

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