

## Linguistic Scaffolds for Writing Effective Language Objectives

### An effectively written language objective:

- Stems form the linguistic demands of a standards-based lesson task
- Focuses on high-leverage language that will serve students in other contexts
- Uses active verbs to name functions/purposes for using language in a specific student task
- Specifies target language necessary to complete the task
- Emphasizes development of expressive language skills, speaking and writing, without neglecting listening and reading

### Sample language objectives:

Students will **articulate** main idea and details using **target vocabulary: topic, main idea, detail**.

Students will **describe** a character's emotions using **precise adjectives**.

Students will **revise** a paragraph using correct **present tense and conditional verbs**.

Students will **report** a group consensus using **past tense citation verbs: determined, concluded**.

Students will use **present tense persuasive verbs** to **defend** a position: **maintain, contend**.

### Language Objective Frames:

Students will  (function: active verb phrase)  using  (language target) .

Students will use  (language target)  to  (function: active verb phrase) .

### Active Verb Bank to Name Functions for Expressive Language Tasks

articulate	defend	express	narrate	share
ask	define	identify	predict	state
compose	describe	justify	react to	summarize
compare	discuss	label	read	rephrase
contrast	elaborate	list	recite	revise
debate	explain	name	respond	write

Language objectives are most effectively communicated with verb phrases such as the following:

Students will **point out similarities between...**

Students will **express agreement...**

Students will **articulate events in sequence...**

Students will **state opinions about....**

### Sample Noun Phrases Specifying Language Targets

academic vocabulary	complete sentences	subject verb agreement
precise adjectives	complex sentences	personal pronouns
citation verbs	clarifying questions	past-tense verbs
noun phrases	prepositional phrases	gerunds (verb + ing)

# Language Objectives with Expressive Verbs and Specified Language Targets

## Related to Reading Standards:

Students will...

- make predictions using future tense, and text feature vocabulary (e.g. headings, captions).
- formulate pre-reading questions using appropriate question structure.
- articulate main idea and details using key vocabulary: main idea, detail.
- prioritize arguments in a text using target adjectives: important, essential, significant.
- specify bias in a text by identifying adjectives and opinions.
- articulate cause and effect relationships within a thinking map using subordinating conjunctions: since, because, when.
- describe a character's emotions using precise adjectives.
- retell a narrative story using past tense verbs and adverbs of time (e.g. the next day, later that week)
- read text passages containing target vocabulary with prosody
- ask and answer "how" questions about main events using the past-tense.

## Related to Writing Standards:

Students will...

- express an opinion in a topic sentence for a persuasive paragraph using strong verbs.
- write a persuasive paragraph using correct present and conditional verb tenses.
- articulate a position using strong present tense verbs: support, maintain, contend, believe.
- qualify a position using adverbs: agree/disagree...somewhat, entirely, absolutely, completely
- justify a position using relevant details and complete sentences.
- develop a supporting detail using complete and varied sentences.
- replace everyday vocabulary with precise word choices.
- write a personal narrative using regular and irregular past-tense verbs.
- provide anecdotes to support a point using regular and irregular past-tense verbs.
- summarize a non-fiction text using general present tense and citation verbs.
- revise sentence fragments into complex sentences.
- write habitual present tense sentences about a classmate's routines using correct pronouns and subject verb agreement.
- provide cohesion between sentences in exposition with appropriate transitional expressions.
- compose complex and simple sentences to support points in expository and persuasive writing.
- utilize precise word choices to convey actions, feelings, descriptors in narrative writing.
- utilize vocabulary, syntax and grammar reflective of academic register within writing.
- edit final drafts of sentences and paragraphs for appropriate tense, subject-verb agreement, pronoun reference, fragments and run-on sentences.

## Related to Classroom Discussion (Listening and Speaking):

Students will...

- restate a partner's response using paraphrasing expressions (e.g. so what you are saying is)
- listen for and point out similarities in ideas using target language: My idea is similar to/builds upon.
- report a group consensus using past-tense citation verbs: determined, concluded.
- articulate a perspective using strong present tense verbs: believe, agree/disagree, support
- analyze word parts to determine meaning using precise terms: prefix, suffix, root word
- define the unit concept stereotype using complete sentences and target vocabulary.
- listen for and record precise adjectives used by classmates to describe a character's reactions.

## Planning Tool for Writing Language Objectives

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

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

Grade 7 ELA Standards 2.5 (CA Standards Writing Test – CSWT)

Write a summary of reading material: include the main idea and significant details.

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

Write a formal summary of an informational article: *Plastic or Paper?*

### 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 structure and linguistic features of a formal summary of an informational article, students will approach the process as if they were writing an informal summary of the most recent character and plot developments in a narrative text. They are apt to inject personal opinions and fail to clearly state the main idea and most essential details. They are likely to present the information in a random manner, omitting cohesive transitions. Under-prepared writers will also be unfamiliar with citation verbs and use of the habitual/historical present tense used when summarizing information text.

### 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.

In the article entitled \_\_\_\_, the author (author's full name) \_\_\_\_ (verb: discusses) the topic of \_\_\_\_\_. First, (author's last name) \_\_\_\_ points out that \_\_\_\_ (important detail). The article also (verb: includes, describes) \_\_\_\_ (important detail). In addition, the author (verb: reports, states) that \_\_\_\_ (important detail). Finally, (author's last name) \_\_\_\_ concludes by emphasizing that \_\_\_\_ (author's final point).

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

- summarize an informational article using citation verbs: describe, discuss, state, report, point out, emphasize, conclude
- cite an author in a formal summary using 3<sup>rd</sup> person singular, habitual present tense
- introduce essential details in a formal summary using sequencing transitions: first, also, in addition, finally

## Planning Tool for Writing Language Objectives

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

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

Grade 6 ELA Reading Standards 2.1

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**

## Academic Discussion Topic: *Active Listening*



**THINK:**

Briefly record your personal responses to this question:  
*How does a lesson partner demonstrate active listening?*

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_



**WRITE:**

Rewrite one idea using the sentence frame. Include a precise verb.  
If time permits, write a second sentence.

**Frame:** A lesson partner demonstrates active listening when she/he \_\_\_\_\_  
(third person singular, habitual present tense: *responds politely*).

**Verb Bank:**

**Everyday**

**Precise**

*helps*

\_\_\_\_\_

*lets*

\_\_\_\_\_

*answers*

*responds*

*writes*

records

*repeats*

restates

**Response:** \_\_\_\_\_  
\_\_\_\_\_

**Response:** \_\_\_\_\_  
\_\_\_\_\_



**DISCUSS:** Listen attentively to and record notes on your classmates' ideas.  
Begin by restating and recording your partner's idea.

Classmates' names	Ideas
1.	
2.	
3.	
4.	



**REPORT:** Prepare to report your idea during the whole group discussion.  
Listen attentively, and utilize frames to point out similarities.

•My idea is similar to \_\_\_\_\_'s.

•My idea builds upon \_\_\_\_\_'s.

**Read 180 React and Write**  
**(Ten-Minute Paper: Topic Sentence + Two Supporting Details)**

**Active Listening with Lesson Partners**

**I do** Underline the topic sentence. Check two supporting “showing” details.

A partner demonstrates active listening when she asks clarifying questions if she is confused. For example, she might politely ask “What exactly do you mean by that?”  
When my partner asks a clarifying question, I know that she cares about my ideas and wants to get them right.

**We do** Work with your teacher to write a Ten-Minute Paper.

A partner demonstrates active listening when he makes eye contact with me. For example, he would look directly at me while I am \_\_\_\_\_. When my partner makes eye contact with me, I know that he is really \_\_\_\_\_  
\_\_\_\_\_ me and not worrying about what other classmates are \_\_\_\_\_

**You’ll do** Write a Ten-Minute Paper with your partner.

A partner demonstrates active listening when he \_\_\_\_\_

\_\_\_\_\_ For example, \_\_\_\_\_

\_\_\_\_\_ When my partner \_\_\_\_\_, I know that \_\_\_\_\_

**You do** Choose another detail and write a Ten-Minute Paper on your own.

A partner demonstrates active listening when she \_\_\_\_\_

\_\_\_\_\_ For example, \_\_\_\_\_

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When my partner \_\_\_\_\_, I know that

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**Proofreading Tasks:**

- ✓ Underline each verb. Do your 3<sup>rd</sup> person singular verbs end in -s (e.g., *my partner shares*)?
- ✓ Circle three precise words you included.

## Steps in Summarizing Informational Text

### Sample Formal Informational Text Summary

In the article entitled “LAUSD Goes Sweatfree” Lawrence Gable examines Los Angeles Unified School District’s decision to not purchase products from vendors that were manufactured in sweatshops within or outside of the United States. Gable reports that LAUSD, the second-largest school district in the country, spends millions annually on furniture, uniforms, and equipment. Because of the district’s vast budget, LAUSD is placing pressure upon vendors to report where they acquired their products and to only obtain merchandise from industries that offer safe and legal working conditions. Gable emphasizes that suppliers must also guarantee that no children are employed, and that all laborers earn a “non-poverty” wage and have the right to form a union. He explains LAUSD’s reasons for taking this action. First, the large urban district serves thousands of immigrant families, with many relatives employed by sweatshops in Southern California. In addition, the district wants to make sure children are actually attending school, instead of working to earn money for their families. Finally, Gable concludes that the district plans to enforce its “sweatfree” policy by charging a \$1,000 penalty for any violation, and by working with unions and community members who will inform the district about any manufacturers who ignore labor laws.

- Step 1** Highlight the most important points in the article.
- Step 2** Make a brief outline of the most important points.
- Step 3** Mention the author, the specific genre, and the title of the article in your first sentence.
- Step 4** State the topic of the article and the thesis/main idea at the beginning of your summary.
- Step 5** Include only the most important points and supporting details.
- Step 6** Paraphrase the author’s ideas rather than copy sentences, but be sure to include some of the key topic vocabulary used in the article.
- Step 7** Don’t include your personal opinions or experiences.
- Step 8** Present the ideas in the order in which they were discussed in the reading selection.
- Step 9** Introduce the author’s key points with citation verbs using the present tense (e.g., *the author points out, the writer mentions, Gable emphasizes*).
- Step 10** Use transitional expressions to make connections between ideas (e.g. *first, also, in addition, furthermore, finally*)

## Writing Frame – A Formal Summary of an Informational Text

In the (genre: article, essay, editorial, report) \_\_\_\_\_  
entitled (title) \_\_\_\_\_

(author's complete name) \_\_\_\_\_

(verb: explores, investigates, discusses) \_\_\_\_\_

(topic and main idea/thesis: the topic of... the reasons why... the issue of....) \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

First, (author's last name) points out that \_\_\_\_\_

\_\_\_\_\_

The writer/author/journalist also indicates that \_\_\_\_\_

\_\_\_\_\_

In addition, s/he states that \_\_\_\_\_

\_\_\_\_\_

Moreover, s/he emphasizes that \_\_\_\_\_

\_\_\_\_\_

Finally, (author's last name) \_\_\_\_\_ concludes that \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

# What's Happening

IN CALIFORNIA ?

BY LAWRENCE GABLE

VOL 5, NO 9 MAY 2004

**T**he Los Angeles Unified School District (LAUSD) is the second-largest district in the country. It has more than a thousand schools and education centers. Every year it spends millions on things like furniture, uniforms and equipment. From now on LAUSD wants more for its money. It wants a guarantee from vendors that nothing came from a sweatshop.

Sweatshops started in Britain in the late 19th century. Workers sewed garments at home or in small workshops. These sweatshops crowded workers into unsafe, unhealthy conditions. They worked long hours for low wages. Usually the workers were women and children.

Now other industries run sweatshops too. They exist wherever people are desperate for work. In poor countries the workers may be citizens. In rich countries they are often illegal immigrants who are looking for better lives. Smugglers promise them good jobs, but they end up in bad situations. They do not know about labor laws. Bosses often force them to work unpaid overtime. They also abuse workers verbally and physically.

Now vendors must tell LAUSD where products come from. They must guarantee that workers earn a "non-poverty" wage. They also must guarantee that working conditions are safe. Workers must have the right to form a union, and the factory may not use child labor.

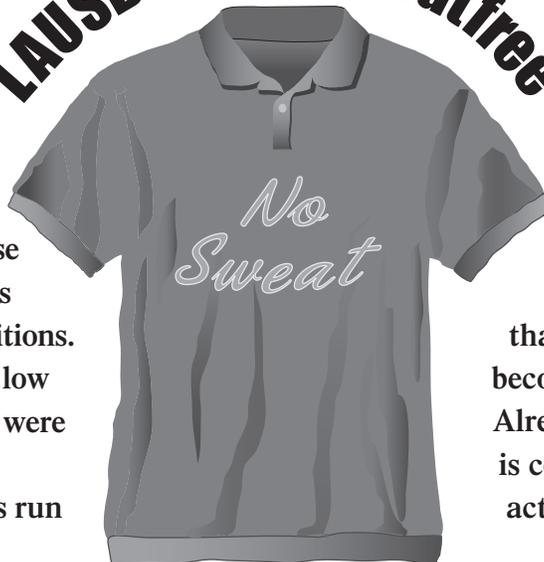
The school district has several reasons for taking this action. It serves many immigrant families. Some of those parents may be working in sweatshops in Southern California. Also, if children are working in sweatshops there or anywhere else, the district wants them in school instead.

LAUSD got help from several organizations. One is a labor union in the garment industry. Another is the Campaign for the Abolition of Sweatshops and Child Labor. This group believes that the school district can become a model for others. Already the City of Los Angeles is considering taking similar action.

It is not clear exactly how the district will enforce its new "sweatfree" policy. District officials may visit some suppliers. Activists also will inform the district about manufacturers that ignore labor laws. The penalty for any violation is \$1,000. In addition, LAUSD will never do business with that vendor again.

Factories will change if they have a reason to. LAUSD is giving them a \$500 million reason. At the same time, it is setting an example for students and families in the district. The sooner people refuse to buy products from sweatshops, the sooner working conditions will change for workers here and around the world.

LAUSD Goes "Sweatfree"



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## BIOGRAPHY

### DAVID TOKOFSKY

SCHOOL BOARD MEMBER, LOS ANGELES UNIFIED SCHOOL DISTRICT

David Tokofsky has been connected to schools in Los Angeles since he was small. He attended elementary, middle and high schools there. For twelve years he taught there too. Now he is a member of the LAUSD Board of Education.

David's father was an executive for Columbia Pictures in Hollywood. David was born there, but his family moved to west Los Angeles when he was six. As he grew up, David never felt any attraction to the movie industry. Instead he became a teacher like his mother.

Social issues have always interested him. At twelve years old he volunteered in George McGovern's campaign for president. In high school he expressed his ideas on issues like oil drilling and school busing. When he graduated, his classmates voted him "Most Outspoken."

In college at UC Berkeley Mr. Tokofsky earned degrees in History and Spanish. He spent five years in college. For one of them he studied in Barcelona, Spain. When he wanted to start teaching, he returned to Los Angeles. The district was hiring lots of teachers then. The fact that he spoke Spanish helped him get a job there. He taught Social Studies at John Marshall High School.

Students in his classes knew that Mr.

Tokofsky believed in changing the world. They challenged him to run for office. In 1995 ran for School Board. Some of his students campaigned door-to-door for him. He won that election, and has won two more since then.



*"As a former teacher, I understand that teachers make dozens of important decisions every day."*

A typical day for David Tokofsky starts with meetings. These may be with community organizations, schools or public officials. His favorite part of the job is its variety. He works with many people on all kinds of issues. He represents 130 schools across 40 miles of Los Angeles. Several days each week he visits one of the schools.

Mr. Tokofsky was proud to lead LAUSD on the sweat shop issue. When his ancestors came to New York 100 years ago, many of them were laborers. Now he has several friends who fight the

abuse of workers. He saw this as a chance for him and the school district to join the fight.

There is little time now for David Tokofsky to relax. In his free time he is busy with his two young daughters. Then there are lots of other things to work on in the district. One of them will be to do more for middle school teachers and students. Mr. Tokofsky says he always will work in education. As new issues come up, everyone knows he will take an active part in the debate.

# Background Information

LAUSD's board of education approved the new policy unanimously. Its policy is broader than those of some universities and cities. They usually apply only to clothing with school logos, items in school bookstores, or police and fire uniforms.

LAUSD did not pledge any money for enforcement. Activists had wanted the district to spend \$125,000 on a third-party certification group.

The garment workers' union that worked with LAUSD is UNITE (Union of Needletrades, Industrial and Textile Employees).

Sweatshops in Great Britain were part of the "sweating system." Workers usually received pay based on how many pieces they sewed. The Anti-Sweating League was formed in 1906.

The U.S. Department of Labor defines a workplace as a sweatshop if it violates two or more basic labor laws. Those include child labor, minimum wage, overtime and fire safety.

In 1996 the U.S. Department of Labor estimated that out of 22,000 U.S. garment shops, at least half of them violated wage and safety laws.

The United Nations says that smuggling people is the fastest-growing business of organized crime.

The U.S. wiped out sweatshops in 1938. The government passed the Fair Labor Standards Act to protect the rights of workers. Labor unions raised salaries and fought for safe, fair working conditions. Sweatshops reappeared in the late 1960s, especially as new immigrant workers came to the U.S.

In a 1999 survey 77% of consumers said that a "No Sweat" label, if one existed, would influence which products they buy.

In 1991 Levi Strauss & Co. was the first U.S. company to demand that their suppliers did not use sweatshops.

In Pakistan thousands of children used to work full time making soccer balls. International organizations like UNICEF and the ILO worked with the industry to remove the children. Today women in villages do the work and children go to school.

The State of California's policy covers uniforms and

accessories for state workers such as Highway Patrol officers.

Sweatshop operators often fire workers for being sick. They also fire pregnant women.

## Topics for Discussion and Writing

- Price is one factor in the decision to buy something. Name some others.
- If companies abuse their workers, are you abusing them too when you buy their products?
- Why are 90% of all sweatshop workers women?
- Why do labor unions exist?
- Identify some professions that do not have unions, and explain why that is the case.

## Vocabulary

*Article-specific:* vendor; garment; smuggler; abolition; supplier

*High-use:* desperate; to abuse; to enforce; activist; violation

## Sources

*Los Angeles Times* March 25, 2004

*Calgary Herald* February 29, 2004

*History Today* December 1, 2002

No More Sweatshops [www.abolishsweatshops.org](http://www.abolishsweatshops.org)

Los Angeles Unified School District  
[www.lausd.k12.ca.us](http://www.lausd.k12.ca.us)

"Between a Rock and a Hard Place"  
by P. Liebhold and H. Rubenstein  
[americanhistory.si.edu/sweatshops](http://americanhistory.si.edu/sweatshops)

## CA Curricular Standards (4–12)

English - Language Arts

*Reading* 1.0 Vocabulary Development  
2.0 Comprehension (Informational Materials)

*Writing* 1.0 Writing Strategies  
2.0 Writing Applications

ELD—*Intermediate and Advanced*

Reading Vocabulary Development / Comprehension  
Writing Strategies and Applications  
Listening and Speaking

History-Social Science

4.4; 4.5; 8.6; 8.9; 8.12; 11.2; 11.3; 11.6; 11.11  
Economics 12.4; 12.6