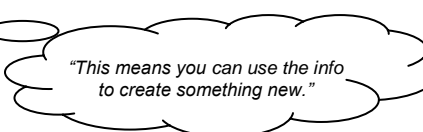
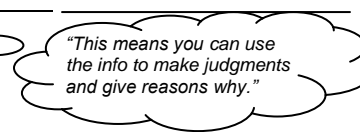
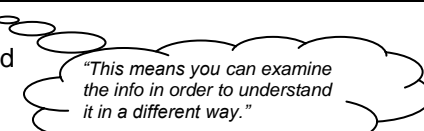
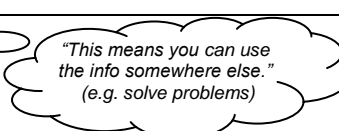
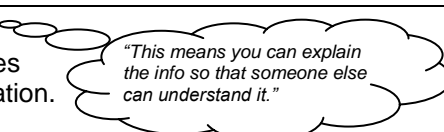
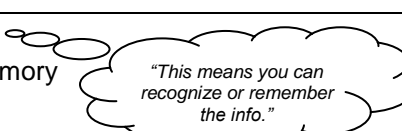


Content Objectives tied to a Standard

Compiled by: Dearborn Public Schools ELL Department, EL Language and Literacy SIOF Trainers updated 10/2016
Adapted from: John Seiditz and Melissa Castillo, Language and Literacy for ELLs: Creating Systematic Change for Academic Achievement

I can _____ BLOOM'S Level of Thinking	What? _____ Portion of Standard _____	by _____ Academic Task –observable & measurable?	... _____
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MASTER	CREATE		generating assembling planning designing producing composing constructing synthesizing formulating a new way proposing combining compiling changing adapting devising inventing formulating integrating
	Put elements together in a coherent whole; Reorganize into a new pattern or structure		
	EVALUATE		justifying assessing detecting critiquing checking testing reflecting determining the importance/relevance stating an opinion defending rating supporting disputing interpreting agreeing/disagreeing recommending arguing valuing estimating concluding judging
	Make judgments based on criteria & standards		
PRACTICE	ANALYZE		comparing contrasting differentiating categorizing dividing examining simplifying distinguishing deconstructing finding connections determining main idea/theme/relationship manipulating questioning debating diagramming revising developing a logical argument investigating
	Break information into constituent parts and determine how parts relate to one another and to an overall structure or purpose		
	APPLY		showing solving modifying providing carrying out converting modeling completing building constructing developing interviewing experimenting with demonstrating executing implementing using a formula/operation dramatizing employing practicing scheduling sketching
	Carry out or use a procedure in a given situation		
INTRODUCE	UNDERSTAND		summarizing classifying clarifying predicting explaining interpreting inferring giving an example outlining paraphrasing concluding discussing expressing representing categorizing expressing sorting describing relating reorganizing charting restating translating sequencing estimating summarizing highlighting
	Construct meaning from instructional messages including oral, written, and graphic communication.		
	REMEMBER		listing recognizing identifying defining labeling naming selecting arranging tabulating memorizing drawing reporting telling locating illustrating measuring repeating reciting telling matching recalling recounting recording choosing stating
	Retrieve relevant knowledge from long-term memory		

Samples of Strong Content Objectives:

DOK—Webb's Depth of Knowledge

I can REMEMBER the nitrogen cycle by defining and labeling I the sequence on a visual representation. (Science)

I can UNDERSTAND the elements of plot development in this text by outlining each element on a Thinking Map.(LA)

I can APPLY subtracting whole numbers by solving equations on a whiteboard.(Math)

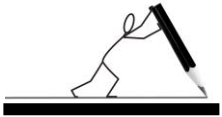
I can ANALYZE the roles & responsibilities of the 3 branches of government by comparing and contrasting the branches on a Tree Map. (SS)

Writing Language Objectives

I can _____	<i>What?</i>	_____	<i>How?</i>	_____
Domain (RWLS)	Language FUNCTION	Standard from CO	using	Academic Language FORM



I can orally...



I can write to...

I will listen to...
I will read to...

Pair with expressive domain—
speaking or writing
see examples #3-4

Expressive LANGUAGE FUNCTIONS
ask questions
answer questions
compare / make connections among
contrast / distinguish between
critique / evaluate
defend
define
describe
discuss
draw conclusions
edit / revise
elaborate
explain
give examples
give feedback
infer
interpret
justify
paraphrase
persuade
predict / hypothesize
present
provide reasons
recount
reflect
report
respond to
restate
retell
sequence
share
state
suggest
summarize / synthesize information

ACADEMIC LANGUAGE FORMS
...USING the sentence frames:
<p>Sentence starters/frames provide students the most structure enabling them to produce the target language explicitly.</p> <p>Create sentence starters/frames that align with the language function.</p>
...USING the words:
<p>Select key vocabulary students need to practice and use aligned to the standard in the Content Objective</p> <p>CONSIDER...</p> <ul style="list-style-type: none"> • <u>Content-specific vocabulary</u>: from Science, SS, Math, ELA • <u>Transition words & phrases</u> aligned to function (purpose) • <u>General academic vocabulary</u>: claim, demonstrate, associate, examine, solution, process, example, evidence, justification, characteristic
Language Structures
<p>...including at least __ complete sentences</p> <p>...including a reiteration of the main message 3x in presentation</p> <p>...including an introduction, __ supporting details & a conclusion</p> <p>...including at least __ details/examples/reasons</p> <p>...in a (5-sentence) paragraph</p> <p>...in a (5-paragraph) essay</p>

MOST SUPPORT ----- LEAST SUPPORT

Samples of Strong Language Objectives:

- 1) I can write to explain how I distinguished a fact from opinion *using the frames*:
 ▶ A fact in the advertisement... ▶ An opinion in the advertisement is... ▶ The words that make this statement a fact/opinion is...
- 2) I can orally explain each literary element in Shiloh *using the content specific & process words*: rising action, falling action, considering, viewpoint
- 3) I can read to identify 3 effects of a volcano **and respond in writing** using the frames: One effect of a volcano is... Another effect is... The effect with the most impact is...
- 4) I can listen to give feedback about my partner's story beginning and **orally respond** using: "One thing you did well to capture your reader is... You should consider..."