

Language Domain +1 Planning Matrix Examples

General Application Example

This example illustrates how to support both receptive skills (reading, listening, observing) and productive skills (speaking, writing, reproducing) across different learning contexts. The examples provided can be adapted for various proficiency levels, grade levels, and content areas.

Receptive	1 Reading <ul style="list-style-type: none"> Academic textbooks and instruction manuals Biographies, novels, and texts Blogs, websites, and social media posts Digital publications, newspapers, and historical documents Letters and advertisements 	2 Listening <ul style="list-style-type: none"> Audiobooks and radio content Class and peer discussions Debates and interviews Guest speakers and teacher-led read-alouds Music, news, and video content Online tutorials 	3 Observing <ul style="list-style-type: none"> Animations, digital media, gifs, and infographics Body language and facial expressions Charts, graphs, and diagrams Graphic organizers and visual aids Illustrations, art, photos, and images Live demonstrations and performances Signs and anchor charts
	4 Speaking <ul style="list-style-type: none"> "Can do" statements and peer teaching Debates, interviews, and question asking Performance and role-play scenarios Presentations and giving/repeating directions Small or collaborative group dialogue, discussions, and choral responses or chanting 	5 Writing <ul style="list-style-type: none"> Annotations, notes, and writing stems Blog posts, social media, and email communications Creative writing and journal entries Essays, reports, and summary writing Letters and written reflections about lived experiences 5Ws, positional words, transition words, and conjunctions 	6 Reproducing <ul style="list-style-type: none"> Building models, charts, and project diagrams Digital content, gamification, and interactive presentations Dramatic reenactments and total physical response (TPR) Recording videos and visual summaries Choral responses

Applied Example: Grade 3 Water Cycle Unit

This example demonstrates the practical application of the Language Domain +1 framework in a science context, with specific scaffolding strategies for beginning/emerging language learners. The examples detail how to integrate both receptive and productive language skills into water cycle content learning.

Topic: Water Cycle					
Grade/Subject: Third, Science			Proficiency Level: Beginning		
Receptive	1 Reading <ul style="list-style-type: none"> Pre-teach core vocabulary using picture cards for water, rain, clouds, and the Sun Simple text with one or two sentences per page and matching pictures Color-coded labels on diagrams 	2 Listening <ul style="list-style-type: none"> Basic command phrases with gestures: <ul style="list-style-type: none"> "Point to the cloud." "Show me water going up." Simple yes/no comprehension checks Short video clips (30 seconds) focusing on one process at a time 	3 Observing <ul style="list-style-type: none"> Real demonstration with clear steps: <ul style="list-style-type: none"> Show ice melting. Show steam from hot water. Show water drops on a cold surface. Use actual photos not abstract drawings Use color-coded arrows on diagrams Partner practice with picture cards 		
	4 Speaking <ul style="list-style-type: none"> Adapting song lyrics for the water cycle Singing and chanting Simple sentence frames: <ul style="list-style-type: none"> "I see ____." (water, clouds, rain) "The water is ____." (hot, cold, falling) Choral responses for key terms One-word or short-phrase responses using student's own words Songs with repeated phrases and movements Chants, poems, and audio recordings (songs, recorded lesson modeling) 	5 Writing <ul style="list-style-type: none"> Fill-in single words in simple sentences: <ul style="list-style-type: none"> "Water goes ____." (up/down) "Clouds make ____." (rain) Label pictures with word bank Write single words or steps in a process Copy key terms with examples 	6 Reproducing <ul style="list-style-type: none"> Create simple drawings with two or three labels Create manipulatives to show sequence Point to and name stages on a diagram Act out each stage with basic motions Match picture cards to word cards Guessing actions associated with the water cycle for each stage: <ul style="list-style-type: none"> Arms rising for evaporation Fingers wiggling down for rain "Water goes up (↑) when hot." "Clods make rain (↓)." Picture dictionary with L1 translations 		

Name:

Date:



Language Domain +1 Planning Matrix

Topic:

Grade/Subject:

Proficiency Level:

Receptive

1

Reading

2

Listening

3

Observing

Productive

4

Speaking

5

Writing

6

Reproducing