

ELL Cheatsheet

Support Document #1 Creating Language Objectives (SIOP)

Language Objectives:

- Promote student academic language growth.
- Include the use of either receptive (listening and reading) and/or productive language skills (speaking and writing)
- Connect clearly with the lesson topic or lesson activities

Essential Question: Which of the four domains will the students use to accomplish the content objective?

Category	Example
Key vocabulary refers to the technical terms, concept words, and other words needed to discuss, read, or write about the topic of a lesson	Students will be able to define the terms . . . orally and in writing
Language Functions refer to the ways students use language in the lesson.	Students will be able to formulate questions and generate hypotheses
Language Skills are the reading, writing, listening, and speaking skills students need to learn.	Students will read and determine a main idea. Students will write an explanation. . .
Grammar or Language Structures can be taught when they are prevalent in the written or spoken discourse of the class.	Students will use adverbs when drafting their report. Students will recognize imperative sentences
Lesson Tasks involve identifying language that is embedded in a single lesson and turning it into explicit instruction in language.	Students will be able to read and summarize a text passage with peers and then teach the main information to another student.
Language Learning Strategies may include corrective strategies (reread confusing text), self-monitoring strategies (make and confirm predictions), pre-reading strategies (relate to personal experience), or language practice strategies (repeat or rehearse phrases, visualize).	Students will be able to confirm their responses to text questions with a peer. Students will be able to represent data graphically.

Action Words

Listening	Speaking	Reading	Writing
act arrange distinguish duplicate categorize choose copy follow directions identify indicate label listen match order point recognize role play show sort tell	agree/disagree answer/ask converse debate define describe discuss explain express give instructions identify name predict pronounce rehearse repeat rephrase respond restate share summarize tell use vocabulary	discover distinguish explore find find specific info identify infer interpret locate make connections match preview predict read read aloud skim	ask and answer questions brainstorm classify collect compare/contrast create describe edit evaluate explain illustrate journal label list order/organize record revise state & justify opinion summarize support write/take notes

Language objectives can be **process oriented**: explore, listen to, recognize, discuss, express, practice **OR performance oriented**: define, write, paraphrase, argue, complete, read and respond

3 Parts

Language Function	Action verb appropriate for an ELP level
Topic	Content related to what is taught at grade level w/ standards
Support	Scaffold necessary for the ELL to demonstrate understanding through language

Example: Make predictions from illustrated text using personal experiences.

LANGUAGE OBJECTIVES— 6 TYPES

Key Vocabulary	The technical terms, concept words, and other words needed to discuss read, or write about the lesson topic	Example: I will define the terms chemical reaction and reage
Language Functions	The way students use language in the lesson (academic functions-describe, summarize, etc.)	Example: I will be able to write questions and generate hypotheses before conducting an experiment.
Language Skills	Reading, writing, listening, and speaking skills students need to learn.	Example: I will be able to draft a lab report.
Grammar or Language Structures	Structures that need to be taught as they are prevalent in the written or spoken discourse of the class	Example: I will be able to use adverbs of time in my lab report.
Lesson Tasks	What language is embedded in a lesson assignment that could be pulled and turned into explicit instruction in language.	Example: I will be able to summarize a text and then teach the main information to a classmate.
Language Learning Strategies	These may include metacognitive, cognitive, and social/affective strategies.	Example: I will justify my predictions to a classmate.

TIPS on —LESSON PREPARATION— OBJECTIVES

START WITH THE END IN MIND—Lesson planning should begin with the state content standards and district objectives in the forefront. However, teachers must be aware that many of their ELL students have major gaps in their educational backgrounds.

KEEP OBJECTIVES SHORT AND SWEET— For ELLs content objectives need to be stated simply. Choose one or two goals for the day. Read goals aloud to students and refer to them.

USE STUDENT-FRIENDLY LANGUAGE—Objectives need to be stated in a way that all students can understand them. Use I or We statements. ASK STUDENTS TO

REPHRASE OBJECTIVES—Have students repeat the written or oral objectives in their own words using

RI.4.6: Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
Big Idea: Comparing firsthand and secondhand accounts of an event helps me to better understand the various ways in which two people can have different opinions about an event.
EQ: How does comparing firsthand and secondhand accounts of an event help you to understand different opinions about an event?

Type of Language Objective	SWBAT define the terms <i>first hand</i> , <i>second hand</i> , and <i>accounts</i> both orally and in writing.	SWBAT define, give examples of, and use the key vocab. specific to this standard orally and in writing. (eg. <i>compare, contrast, narrator, firsthand, secondhand, first person, second person</i>)	SWBAT compare and contrast the importance of a firsthand account with a secondhand account with a partner.	I can explain the meaning of the terms <i>firsthand</i> and <i>secondhand accounts</i> to a partner after teacher modeling and reading a narrative text. I can use the terms in a sentence to explain the speaker's point-of-view.
Language Function	SWBAT describe and compare different accounts of an event.	Students will orally compare and contrast the point of view from two characters in a wordless cartoon.	SWBAT compare and contrast the importance of a firsthand account with a partner.	After teaching modeling and practice reading or sentence frames with my partner, I can complete the following sentence frames about firsthand and second hand accounts. Ex. _____ is a firsthand account because it describes
Language Skill	SWBAT read different accounts and explain the similarities and differences between the two.	SWBAT read a firsthand selection of an event, then write their own interpretation of the same event from the other character's point of view.	In small groups, SWBAT read three accounts and decide if they are firsthand or secondhand accounts and tell why / justify their choice.	I can create secondhand account narrations to match firsthand scenario starters. Ex. <i>Activity – Scenario Cards / Secondhand Impromptu Game</i>
Grammar and Language Structures (What's prevalent?)	SWBAT use the irregular past test to describe and compare/contrast the different accounts. Ex. <i>John saw the tsunami</i> Ex. <i>Steven read about the tsunami.</i>	SWBAT accurately use pronouns and past test in describing the differences in the point-of-view of the two character in a reading selection. (Eg. subject, object, possessive pronouns and possessive adjectives).	SWBAT write a firsthand account of a special event/day. Students will read their friend's account of the same event using correct grammar and past tense.	I can write a short news clip describing a recent event; in it I will express my view of firsthand and secondhand opinions from peers. I will use correct punctuation, and write in the past tense.
Lesson Tasks	SWBAT describe a first hand or a second hand account to their partner (1s and 2s).	SWBAT work in small groups to role play the point-of-view of two opposing characters in a wordless cartoon. SWBAT create the monologue of two opposing characters in a wordless cartoon. (Eg. as captions or as a reflection for both characters.)	SWBAT use firsthand accounts to role play events vs. using secondhand accounts and justify which account is better. Which account better shows similarities and differences?	I can analyze a list of firsthand and secondhand accounts and create a match by using cue words such as: <i>then, following, secondhand, first, firsthand, as a result of</i> and <i>others</i> , then I will justify my match to a partner.
Language Learning Strategies	SWBAT use a Prayer map or Visual Verbal Word Association to analyze new vocabulary.	After reading a first hand account of the event, students will make predictions of the response of the other characters involved in the event, using the secondhand point of view.	SWBAT compare and contrast different opinions based on perspectives of account and tell why both are needed.	I can ask clarifying questions to figure out (<i>deduce, conclude</i>) whether the statements are firsthand or secondhand accounts.

Cannon, A., Sisk, D., Talton A., Turner, R. (February 2012).

FIGURE 2.2 Categories and Examples for Developing Language Objectives

Consider these six categories as a starting point for generating a language objective. Think about your content topic and how language will be used in your lesson: in your speech, in the reading assignments, and in the lesson activities. Given the content topic and your understanding of the students' degree of academic language acquisition, write an objective that complements the topic and that can be addressed explicitly in the lesson. Examples of language objectives are listed below and could occur over several lessons in a third-grade mathematics unit on geometry.

- **Key Vocabulary** refers to the **technical terms, concept words, and other words** needed to discuss, read, or write about the topic of the lesson (e.g., names of important people, places, and events; scientific and mathematical terms; social studies or health concepts) can become language objectives. The "other words" subset includes process words and words like comparatives (e.g., *both, are similar, greater than*), conjunctions (e.g., *so, but, however*), and transition phrases (e.g., *first, next, after that, during the second phase*).

An example objective is

Students will be able to define the terms *geometric figure, two-dimensional, three-dimensional, and congruent* orally and in writing.

Therefore, in this lesson, the teacher will spend time making sure English learners become familiar with these definitions and can use them, with support as needed.

- **Language Functions** refer to the ways students use language in the lesson. The lesson may call for students to describe, compare, or predict, for example. Some state standards are organized in this way and are a good source for ideas.

An example objective is

Students will be able to compare geometric figures and describe characteristics that are similar or different.

If a lesson focuses on language functions, the teacher will spend time teaching or reviewing the purpose and procedures for the targeted language use. In this case, the teacher might provide sentence starters or sentence frames (e.g., *The two triangles are congruent because _____. Both figures have _____ so they are similar.*).

- **Language Skills** are the reading, writing, listening, and speaking skills students need to learn. Skills should be taught directly, practiced, and reviewed. The skills need to link to the topic of the lesson. In a language arts class, for example, will students need to read and determine a main idea? In social studies, will they need to listen to an audio or video recording and identify the speaker's point of view regarding an historical conflict? In science class, will they have to record their observations during an experiment?

An example objective is

Students will be able to listen to teacher descriptions in order to draw different types of parallelograms.

In this lesson on geometric figures, the teacher may teach listening comprehension skills, orally describing attributes of figures (e.g., *this figure has four right angles and four equal sides*) and asking students to draw the shapes or construct them on a geoboard.

- **Grammar or Language Structures** can be taught when they are prevalent in the written or spoken discourse of the class. They might include questioning patterns, past or future tense verbs, paragraph writing, pronoun usage, or sentence formation. Structural clues for words like roots (-form-), prefixes (semi-) and suffixes (-tion) can be addressed in this category as well.

An example objective is

Students will be able to use comparative phrases, such as *greater than, larger than, smaller than, less than, and equal to* orally and in writing when describing geometric figures and angles.

The teacher might introduce or review these phrases and also show the appropriate mathematical symbols (i.e., $>$, $<$, and $=$). The purpose is to do more than have students understand the concept of relative proportions; they need to be able to articulate the differences and similarities.

- **Lesson Tasks** are a source for language objectives as well. Teachers consider what language is embedded in a lesson assignment that could be pulled forth and turned into explicit instruction in language. Will the student need language to play a particular role in a cooperative learning group? Will the students have to take notes or explain a procedure to one another?

An example objective is

Students will be able to record real-life examples of three-dimensional figures and describe their uses.

This example shows how a language objective can be built around an application task. In this task, students look for real-life examples of three-dimensional shapes (e.g., a soccer ball is a sphere, a salt shaker is a cylinder), then record how the shape is used and for what purpose.

- **Language Learning Strategies** may include corrective strategies (e.g., reread confusing text), self-monitoring strategies (e.g., make and confirm predictions), prereading strategies (e.g., relate to personal experience), or language practice strategies (e.g., repeat or rehearse phrases, visualize). Teaching students with Latin-based native languages to consider cognates when they see new academic terms is a very powerful strategy as well.

An example objective is

Students will be able to represent data in a bar graph.

Because interpreting graphs and charts are important skills in the content areas, the teacher may teach students how to convert data (e.g., a list of the number of squares, rectangles, and rhombuses found in an illustration) into a graphic representation. Similarly, in a separate lesson, the teacher will want to teach students how to interpret graphs and charts, orally and in writing.