

# Objectives: content and language

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# Objectives

- SWBAT
  - **Define** content objectives and language objectives
  - **Describe** the difference between language and content objectives
  - **Add** content and language objectives to their lesson planning process
- Notice the absence of:
  - *Learn, understand, or appreciate*
  - *Learn to appreciate*
  - Use action verbs!!

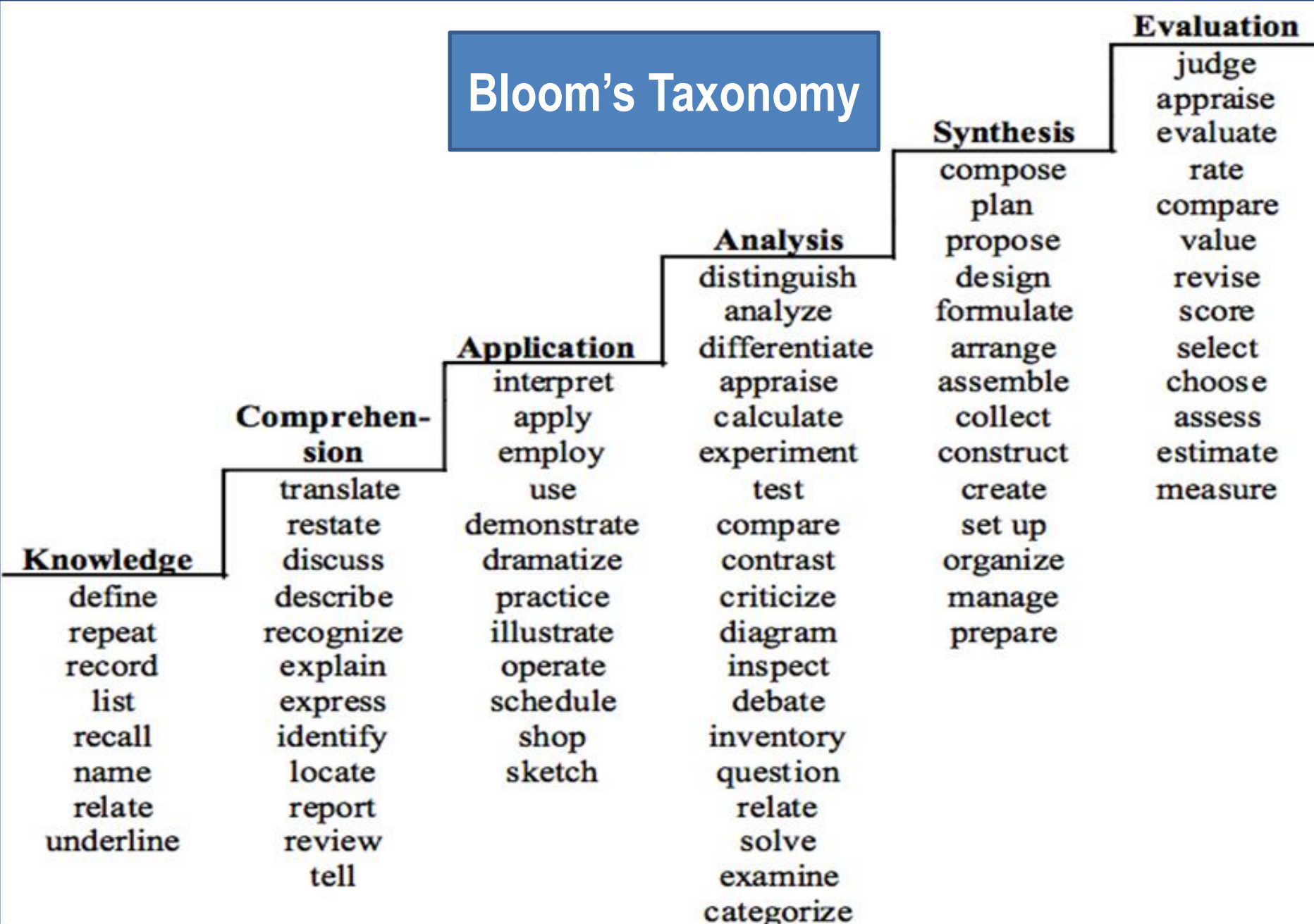
# What are content objectives?

- What you want the students to *do* - SWBAT
- NOT what you want the students to *learn*
- Use action verbs from various levels of Bloom's taxonomy
- Examples
  - SWBAT **compare/contrast** two advertisements
  - SWBAT **explain** why they prefer one advertisement over the other
  - SWBAT **design** their own advertisement

# How to write content objectives

- Review your textbook
- Review your content standards
- Keep the Bloom's taxonomy verbs in front of you
- Revise as you are planning the rest of the lesson

# Bloom's Taxonomy



# Approaches to language objectives

- SIOP
  - foundational groundwork of content & language objectives
  - separates content and language
    - isolates key vocabulary for special attention
- WIDA
  - extends and synthesizes content and language into CLOs
- In this session we will start with the small parts (as per SIOP) and progress to the synthesis (as per WIDA)
  - ensures that all components are present in the final CLO

# THE SIOP APPROACH

# What are language objectives?

- “the type of language that students will need to learn and use in order to accomplish the goals of the lesson” (<http://www.colorincolorado.org/article/49646/>)
- Four main types
  - **Key vocabulary**
    - Content-specific – *mitosis, isosceles, landform*
    - Cross-curricular – *contrast, cause/effect, create, evaluate*
    - General – *because, similar to, although, first, second, third*
  - **Grammar structures**
  - **Function/skills:** reading, writing, listening, speaking
  - **Learning strategies and supports:** predict, summarize, grouping/categorization



# Vocabulary

- Include both “bricks” and “mortar”
  - Academic – “Big College Words”
  - Content-specific
    - Coniferous, deciduous, photosynthesis
  - Cross-curricular
    - Cause/effect words – because, so
    - Time words – before, after, until
    - Transition words – however, therefore, first/second/third/next
    - Academic word list
  - General
    - Any words from Bloom’s taxonomy
  - Word parts
    - Roots, prefixes, suffixes

# Your turn!

- Identify 5 vocabulary words in this passage that you would cover on the 1<sup>st</sup> day of the unit. Consider others that you might include on days 2-5.

Cells need nutrients, like oxygen, to survive. Cells also need to get rid of waste, like carbon dioxide. The body has a system called the *circulatory system* to deliver nutrients to cells and take away waste. The circulatory system is made up of the heart and blood vessels.

Blood vessels are like pipes that move blood to every cell, and consist of arteries, veins, and capillaries. The arteries carry blood away from the heart, veins carry blood back to the heart, and capillaries connect the arteries and veins.

# Language structures/forms

- Grammar point
  - Adjectives, adverbs, articles, verb tenses, etc.
- Writing point
  - Stating an opinion and using supporting reasons
- Sentence stems
  - I like \_\_\_\_\_ because \_\_\_\_\_.
  - First, \_\_\_\_\_ happened. Then, \_\_\_\_\_ happened.
  - I wonder what would happen if \_\_\_\_\_.
  - First I thought \_\_\_\_\_, but now I think \_\_\_\_\_.
- Pull from the text so it's in context

# Your turn!

In the reading passage, identify 1-2 language structures/forms (grammar points) for direct instruction

Cells need nutrients, like oxygen, to survive. Cells also need to get rid of waste, like carbon dioxide. The body has a system called the *circulatory system* to deliver nutrients to cells and take away waste. The circulatory system is made up of the heart and blood vessels. Blood vessels are like pipes that move blood to every cell, and consist of arteries, veins, and capillaries. The arteries carry blood away from the heart, veins carry blood back to the heart, and capillaries connect the arteries and veins.

# Language skills/functions

- Skills: reading, writing, listening, speaking
- Functions: what are you doing with language?
  - Offer an idea, suggestion, or opinion
  - Agree/disagree politely with others
  - Present/support reasoning with evidence
  - Ask a question/provide an answer
  - Extend what a peer has said
- Overlap with content objectives is okay as long as they are linked to *language*.

# Language functions examples

- Students will orally describe the Bill of Rights to a partner
- Students will read a comparison between coniferous and deciduous trees
- Students will summarize in writing the causes of the American Civil War.
- Students will retell the story “The Grouchy Ladybug”

# Language functions – more examples

- Students will read a poem and identify similes
- Student will, with a partner, read and compare two nutrition labels and present their comparison to the class
- Students will, in a group, discuss and contrast the economies of two countries
- Students will share their ideas about how to solve a problem
- Students will evaluate two pieces of artwork and defend their evaluation.

# Language learning strategies/supports/scaffolds

- Learning styles – visual, oral, kinesthetic, musical
- Methods - general
  - Various grouping strategies (individual, pair, small group, full class)
  - Connect to/activate prior knowledge
  - Previewing, predicting/guessing
  - Clarifying, questioning, summarizing
  - Asking for help/clarification
  - Re-reading, notetaking, highlighting
  - Verbalizing, imaging
  - Graphic organizers
  - Asking questions



# Putting it together – an art lesson

- Key vocabulary
  - Paint, fresco
- Language functions
  - Discuss and compare two paintings and write about their favorite
- Language structures
  - Passive voice: eg This one was painted by \_\_\_\_\_.
- Language learning strategies
  - Imaging: students will imagine painting a picture
  - Students will work in groups of 3
- Combined
  - Language objective: Students will work in groups of 3 and use the passive voice and key vocabulary to imagine painting a work of art and discuss and compare two paintings. Students will then write their opinion of their favorite and defend their choice.
  - Content objective: SWBAT analyze and evaluate two paintings, choose their favorite, and support their choice with reasons and evidence

# Formula for language objectives

- Students will use grammar and/or key vocabulary and strategy to function/skill end product.
  - SW read a work of non-fiction and use key vocabulary (supporting details, main ideas, topic sentences) to identify main ideas and details orally and in writing
    - (CCSS.ELA-LITERACY.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
  - SW read a work of non-fiction and work in pairs to write wh-questions about what they have read.

# Examples

- Content objective
  - SWBAT infer the topic from the chapter title
- Language objective
  - Students will read the title of a chapter and use key vocabulary and correct grammar to infer orally and in writing the topic of the chapter

I think the topic is \_\_\_\_\_ because \_\_\_\_\_.

# Your turn!

- In the reading passage, identify language functions and learning strategies, and synthesize with key vocabulary and language structures to write a language objective.

Cells need nutrients, like oxygen, to survive. Cells also need to get rid of waste, like carbon dioxide. The body has a system called the *circulatory system* to deliver nutrients to cells and take away waste. The circulatory system is made up of the heart and blood vessels. Blood vessels are like pipes that move blood to every cell, and consist of arteries, veins, and capillaries. The arteries carry blood away from the heart, veins carry blood back to the heart, and capillaries connect the arteries and veins.

# The WIDA Approach

VERY SIMILAR TO THE SIOP'S LANGUAGE OBJECTIVES...

# Content & Language Objectives (CLOs)

- We will:
  - Discuss the components of a CLO
  - Look at some examples
  - Create your own CLO
- Check out your “Scaffolding Document...”
  - Notice the four components
    - Function – the purpose of the language learned in the lesson (see Blooms)
    - Language Form – the grammatical structure or the grammatical components of the language that students need, more specific than the function, it is the small pieces that help students know what function they are operating in (see Function and form document)
      - Vocabulary Development can also be a language form
    - Content Stem – task or topic that your students are learning about, they come from your curriculum
    - Supports like graphic organizers to help students with the function, using the language forms, with the content

# CLO Components Con't

- Follow along on your scaffolding document, use it as a note catcher!
- Let's check out the video!
- What CLO component (function, language form, content stem & support) does the word "use" or "using" signal?
- What component does the word "can," most times signal?
- Let's practice, use your chart to help you!

# Lesson Plan Objective

- Think about an objective that you recently taught or will teach as you view the “Lesson Plan Objective” slide in the video
- Write your CLO using what you circled on your sheet, and topics from your curriculum



# How are SIOP Lang. Obj. Similar to WIDA CLOs?

- Four main types
  - Key vocabulary
    - Content-specific – *mitosis, isosceles, landform*
    - Cross-curricular – *contrast, cause/effect, create, evaluate*
    - General – *because, similar to, although, first, second, third*
  - Grammar structures
  - Function/skills: reading, writing, listening, speaking
  - Learning strategies and supports: predict, summarize, grouping/ categorization
- What other questions do you have?
- Thank you for coming today! J & L 😊