

Lesson Planning Writing Content and Language Objectives

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Learning Targets

1. I can explain the importance of aligning **language** objectives to **content** objectives in order to break down barriers for English learner students.
2. I can differentiate between a **content** objective and a **language** objective.
3. I can write **content** and **language** objectives for English learner students that are aligned to state, local, WIDA, or national standards.

Opening Question

Turn to the person next to you and explain your understanding of the following:



1. The difference between a **language** objective and a **content** objective
2. The importance of focusing on both a **language** objective and a **content** objective in any given lesson
3. How do you determine if students have mastered the **content** and **language** objectives of a lesson?



Language Objective vs. Content Objective

Setting Dual Purposes For Any Lesson

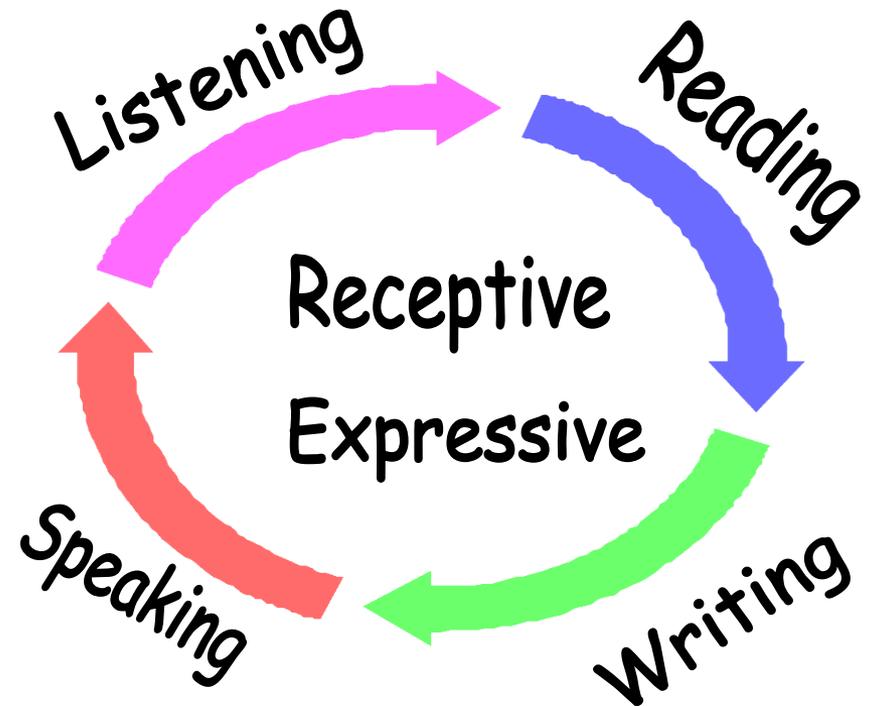
What are the Differences Between Language and Content Objectives?

- **Content Objectives** or **Learning Targets** represent *what* English learner students are learning in relation to state standards.
(Analogy: It's the meat of the lesson.)
- **Language Objectives** or **Success Criteria** represent *how* English Learner students demonstrate mastery/understanding of the concept.
(Continuing with the analogy above: How teachers know the meat is ready to eat)

Echevarría Jana, Vogt, M. E., & Short, D. (2017). *Making content comprehensible for English learners: the Siop Model*. Boston: Pearson.

The Four Language Domains in Two Skill Sets:

- Language objectives address all four language domains as much as possible.
- Specific focus on **speaking** in all lessons is important.





When Composing Content and Language Objectives

Consider the Following...

Content Objectives Consider....

Content



- Writing them in student friendly language.....easier for English learner students (ELs) to understand;
- The age and educational background level of the ELs;
- Using them to guide ELs learning;
- Giving them orally and in writing;
- Stating them as "The Student Will" or "Today I will"; and/or,
- Tying them to specific grade-level content standards.

Echevarría Jana, Vogt, M. E., & Short, D. (2017). *Making content comprehensible for English learners: the Siop Model*. Boston: Pearson.

Language Objectives:



Consider showing how....

- You want English learner students (ELs) to use language to acquire concepts, facts, and skills (**get it**);
- You want ELs to use language to practice concepts, facts, and skills (**work with it**); and,
- You want ELs to use language to demonstrate acquisition of concepts, facts, and skills (**apply it, mastery**).

Echevarría Jana, Vogt, M. E., & Short, D. (2017). *Making content comprehensible for English learners: the Siop Model*. Boston: Pearson.

Getting to Know Your English Learner Students



Important Data Points to Consider:



- Your English Learner (EL) students' English Language Proficiency (ELP) Levels;
 - See WIDA's ACCESS for ELLs overall composite proficiency level (CPL) and individual language domains score results
- How to use the WIDA *Can Do Descriptors* to guide teacher and EL student expectations;
- EL students' prior schooling, background experiences, and proficiency in first language; and,
- EL students' family dynamics.

(Language Objectives for more proficient students might involve higher expectations involving reading, writing, listening, speaking, and viewing to support the content objective)

Here is Today's Student ...

Task

Mr. Mefford is teaching a Science unit about the mixtures. At the end of the unit, each student will give an oral presentation.

How could he differentiate or scaffold the presentation given the language proficiency level of the student in the **speaking** domain?

Student Profile

José Luis is a recent arrival from Guatemala. While he is quite shy and well-behaved in class, he is gregarious and out-spoken with other Spanish speaking boys. José Luis's father is a **migrant worker**. This is his third school for his 8th grade year, and his schooling was interrupted in Guatemala. José Luis is in the most emergent stages of Second Language Acquisition. He scored a 1 in all domains on the online WIDA screener.

Adapted SIOP ESOL Lesson Plan

Sample

| | |
|---|---|
| Subject: | Physical Science |
| Unit of Study: | Reactions and Properties of Matter |
| Topic of Lesson: | Homogeneous vs. Heterogenous Mixtures |
| Georgia Standards of Excellence | |
| SPS6 | Obtain, evaluate, and communicate information to explain the properties of solutions. |
| Key Terms: | |
| Tier I & II (Academic and/or Interdisciplinary Terms): | Obtain, Evaluate, Communicate, Explain |
| Tier III (Unit Specific Terms): | Homogenous Mixture, Heterogenous Mixture |

Adapted SIOP ESOL Lesson Plan

Sample Cont'd

| Lesson Preparation <i>(SIOP Example)</i> | |
|--|--|
| Content Objective: | Distinguish between homogeneous and heterogeneous mixtures. |
| Language Objective: | SPEAKING: Orally explain at least two differences between homogeneous and heterogeneous mixtures to a partner using compare/contrast language. WRITING: Write the definitions of homogeneous and heterogeneous mixtures in my own words and give an example of each type. |

Writing Content and Language Objectives

Let's Learn, then Practice



*Offering a holistic education to **each and every child** in our state.*

Content and Language Objectives can originate from:

- Georgia Standards of Excellence;
- Content/concept knowledge or skill;
- Teacher/Student Input;
- Acquiring, learning, understand (background knowledge);
- What you want them to learn; and/or,
- Objectives students should know or be able to do.

Receptive & Productive Language Skills



IMPORTANT

- English learner students tend to develop receptive skills (listening and reading) faster than productive skills (speaking and writing)
- Students will need to develop both sets of skills simultaneously.

Content and Language Objectives

Sample Planning Template

When crafting language objectives (in student friendly language), consider these guiding questions:

| | |
|----------------------------------|--|
| Subject: | |
| Lesson Topic: | |
| ELP Level(s): | <i>(What are the ELP levels of your EL students?)</i> |
| Georgia Standard of Excellence: | <i>(Which specific GSE and/or GSE element is being taught?)</i> |
| Content Objective: | <i>(What is the GSE asking EL students to know and do in order to demonstrate mastery?)</i> |
| Language Objective: | <i>(What language - words, phrases, discourses, i.e. sentences in paragraphs - do EL students need to use in order to demonstrate mastery of the content standards?)</i> |
| Observable Learner Moves: | <i>(What should I look for EL students to be doing when listening, speaking, reading, & writing?)</i> |
| Demonstrated Teacher Moves: | <i>(How will the teacher ensure that the academic content and vocabulary are comprehensible?)</i> |
| Formative / Summative Assessment | <i>(What words, phrases, and discourse do EL students need to understand and use to be successful on an assessment(s)?)</i> |

(Adapted 2019 from Center for Applied Linguistics, 2012)

Content and Language Objectives

Sample Planning Template-Example

| | |
|---|--|
| Subject: | Physical Science |
| Lesson Topic: | Homogenous vs. Heterogenous Mixtures |
| ELP Level(s): | <i>(What are the ELP levels of your EL students?)</i> Using WIDA resources, the lesson would be scaffolded to ensure the content is comprehensible to EL students at different ELP levels. |
| Georgia Standard of Excellence: | <i>(Which specific GSE or GSE element is being taught?)</i> SPS6 - Obtain, evaluate, and communicate information to explain the properties of solutions. SPS6a. Develop and use models to explain the properties of solutions. |
| Content Objective: | <i>(What is the GSE asking EL students to know and do in order to demonstrate mastery?)</i> Communicate information to explain, i.e. Distinguish between homogeneous and heterogeneous mixtures. |
| Language Objective: | <i>(What must EL students know and be able to do with language in order to demonstrate mastery of the content standards?)</i> SPEAKING: Orally explain at least two differences between homogeneous and heterogeneous mixtures to a partner using compare/contrast language. WRITING: Write the definitions of homogeneous and heterogeneous mixtures in my own words and give an example of each type. |
| Observable Learner Moves: | <i>(What should I look for students to be doing when listening, speaking, reading, & writing?)</i> EL students write and explain the differences between heterogenous and homogenous mixtures using academic vocabulary and definition phrases. |
| Demonstrated Teacher Moves: | <i>(How will the teacher ensure that the academic content and vocabulary are comprehensible?)</i> Teacher will provide EL students with scaffolds such as sentence frames, graphic organizers, and pictures to ensure that the academic content and vocabulary are comprehensible. |
| Formative / Summative Assessment | <i>(What words, phrase, & discourse do EL students need to understand and use to be successful on an assessment(s)?)</i> EL students written and oral explanations contain some of these words: mixture, homogenous, heterogenous, similar, different, because, both, difference, in contrast, similarly, however, my explanation, my idea, I agree, I don't agree, the same as, different from, I observed, let me explain, etc. |

(Adapted 2019 from Center for Applied Linguistics, 2012)

Example Language Objective Formats

Student will be able to: use **(grammatical structure)** to **(language function)** using **(target vocabulary)** in **(modality)**.

- SWBAT use **simple present** to accurately **define** the terms **herbivore, carnivore, omnivore** in **oral statements**.
 - Example language student might produce:
“An herbivore is a plant eater.”
“A carnivore eats meat.”
- **SWBAT use negative sentence to accurately explain** the terms **herbivore, carnivore, omnivore** in **written statements**.
 - Example language student might produce:
“Herbivores do not eat meat.”
“Carnivores do not eat plants.”

(Adapted from: Writing Objective, Content-based Language Teaching with Technology, Center for Advanced Research on Language Acquisition, University of Minnesota, www.carla.umn.edu/cobaltt/modules/curriculum/obj_write/html)

Example Language Objective Formats, **Cont'd**

Language Objective Formula!

Students will be able to:

(language function)

(content topic)

using **(language from WIDA Performance Definitions)**

with/using **(support(s))**.

Examples:

Students will: **predict** **changes in states of matter** using **future tense** with **images and a word bank**.

Students will: **predict** changes in sates of matter using **cause and effect connectors and past tense**.

("The ice changed to water because we added heat.") with **images and a word bank**.

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Let's Practice



Offering a holistic education to **each and every child** in our state.

Create Your Own Learning Content and Language Objectives



1. Work with a partner who teaches your same content (if possible).
2. Write a **content** and a **language** objective(s) for the Georgia Standard of Excellence your choice.

Resources to Complete the Task.....

- Georgia Standards of Excellence
- WIDA Can Do Descriptors
- Student/Class Profile
- Content and Language Planning Template
- Content and Language Objective Sample Wording

Did We Hit Today's Learning Targets?



1. I can explain the importance of aligning **language** objectives to **content** objectives in order to break down barriers for English learner students.
2. I can differentiate between a **content** objective and a **language** objective.
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Available Resources.....

The following resources can be found on the conference app:

- Sample Content and Language Planning Template
- Sample Content and Language Objective Sample Wording
- Sample Lesson Plan
- Copy of the PowerPoint

Contact Information

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