

Features of Language Objectives for the CBI Classroom

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Content-obligatory (CO) language objectives:	Content-compatible (CC) language objectives:
<ul style="list-style-type: none"> ➤ Are necessary to learn the key content concepts for the lesson/unit ➤ Are primary – usually generated first ➤ Are more readily identifiable ➤ Are directly supportive of the “big idea” or “essential understanding” you are teaching ➤ Are essential to complete the lesson’s content objectives ➤ Act as the “Meat and potatoes” or “bare bones” language of the lesson ➤ Are required to learn for success with the assessment(s) ➤ May be derived from national, state, and local content standards ➤ Are content- or discipline-specific, more academic in nature ➤ Are “what-oriented”—the “what” being the content 	<ul style="list-style-type: none"> ➤ Expand students’ language learning beyond more academic forms and functions ➤ Provide an opportunity to sequence language instruction by reviewing previously introduced language and previewing language yet to come [introduce (I) → repeat (Rep) → refine (Ref) → Master (M)] ➤ Provide “extra language” or “filler” to round out students’ language development ➤ Complement and supplement the content-obligatory language ➤ Are supportive of teacher-selected lesson activities and learning tasks ➤ May be derived from national, state, and local language standards (e.g., ACTFL, TESOL, etc.) ➤ Are inclusive of more communicative forms and functions ➤ Act as “language enhancements”; “above and beyond” ➤ Are “how-oriented,” not as much about the “what” of the content
<p>Content-obligatory <i>and</i> content-compatible language objectives:</p> <ul style="list-style-type: none"> ➤ Address the various components of language, including language structures (grammar), communicative and academic functions, as well as words and word groups or familiar and useful chunks of language ➤ Support language development at the microlevel 	