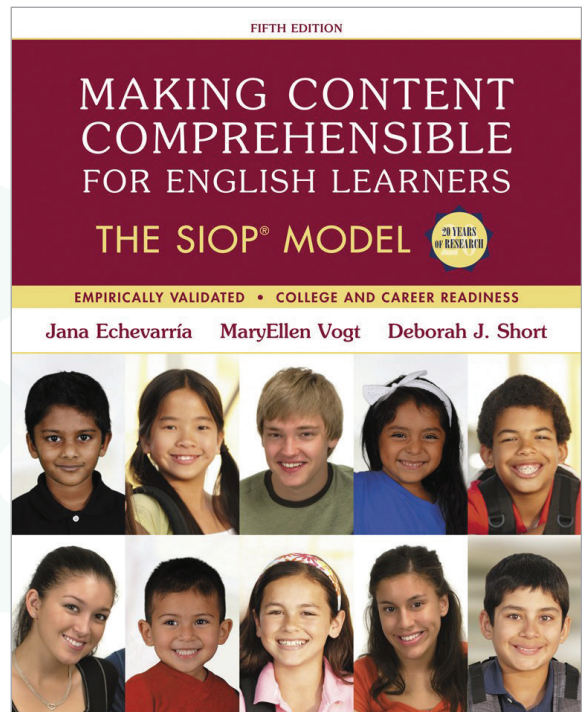


Writing Effective Content and Language Objectives

From the **new 5th edition** of the SIOP book *“Making Content Comprehensible for English Learners: the SIOP Model”* by Dr. Deborah Short, Dr. Jana Echevarría, and Dr. MaryEllen Vogt!

In effective instruction, concrete **content objectives** that identify what students should know and be able to do must guide teaching and learning. SIOP teachers also incorporate **language objectives** into their lesson plans to support students’ academic language development. All objectives should be written clearly and simply with active verbs, and students should be informed of them, both orally and in writing. Objectives should be written in terms of student learning, not as an agenda item or activity. Content objectives should be drawn from state content standards, while language objectives are drawn from state English language proficiency standards. Most importantly, language objectives should represent an aspect of academic English that students need to learn or master. in direct alignment with grade level content learning.



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Verbs for Content Objectives	Verbs for Language Objectives
Identify	Listen for
Solve	Retell
Investigate	Define
Distinguish	Find the main idea
Hypothesize	Compare
Create	Summarize
Select	Rehearse
Draw conclusions about	Persuade
Determine	Write
Find	Draft
Calculate	Defend a position on
Observe	Describe

Sample Verbs for Writing Content and Language Objectives

Start here when planning goals for your students' content knowledge learning AND academic language development!

Checking Your Objectives

After you have written your objectives, we suggest you refer to this checklist to evaluate them:

- The objectives are aligned to state or district standards.
- The objectives are observable.
- The objectives are written and will be stated simply, in language the students can understand.
- The objectives are written in terms of student learning.
- The content objective is related to the key concept of the lesson.
- The language objective promotes student academic language growth (i.e., it is not something most students already do well).
- The language objective connects clearly with the lesson topic of lesson activities.
- The objectives are measurable. I have a plan for assessing student progress on meeting these objectives during the lesson.