

Content and Language Objectives...

...**a match**... made in the classroom

What are objectives?

+ student-friendly goals, targets

• Equally important

• for students



When should objectives be used?

at the beginning of a lesson



• prime the brain

• access prior knowledge

• frontload academic vocabulary

at the end of a lesson

• closure

• metacognitive process

How will students integrate content and language?



Content Obj.

→ focused on grade level standards

What?



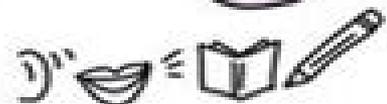
Integrate

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Language Obj.

→ focused on English Language Proficiency

How?



Student-friendly · shared explicitly · language rich · Part of the lesson

Support For Language Arts Objectives

A Gutmann



Support For Language Arts Objectives:

Teaching Teachers, 2002 Preservice and novice teachers feeling jittery will find this book full of workable strategies for helping students experience the wonders of science Classroom veterans will discover new ideas and science educators will learn how colleagues pass on the art of good teaching Teaching Teachers thirteen articles culled from the Teaching Teachers section of NSTA's award winning journal Science and Education were written within the spirit of the National Science Education Standards by leading college educators

Resources in Education, 1989-02

The Annual Report of Saskatchewan Education for the Period ... Saskatchewan. Saskatchewan Education, 1996

Open Court Reading - Teacher's Edition - Unit 1 - Grade K SRA/McGraw-Hill, 2004-05 Each Teachers Edition focuses on a specific theme and depending upon the grade level contains explicit systematic instruction in phonemic awareness print and book awareness alphabetic knowledge phonics fluency word structure vocabulary comprehension spelling and writing appropriate to the specific grade level

Standards for the English Language Arts National Council of Teachers of English, 1996 This book describes standards for the English language arts and defines what K 12 students should know about language and be able to do with language The book presents the current consensus among literacy teachers and researchers about what students should learn in the English language arts reading writing listening speaking viewing and visually representing The first chapter of the book Setting Standards in the English Language Arts addresses defining the standards and the need for standards The second chapter Perspectives Informing the English Language Arts Standards discusses the content purpose development and context of the standards The third chapter presents the 12 standards in detail The fourth chapter Standards in the Classroom presents elementary middle school and high school vignettes which illustrate how the standards might be implemented in the classroom The book concludes that these standards represent not an end but a beginning a starting point for discussion and action A glossary containing more than 100 terms a list of participants a history of the standards project an overview of standards projects state and international English language arts standards a 115 item annotated list of resources for teachers and a comment form are attached

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Massachusetts as of January 2020 *"Code of Massachusetts regulations, 2016"* ,2016 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law Library of Massachusetts as of January 2020 Interdisciplinary Language Arts and Science Instruction in Elementary Classrooms Valarie L. Akerson,2007 Publisher description **"Code of Massachusetts regulations, 2010"** ,2010 Archival snapshot of entire looseleaf Code of Massachusetts Regulations held by the Social Law Library of Massachusetts as of January 2020 Language Arts and Literacy in the Middle Grades Margaret J. Finders,Susan Hynds,2007 From two prominent scholars in the field of literacy comes a middle school teacher preparation text that offers important innovations not usually found in traditional secondary methods texts The book is rife with concrete examples of teaching literacy and language arts in middle school contexts but is relevant to preservice and practicing teachers at middle and high school levels This edition includes a stronger focus on culturally relevant pedagogy and the needs of English Language Learners as well as a Standards in Practice feature which helps teachers incorporate state and national standards in teaching and planning The book is based on a teacher as inquirer model A fieldwork component provides tools for classroom inquiry and reflection in each chapter The book is timely and relevant with classroom cases written by experienced and new middle school language arts teachers **The Software Encyclopedia** ,1988 Instructor ,1953 *Collaboration for Inclusive Education* Chriss Walther-Thomas,2000 This book is designed to teach preservice and advanced education professionals how to work with others to develop successful inclusive education programs for students with unique learning needs The content examples and related skill building activities enable readers to develop the essential knowledge skills and attitudes needed to serve as leaders in this effort In addition to successful collaboration careful consideration has been given to other important issues related to program development such as staffing instructional planning ongoing classroom support and IEP development Issues addressed at the district school and classroom levels KEY FEATURES An emphasis on essential program features required for lasting success in inclusive education Careful consideration of the change process as schools attempt to modify their traditional support service delivery options Strategies to facilitate school home teamwork in the development student IEPs based on collaborative service delivery structures This book is appropriate for educators with a wide variety of professional roles and leadership responsibilities including general educators special educators education specialists administrators and related services providers such as school psychologists counselors speech and language pathologists occupational and physical therapists and English as Second Language ESL reading and gifted education specialists In addition it is designed for use in staff development efforts and as a personal reference for practicing professionals Request Budget Colorado. Department of Education,2005 Evaluation of the Magnet Schools Assistance Program ,1998 Grantees ,2003

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