**TIPS ON WRITING CONTENT OBJECTIVES AND LANGUAGE OBJECTIVES**

*Objectives are what we want the students to learn and need explicit attention; objectives are not a by-product of an activity but the foundation of one. Posting the objective(s) brings more focus to the planning and thinking and helps bring order to the classroom procedures.*

**CONTENT OBJECTIVES MUST BE…** *(drawn from the state subject area standards)*

1. written in student-friendly language
2. shared orally with students
3. stated in writing on the board to get students used to seeing them; reading them out loud and evaluating whether or not objective(s) were achieved at the end of the class period.
4. tied to specific grade-level content standards
5. limited to only one or two per lesson to reduce the complexity of the learning task

**LANGUAGE OBJECTIVES MUST BE…**

1. written in student-friendly language
2. written beginning from **process-oriented** to **performance oriented** statements

*Process: “I will explore-listen to-recognize…”*

*Performance: “I will define-draft-write-give an oral presentation-edit…”*

1. shared orally with students
2. stated in writing on the board to get students used to seeing them; reading them out loud and evaluating whether or not objective(s) were achieved at the end of the class period.
3. tied to specific grade-level content standards
4. limited to only one or two per lesson to reduce the complexity of the learning task

**Keep in mind the following 6 categories as a starting point for generating a language objective:**

1. **Key Vocabulary**-technical terms, concept words, and other words needed to discuss read or write about the topic of the lesson (names of important people/places/events; scientific and mathematical terms; social studies or health concepts

Example: ***Students will be able to (SWBAT) define the terms chemical reaction, reagent, and physical change orally and in writing.***

1. **Language Functions**- ways students use language in the lesson

Example: ***(SWBAT) formulate questions and generate hypothesis before conducting an experiment.***

1. **Language Skills**-reading, writing, listening and speaking skills students need to learn. These skills are taught directly, practiced and reviewed and need to link to the topic of the lesson.

Example: ***(SWBAT) scan directions for a laboratory experiment to identify the necessary equipment***.;

***(SWBAT) draft a lab report.***

1. **Grammar or Language Structures**-taught when they are prevalent in the written and spoken discourse of the class. They may include questioning patterns, past or future tense verbs, paragraph writing, pronoun usage, or sentence formation.

Example: ***(SWBAT) recognize the difference between imperative sentences (like those in the lab directions) and declarative sentences (like those in their textbook).; (SWBAT) use adverbs or time in their lab report to describe observations.***

1. **Lesson Tasks**-source for language objectives…teacher considers what language is embedded in a lesson assignment that could be pulled forth and turned into explicit instruction in language; shows how a language objective built around a lesson task might involve multiple areas of language; teachers would make sure students knew how to read for the main idea, write a summary, and share key information orally.

Example: ***(SWBAT) read and summarize a text passage with peers and then teach the main information to another student.***

1. **Language Learning Strategies**-include corrective strategies {reread confusing text}; include self-monitoring strategies {make and confirm predictions}; pre-reading strategies {relate to personal experience} or language practice strategies {repeat, rehearse phrases, visualize}; applying cognates {hospital-hospital, telefono-telephone}

Example: ***(SWBAT) confirm their responses to text questions with a peer.;*** Example: ***(SWBAT) represent data graphically.***

|  |  |
| --- | --- |
| **VERBS FOR CONTENT OBJECTIVES** | **VERBS FOR LANGUAGE OBJECTIVES** |
| **Identify**  **Solve**  **Investigate**  **Distinguish**  **Hypothesize**  **Create**  **Select**  **Draw conclusions about**  **-**  **-**  **-** | **Listen for**  **Retell**  **Define**  **Find the main idea**  **Compare**  **Summarize**  **Rehearse**  **Persuade**  **Write**  **-**  **-** |

*\*These verbs are not exclusive to one type or another; they are more common to the category presented. Over time, add to the list to further distinguish between the content and language goals of your lesson.*

**

**Once you have written your content and language objectives, you may want to use this checklist to evaluate them:**

* the objective are observable
* the objectives are written and presented in language the students can understand
* the content objective is related to the key concept of the lesson
* the language objective promotes student academic language growth
* the language objective connects clearly with the lesson topic or lesson activities
* I have a plan for assessing student progress on meeting these objectives during the lesson