

LANGUAGE OBJECTIVES

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Objectives

- ▣ Content Objective: TWBAT...explain how language objectives improve academic English proficiency.
- ▣ Language Objective: TWBAT...write a language objective.

Warm-up Activity

- ▣ We have the following objective:
 - SWBAT defend the position taken by Atticus Finch to represent Tom Robinson.

- ▣ What type of language is necessary to answer the objective?

SIOP Model

- ▣ Content-based instruction (SDAIE)
 - Teach content to students learning English through a developmental language approach
 - Generally taught by content area teachers
- ▣ 8 components (Lesson Preparation, Building Background, Comprehensible Input, Strategies, Interaction, Practice/ Application, Lesson Delivery, and Review/ Assessment)
- ▣ Research-based

Writing Language Objectives

A language objective states how students will be able to express what they have learned in English.

Categories for Creating Language Objectives

1. Key Vocabulary
 - SWBAT define the terms _____, _____, _____, etc.
2. Language Functions
 - SWBAT generate hypotheses before conducting an experiment.
3. Language Skills
 - SWBAT draft a lab report.
4. Grammar or Language Structures
 - SWBAT recognize the difference between imperative and declarative sentences.
5. Language Learning Strategies
 - SWBAT confirm their responses to text questions with a peer.
6. Lesson Tasks
 - SWBAT read and summarize a text passage and teach the main idea to another student.

Language Objective Examples

- ▣ Examples from a language arts class showing the progression of objectives.
 1. Recognize similes in text.
 2. Discuss the functions of similes.
 3. Write three similes.
 4. Write a paragraph that describes a setting using similes.

Activity

- ▣ Objectives from 8th grade language arts
 - SWBAT use descriptive adjectives to write sentences about the characters.
 - SWBAT compare traits of two characters in a story.
- ▣ Which one is the content objective and which is the language objective?

What is the format of a Language Objective?

Format for a language objective:

- ▣ **Language function, Content stem, Support.**

What are examples of Language Functions?

- ▣ List
- ▣ Label
- ▣ Repeat
- ▣ Restate
- ▣ Form a question
- ▣ State
- ▣ Retell
- ▣ Define
- ▣ Describe
- ▣ Give an example
- ▣ Hypothesize
- ▣ Paraphrase
- ▣ Explain
- ▣ Make a connection
- ▣ Compare and Contrast
- ▣ Narrate
- ▣ Compose
- ▣ Summarize
- ▣ Defend
- ▣ Justify

What is a **Content Stem**?

- ▣ This is the content you are working on in class according to your content area standards.

What are examples of Language Supports?

- ▣ Real life objects
- ▣ Manipulatives
- ▣ Pictures &
- ▣ Photographs
- ▣ Illustrations
- ▣ Diagrams
- ▣ Color coding
- ▣ Dictating to a partner
- ▣ Audio books
- ▣ Magazines &
- ▣ Newspapers
- ▣ Video Clips
- ▣ Models & Figures
- ▣ Charts
- ▣ Graphic Organizers
- ▣ Timelines
- ▣ Number lines
- ▣ In pairs or partners
- ▣ In triads or Small Groups
- ▣ Using the Internet
- ▣ With Mentors
- ▣ Acting it out

How do I put it all together?

- ▣ Choose a content stem you are working on, then add a language function and a support.

Examples

- List reasons for characters' actions using a graphic organizer.
- Give examples of symmetry in two-dimensional shapes from magazines.
- Describe the pull of magnets on classroom objects.
- Summarize the changes in ways of living in Ecuador over time using a timeline.

Now that I have written the Language Objective, how do I support it?

- ▣ Consider the vocabulary and sentence structures students will need to use
- ▣ Model how to meet the language objective
- ▣ Use “think-a-loud” while modeling
- ▣ Have students practice speaking with a partner
- ▣ Create illustrated word walls
- ▣ Provide sentence and paragraph frames
- ▣ Provide sample written products

Samples from lesson plans



LANGUAGE OBJECTIVE

- Students learn and apply key vocabulary related to cellular structure and function.

CONTENT OBJECTIVE

- Students will be able to understand the common structure that makes up every living thing.
 - What happens inside the cell
 - The diversity of the cellular life
 - How to visualize cells.
 - That in most cases, living things grow by producing more cells.

LANGUAGE OBJECTIVE

Students will be able to

Beginning	Intermediate	Advanced
<ul style="list-style-type: none">•name textures	<ul style="list-style-type: none">•describe objects using texture adjectives•sort objects according to oral instructions with visual support	<ul style="list-style-type: none">•make predictions about the texture of an object•sort objects according to oral instructions

CONTENT OBJECTIVE

Students will be able to

- Use their sense of touch to classify objects by texture

LANGUAGE OBJECTIVE

Students will be able to utilize the vocabulary of the solar system in simple present such as “The earth is just one planet.”, ordinal numbers of planets, and superlative adjectives such as “Pluto is the farthest planet from the Sun.”

CONTENT OBJECTIVE

Students will identify and describe the parts of the universe such as the planets and other astronomical phenomena.

Objectives Checklist

- ▣ 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 (enduring understanding) 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.

Now you try...

- Choose a **Standard**
- Add a **Language Function**
- Add a **Support**

Remember to consider the language proficiency levels of your students and the next level for growth.