Language Support for Ambitious Goals

Providing opportunities to engage in deliberate practice is essential to all learners. Multilingual learners may need additional support when engaging in goal-setting, conferencing, and reflection. The resource below provides examples of language frames that you can use as is or adapt to meet the specific needs of your multilingual learners.

|  | **Level 1** | **Level 2** | **Level 3** | **Level 4** | **Level 5** |
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| **Revisiting**  **Personal Goals** | My goal is \_\_\_\_\_\_\_\_.  Today’s goal is \_\_\_\_\_\_\_. | I’m getting better at \_\_\_\_\_\_\_\_.  This will help me with today’s goal because \_\_\_\_\_. | By improving in \_\_\_\_\_\_\_\_\_, I will be able to master today’s goal because \_\_\_\_\_\_\_\_. | Reflecting on my personal goal, I can see a connection with today’s goal.  First, \_\_\_\_. Next, \_\_\_\_. | My personal goal connects to today’s learning goal in the following ways, \_\_\_\_. |
| **Conferencing** | This (point/ draw/gesture) helps me.  I don’t understand this (point or gesture). | I can use \_\_ to help me with \_\_\_\_\_.  The part that is hard for me is \_\_. | I’m wondering if \_\_\_\_ will help me with \_\_\_\_\_?  I’m still struggling with \_\_\_\_. | One way I can use what I learned today is \_\_.  I still need clarification on \_\_\_\_\_. | Today’s learning will help me achieve my own learning goals because \_\_.  However, I still need to \_\_\_\_\_. |
| **Reflection** | I learned \_\_\_\_\_\_. (draw or point)  Next, I will\_\_\_\_. (one word or gesture) | I learned \_\_ during today’s lesson.  I still need to \_\_\_\_.  My next step is to \_\_\_\_. | Today’s lesson helped me with \_\_\_\_.  I know I’m getting closer to my goal because \_\_.  One thing I can do next is \_\_\_\_. | One new skill I learned today is \_\_.  It will help me achieve my personal goal because \_\_.  My next step in learning is \_\_\_\_. | Today, I achieved the learning goal of \_\_\_.  This will help me attain my goal because \_\_.  One way I can advance my learning is \_\_\_\_. |