: **I predict that..., I imagine that...**
- make predictions about text content using precise formal verbs in the future tense: **the article will focus on...the article will discuss...**
- justify predictions about text content using the formal expression **based on...**
- reference text features to make predictions using precise nouns: **title, heading, image, caption, chart, graph**