

# Content and Language Objective Samples

Color-Coding: Reference to the Content of Lesson– Red, Language Function–Blue, Language Structure–Green

Reading- Comprehension Strategies and Skills	Predictions	<ol style="list-style-type: none"> <li>We will make <b>predictions</b> when reading our story by <b>thinking</b> about what was read and then <b>using</b> the sentence frame <b>to state our prediction</b>. “I predict ____ will happen because I noticed _____.”</li> <li>Our job is <b>to predict</b> the sequence of events in the story by <b>using</b> the sentence “I predict...”</li> </ol>
	Context Clues	<ul style="list-style-type: none"> <li>Students will be able to <b>identify</b> the <b>main idea</b> and three <b>supporting details</b> about a <b>non-fiction text</b> by using the sentence stem, “The main idea is _____. Three supporting details are _____.”</li> <li>SWBAT <b>identify</b> the <b>main idea</b> of a passage using the sentence structure, “The main idea is _____.” orally.</li> <li>We will be able to <b>identify</b> the <b>main idea</b> of the story and provide <b>three supporting details</b> using a graphic organizer. “The main idea of the story is _____. One supporting detail is _____.”</li> </ul>
	Questions/State ments	<ul style="list-style-type: none"> <li>We will <b>distinguish between statements and questions</b> and <b>read them with correct inflection</b>.</li> <li>Students will be able to <b>ask questions</b> during <b>reading</b> using sentence starters. “I wonder...” “What can I do if I ...”</li> <li>We will improve <b>comprehension of our story</b> by <b>clarifying information when answering “wh” questions: who, what, where, and when</b>.</li> </ul>
	Retell/Summari zing	<ul style="list-style-type: none"> <li>Students will be able to <b>discuss</b> the <b>order of events</b> in a story <b>using the transition words “first”, “next”, “then”, and “last”</b>.</li> <li>Our job is to <b>write</b> a <b>summary of our story</b> using the <b>Somebody Wanted but so then format</b>.</li> </ul>
	Story Elements	<ul style="list-style-type: none"> <li>Students will be able to <b>identify and describe</b> the <b>actions, feelings, wants and needs, an traits</b> of a <b>character in a story</b>, and then write this information on a graphic organizer. “____ is a ____ person because he/she (feels, wants, needs). We will <b>identify story elements</b> and <b>write a summary</b> using <b>sentence starters</b>.</li> </ul>

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		<p>“The character is/are ____.” The setting is/are ____.” “In the beginning ____.”, “In the middles ____.”, “At the end ____.” or “A problem in the story is ____.”, “The character ____ solved the problem by ____.”</p> <ul style="list-style-type: none"> <li>• Our job is to <b>find and tell</b> about the actions, feelings, needs and describe the kind of person a <b>character is in our story</b>. Then <b>write</b> this on your chart.</li> </ul>
	Genre	<ul style="list-style-type: none"> <li>• Our job is to <b>find the reasons and tell why</b> our story is a <b>fantasy</b> by using a <b>sentence starter</b>.</li> </ul>
	Fact/Opinion-Cause/Effect	<ul style="list-style-type: none"> <li>• Students will be able to <b>create</b> an <b>opinion statement</b> using the phrase “I think ____.”</li> <li>• Students will <b>identify</b> the <b>cause and effect</b> in the text by using <b>so, because, after and therefore</b>.</li> </ul>
	Vocabulary	<ul style="list-style-type: none"> <li>• Our job is to <b>find the reasons and tell why words in our story have similar meanings</b> by using a <b>sentence starter</b>. “I know the words ____ and ____ are <b>synonyms</b> because ____.”</li> <li>• Our job is to <b>categorize spelling words and vocabulary words</b> into 2 columns “short a” and “not short a”.</li> <li>• We will <b>create</b> our <b>own sentences</b> of <b>high frequency words</b>.</li> </ul>
	Grammar	<ul style="list-style-type: none"> <li>• We will <b>identify common and proper nouns</b> by <b>sorting</b>. “ ____ is a proper noun because it names a specific (person, place, thing)”, “ ____ is a common noun because it names a (person, place, thing)”</li> </ul>
<b>Writing</b>		<ul style="list-style-type: none"> <li>• Our job is to <b>determine</b> what <b>good writers do</b> with the <b>sentence starter</b> “Good writers ____.”</li> <li>• Students will <b>construct</b> a <b>telling sentence</b>, with a <b>capital letter</b> at the beginning and a <b>period</b> at the end.</li> </ul>
<b>Math</b>		<ul style="list-style-type: none"> <li>• Students will be able to <b>explain how to graph Quadratic Functions</b> while using <b>key vocabulary</b>: axis of symmetry, vertex, and table of values with the following frame: “a=____, b=____, c=____, so the Axis of Symmetry equals ____, the vertex is ____, then the table of values becomes ____.”</li> <li>• SWBAT <b>sequence</b> the order of operations to <b>evaluate numeric expressions</b> using words like <b>first, next, then and last</b>. Students will be able to <b>represent large numbers using scientific notation</b> by explaining how to multiply by powers of 10 mentally and then moving the decimal the appropriate number of places.</li> </ul>

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|  |  | <ul style="list-style-type: none"><li>• Students will use the following frame: Since I am multiplying by 10 to the ____ power, then I move the decimal ____ places.</li><li>• Students will be able to solve two-step equations using inverse operations. Students will be able to identify shapes by using the phrase: "This is a ____ because ____."</li><li>• Our job is to write and compare numbers in more than one way using the terms standard form, expanded form, and word form.</li><li>• SWBAT read and evaluate powers by telling and calculating how many times the base is repeatedly multiplied by using frames.</li><li>• Our job is to analyze place value to ten thousands to write numbers in standard and word form.</li><li>• Explain and compare place value connections using a sentence frame, "Ten thousands place is like the ten place because ____." and "Ten thousands place is different from the tens place because ____."</li></ul> |
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