

# 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
<b>Key vocabulary</b> 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
<b>Language Functions</b> refer to the ways students use language in the lesson.	Students will be able to formulate questions and generate hypotheses
<b>Language Skills</b> 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. . .
<b>Grammar or Language Structures</b> 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
<b>Lesson Tasks</b> 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.
<b>Language Learning Strategies</b> 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.

Adapted from *Making Content Comprehensible for English Language Learners* by

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