

Writing and Using Content and Language Objectives

A Few Items of Review

What does SIOP stand for?

Sheltered Instruction Observation Protocol

What is Sheltered Instruction Observation Protocol?

It is a strategy for teachers to use to help make subject matter concepts understandable for students who are still developing English language skills. Although it was originally developed to help English Language Learners master content while still developing English language skills, SIOP has been proven to be beneficial to all learners.

The facts

Students are more likely to fail if they do not know what to learn, and they are likely to fail if they do not know what to do. Therefore, having both content and language objectives clearly posted and clearly stated, helps to set students up for success.

Finally, it is imperative that content and language objectives are observable (the teacher or observer should be able to see students actively working to meet an objective) and measurable (the teacher or observer should be able to determine whether students are making progress toward or have met each objective).

What is the difference between content objective and language objectives?

The **content objective** tells what students will learn during the lesson. **Example:** “Today you will learn about the causes of the American Revolution.”

The **language objective** tells how the students will learn and/or demonstrate their mastery of the lesson by reading, speaking, writing, or listening. **Example:** You will be able to explain the connection between the French and Indian War and the American Revolution.

Other Sample Content and Language Objectives

Content Objective: “Students will find the lowest common multiple (LCM) of 2 or more numbers.”

Language Objective: “You will write the steps used to solve the problems.”

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Content Objective: “Students will be able to agree or disagree about Anticipation statements written about (a topic).”

Language Objective: “I can orally or in writing justify my reason for agreeing or disagreeing with Anticipation statements about capital punishment.”

Content Objective: “Students will be able to use vocabulary related to a content concept (such as transportation).”

Language Objective: “Students will be able to use the sentence frame:
“When I go to _____ I travel by _____.”

Verbs for Writing Content and Language Objectives

Verbs for Content Objectives	Verbs for Language Objectives
Identify	Listen for
Solve	Retell
Investigate	Define
Distinguish	Find the main idea
Hypothesize	Compare
Create	Summarize
Select	Rehearse
Draw conclusions about	Persuade
	Write

Checklist for Evaluating Content and Language Objectives

- The objectives 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 (it is not something most students already do well).
- 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.

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Verbs for Writing Content and Language Objectives based on Bloom's Taxonomy and the 4 Domains of Language

Verbs for Content Objectives

Knowledge – list, identify, locate, memorize, review, label, describe, define, name, match

Comprehension – recall, reproduce, summarize, explain, demonstrate, translate, rephrase

Application – predict, compare, contrast, solve, classify, categorize, show, apply, make, build a replica

Synthesis – build a model, combine, compile, compose, construct, create, design, elaborate, test, infer, predict, hypothesize, invent, design

Evaluation – choose, decide, recommend, select, justify, defend, support

Verbs for Language Objectives

Listening – tell, role play, identify, listen, recognize, point, show, follow directions

Speaking – name, discuss, rephrase, ask, answer, predict, say steps in a process, pronounce, repeat, respond, state, summarize, explain, tell, use

Reading – preview, read aloud, find specific information, identify, skim, explore

Writing – list, summarize, ask and answer questions, create sentences, state and justify opinions, write, contrast, classify, record

Vocabulary Development – define isolated words, define words in context, find words and construct meaning

Writing and Using Content and Language Objectives

As per Mrs. Carter, the biggest problem she sees is that some teachers are not putting the content and language objectives on the board each day for each class.

Content Objectives correlate with the NCSCOS but should be paraphrased so that students can understand them. The exact objective, goal or number is not acceptable.

Language Objectives are what the students will be doing – writing, creating a Thinking Maps, presenting, solving or figuring, etc.