

# SIOP Objective Writing Help Sheet

*Is your objective observable and measurable?*

## Content Objectives

**Content: The ideas, concepts, knowledge, understanding, or “substance” of a subject.**

Key question: *What will students know, understand, or be able to do at the end of the lesson that the Utah Core or standard expects of them?*

*\*“I can...”*

- S will be able to...
- S will understand...
- S will know how to...
- SWBAT identify...
- SWBAT recognize...
- S will discuss...
- S will read...
- S will debate...
- S will explore...
- S will practice...
- S will solve...
- S will create...
- S will consider...
- S will construct...
- S will compute...
- S will solve...
- S will practice...
- S will illustrate...
- S will investigate...
- S will label...
- S will compare...
- S will contrast...
- S will describe the purpose of...
- S will state the reasons for...
- S will develop...
- S will note the differences...
- S will note the similarities...
- S will apply...
- S will find...
- S will ask...
- S will question...
- S will draw...
- S will select...
- S will assess...
- S will outline...
- S will think...
- S will listen...
- S will present...
- S will guess...
- SWBAT know the main points...
- S will identify the parts of...
- S will describe the process of...
- S will know the concept...
- S will understand the features of...
- S will know the goal(s) of...
- S will understand the reasons for...
- S will summarize the...
- S will discuss...

**etc.**

## Language Objectives

**Language: Reading, writing, listening, and speaking. (e.g. vocabulary, grammar, text structures etc.)**

Key question: *What language will students know, understand, or be able to use at the end of the lesson?*

*\*“I can...”*

- S will ask and answer questions...
- S will practice agreeing/disagreeing...
- S will make comparisons...
- S will express interest and preferences...
- S will give descriptions using precise definitions...
- S will issue multiple step directions...
- S will relate personal experience...
- S will use correct grammar...
- S will take notes...
- S will use a graphic organizer...
- S will record observations...
- S will identify and underline key words...
- S will use key words in a sentence...
- S will use knowledge of base words...
- S will read abbreviations...
- S will comprehend content vocabulary...
- S will recognize the meaning of prefixes and suffixes...
- S will participate in choral reading...
- S will use clue words to identify sequence...
- S will use clue words to identify cause and effect...
- S will ask and answer cause and effect questions...
- S will identify exceptions to grammar rules...
- S will state the author’s purpose...
- S will identify text features...
- S will color-code parts of speech...
- S will write a paragraph in first person...
- S will identify the main idea...
- S will read and perform poetry...
- S will paraphrase and summarize...
- S will orally defend a position...
- Study
- List
- Discuss
- Identify
- Trace
- Explain
- Understand

- Analyze
- Study
- Demonstrate
- Know
- Map
- Detail
- Examine
- Evaluate
- Enumerate
- Outline
- Compare
- Contrast
- Name
- Use
- Relate
- Distinguish
- Test
- Construct
- Simplify
- Conduct
- Apply
- Consider
- Present
- Cite
- State
- Frame/Interpret
- Assess
- Detect
- Judge
- Pose
- Locate
- Recite
- Repeat
- Label
- Research
- Determine
- Select
- Recognize
- derive
- Write
- Illustrate
- Organize
- Investigate
- Develop
- Ask
- Display
- Indicate
- Know
- Use
- Communicate
- Share
- Select
- Construct
- Prove
- Conduct
- Distinguish
- Recognize
- Evaluate
- Apply
- Interpret
- Predict
- Draw
- Record
- Make
- Measure
- Use
- Sort

- Observe
- Collect
- Repeat
- Differentiate
- Formulate
- Draw conclusions
- Estimate
- Guess
- Classify
- Develop
- Plan
- Explain
- Ask
- Collect
- Perform
- Display
- Investigate
- Analyze
- Categorize
- Interpret
- Check

<p><b>STAGE I</b> <b>PRE-EMERGENT (P)</b> * MINIMAL COMPREHENSION * NO VERBAL PRODUCTION <b>CLASSROOM ACTIVITIES:</b> LISTEN      DRAW POINT      SELECT MOVE      CHOOSE MIME      ACT/ACTOUT MATCH      CIRCLE</p>	<p><b>STAGE II</b> <b>EMERGENT (E)</b> * LIMITED COMPREHENSION * ONE/TWO WORD RESPONSES <b>CLASSROOM ACTIVITIES:</b> NAME      LIST LABEL      CATEGORIZE GROUP      TELL/SAY RESPOND      ANSWER DISCRIMINATE</p>
<p><b>STAGE III</b> <b>INTERMEDIATE (I)</b> *INCREASED COMPREHENSION *SIMPLE SENTENCES *SOME BASIC ERRORS IN SPEECH <b>CLASSROOM ACTIVITIES:</b> RECALL      SUMMARIZE RETELL      DESCRIBE DEFINE      EXPLAIN ROLE-PLAY      RESTATE COMPARE      CONTRAST</p>	<p><b>STAGE IV</b> <b>ADVANCED (A)</b> * VERY GOOD COMPREHENSION * MORE COMPLEX SENTENCES * FEWER ERRORS IN SPEECH <b>CLASSROOM ACTIVITIES:</b> ANALYZE      LIST CREATE      CATEGORIZE DEFEND      TELL/SAY DEBATE      ANSWER PREDICT HYPOTHESIZE</p>