



All educators working with English Language Learners (ELLs) are responsible for deliberately planning for language instruction and incorporating instructional supports to ensure their academic success. Using content and language objectives for each lesson is one way to be intentional about meeting the needs of ELLs.

Content objectives (COs) are used to guide the content instruction required for students to master content-specific skills and grade-level standards.

Language objectives (LOs) are used to identify what academic language (functions and features) students will use to master the content objective.



Content and Language Objectives Expectations:

- High quality content and language objectives are aligned with content standards and focus on language development.
- Content and language objectives are written and posted throughout the lesson for teachers and students to reference.
- Students interact with objectives as they are introduced, referred to, and reviewed throughout the lesson.

Language Objectives Success Criteria:

- Language objective is aligned to the content objective.
- Language objective is aligned to the WIDA ELD Standards Framework.
- Language objective contains a language function.
- Language objective contains a language feature (word, sentence, discourse level).
- Language objective contains a linguistic support (word bank, sentence frame, sentence stem, paragraph frame).

Before writing a language objective, it is important to:

- Identify the content objective. (*What is the content skill/standard of the lesson?*)
- Identify the language function. (*What are you asking students to do with language: narrate, inform, explain, or argue?*)
- Identify the language feature. (*What types of words, phrases, clauses, sentences, and/or discourse will students be explicitly taught and use throughout the lesson?*)

When writing content and language objectives, consider using the following sentence frames:

Content Objective Sentence Frames:

- **Students will/I can** _____ (cognitive function: action verb) **using/with** _____ (content supports).

Language Objective Sentence Frames:

- **Students will/I can** _____ (language function: active verb) **using/with** _____ (language feature) **with** _____ (linguistic supports).

Additionally, it can be helpful to reference the following exemplars:

	Content Objective	Language Objective
Elementary	<i>I can identify different types of animals using common physical features.</i>	<i>I can compare animals in each group using comparative language, such as similar, alike, similarly, like _____, _____ has____, identical with a word bank of physical features.</i>
Middle	<i>I can write an essay about a diaspora using credible sources.</i>	<i>I can describe the experiences of immigrants and refugees in a report using dependent clauses to add details using an essay outline.</i>
High	<i>I can analyze data from a science lab report of density of H2O in different stages.</i>	<i>I can write a conclusion paragraph for a science lab report using simple present tense to express generalizations (it lives, it belongs to) and passive verbs (is shown, has been concluded) with a conclusion paragraph frame.</i>



Sample Language Functions*

Narrate	Inform	Explain	Argue
<ul style="list-style-type: none"> • create • describe • develop • express • recall • recount • retell • sequence • summarize 	<ul style="list-style-type: none"> • categorize • classify • compare • contrast • define • describe • estimate • identify • label • list • organize • outline • paraphrase • report • synthesize 	<ul style="list-style-type: none"> • analyze • apply • cause • conclude • connect • deduce • define • describe • examine • exemplify • infer • interpret • investigate • observe • predict • present • reflect • state • summarize 	<ul style="list-style-type: none"> • agree • analyze • appraise • comment • convince • defend • demonstrate • disagree • discuss • evaluate • form an opinion • justify • make a claim • persuade • prove • recommend • review • suggest

* Please note that this table includes examples rather than an exhaustive inventory.



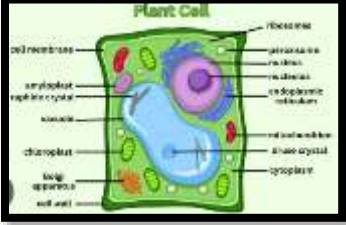


Sample Language Features*

Word Level (precision of language: everyday, cross-disciplinary, and technical)	Sentence Level (grammatical complexity of language)	Discourse Level (organization, cohesion, and density of language)
<ul style="list-style-type: none"> • Content/academic words, such as <i>erosion, weathering, eruptions, mapping</i> • Numbering suffixes –st, and –th, such as <i>first, forth, tenth</i> • Pronouns to reference an entity or idea, such as <i>it, they</i> • Relating verbs to describe and classify (<i>is/has</i>) • Correct final sounds in past tense verbs, such as <i>cracked, needed, decided, worked</i> • Technical word choices to add precision and detail (<i>flat or solid shapes</i>) • Comparative and superlative structures, such as (<i>dense, denser, the densest</i>) • Adverbial and prepositional phrases to establish time and location (<i>They stood together silently on the hill as the sun rose</i>) 	<ul style="list-style-type: none"> • Compound/complex sentences • Declarative statements (<i>We don't have outliers in our data.</i>) • Questions (<i>what, how, why, do</i>), requests (<i>could, would</i>) to ask for information, clarification, procedure (<i>Could you show me how you got that answer?</i>) • A variety of past tenses <i>The events led to...which could have caused...</i> • Simple present tense to express generalizations (<i>it lives, it belongs to</i>) • Passive voice to talk about the object undergoing the process (<i>the light from the sun is blocked</i>) or to hide • Descriptors, adjectives to expand an idea 	<ul style="list-style-type: none"> • Structured academic conversations • To meet the purpose through organizational patterns of a variety of genres (procedures, recounts, reports, explanations, arguments, literary analysis, fictional narrative, science labs, memoir) • Formal academic debate structure • Connectors that develop and link sections of text to sequence time (<i>meanwhile, subsequently</i>), ideas (<i>in the first place, at this point</i>) and add information (<i>likewise, in addition, what's more</i>) • Statement to summarize narrative (<i>There are some things that can't be seen but only felt.</i>) • Literary devices (similes, metaphors, alliteration) to enrich narrative (<i>fly like an eagle, life is a highway, babbling brook</i>) • Dependent clauses to add details (<i>the race, which only happened every four years</i>)

* Please note that this table includes examples rather than an exhaustive inventory.



Linguistic Supports*

Type of Linguistic Support	Examples
Labeling	 
Word banks	fraction numerator denominator compare greater than less than value whole part
Phrase banks	In addition to, less than, larger than, increase by, is defined as
Sentence starters	I hypothesize that _____. One convincing reason is _____.
Sentence frames	We can classify _____ according to _____. Based on the evidence from _____, we can conclude that _____.
Formulaic expressions	I will get to you later. He got a mind of his own. You are all set.
Cloze sentences/paragraphs	_____ is the condition of Earth’s atmosphere at a particular _____ and place. Earth’s atmosphere is a layer of _____ that surrounds the planet. Earth’s atmosphere makes conditions on Earth suitable for _____.
Academic conversation discussion frames used to re-voice, paraphrase, clarify, restate, reason, add on, wait time	 <p style="text-align: right;"><u>Language for Collaboration & Class Discussions</u></p>



* Please note that this table includes examples rather than an exhaustive inventory.



Steps for Writing Content and Language Objectives


Step 1:

- Review the content of the lesson and determine the corresponding Missouri Learning Standard.
- Write a content objective using the content objective sentence frame:
I can _____ (cognitive function: action verb) **using/with _____** (content supports).

 Think	The lesson focuses on the Missouri Learning Standard- 2. GM.A.1a,b (2.GA.1) Recognize and draw shapes having specified attributes, such as a given number of angles. Identify triangles, quadrilaterals, pentagons, hexagons, circles and cubes. Identify the faces of three-dimensional objects.
 Write	I can <u>identify</u> shapes with <u>the support of a shape anchor chart.</u>



Step 2:

- Identify a language function for your language objective.

 Think	What are you asking students to do with language: <i>narrate, inform, explain, or argue?</i> In this lesson, students will be identifying shapes, which will require them to inform others of the characteristics of shapes. Inform would be an appropriate use of language.
--	---


Step 3:

- Reference the *Sample Language Functions* chart to identify an active verb related to the language function.
- Start writing the language objective with the provided sentence frame:
I can _____ (language function: active verb) **using/with _____** (language feature) **with _____** (linguistic supports).

 Think	In this lesson students will be required to classify shapes based on their attributes, so classify will be an appropriate language function active verb.
 Write	I can <u>classify</u> different kinds of shapes ...

Step 4:



- Identify the language feature based on your students' needs.

 Think	What types of words, phrases, clauses, sentences, and/or discourse will students be explicitly taught and use throughout the lesson? In this lesson students will be classifying shapes based on a description of their attributes, so language features at the sentence level would be appropriate.
--	---

Step 5:

- Reference the *Sample Language Features* chart to identify an appropriate language feature.
- Add the language feature to the language objective sentence frame.



I can _____ (language function: active verb) **using/with** _____ (language feature) **with** _____ (linguistic supports).

 Think	At the sentence level, descriptors and adjectives would extend the sentences while describing shapes.
 Write	I can <u>classify</u> different kinds of shapes using <u>descriptive adjectives, such as three-sided, symmetrical, equal, and parallel...</u>

Step 6:

- Reference the *Linguistic Supports* chart to identify the linguistic support(s) you will provide to facilitate your students' achievement of the language objective.
- Add the linguistic support to the language objective sentence frame.

I can _____ (language function: active verb) **using/with** _____ (language feature) **with** _____ (linguistic supports).

 Think	During this lesson my students will benefit from samples of sentence starters and a word bank to achieve the language objective.
 Write	I can <u>classify</u> different kinds of shapes using <u>descriptive adjectives, such as three-sided, symmetrical, equal, and parallel</u> with the support <u>of sentence starters and a word bank.</u>