

Content and Language Objectives Sample Planning Template

(Adapted 2019 from Center for Applied Linguistics, 2012)

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>

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.

Sample 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/cobalt/modules/curriculum/obj_write/html)

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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