vocabulary and a limited number of concepts, resulting in the omission of critical pieces of information. We have learned that if students' exposure to content concepts is limited by vocabulary-controlled materials, the amount of information they learn over time is considerably less than that of their peers who use grade-level texts. The result is that the "rich get richer and the poor get poorer" (Stanovich, 1986). That is, instead of closing the gap between native English speakers and English learners, the learning gap is increased, and eventually it becomes nearly impossible to close. Therefore, it is imperative that we plan lessons that are not negatively biased against students acquiring English and that include age-appropriate content and materials.

This component, Lesson Preparation, is therefore very important to the SIOP Model. If properly prepared, a lesson will include most of the SIOP features in advance. It is then up to the teachers and class to accomplish them as the lesson unfolds. However, when planning, teachers have asked how they can meet all thirty features in a given period. We explain that a SIOP lesson may be single day or multi-day in length. Over the course of several days, all thirty features should be met. See Vogt and Echevarría (2008, pp. 8–9) for a SIOP lesson planning flow chart.

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Click on SIOP® Lesson Plans & Activities, then visit the SIOP® Lesson Plan Templates and the Sample SIOP® Lesson Plans.

As you learn the model, we strongly encourage you to write out lessons in detail. We suggest you use the SIOP protocol as a checklist to ensure all of the features are incorporated. You may want to try one or more of the lesson plan templates we have included in Appendix B or the templates in Chapter 7 of *Implementing the SIOP® Model Through Effective Professional Development and Coaching* (Echevarría, Short, & Vogt, 2008). All of these templates have been used successfully in classrooms. In addition, sample lesson plans and units can be found in the SIOP content books for English-language arts, mathematics, science, and history & social studies (Echevarría, Vogt & Short, 2010; Short, Vogt & Echevarría, 2011a, 2011b; Vogt, Echevarría & Short, 2010).

"How do I start implementing SIOP lessons?" is a frequent question from teachers new to the SIOP Model. We suggest that

- Elementary school teachers begin with one subject area, and
- Secondary school teachers begin with one course.

It is better to begin on a small scale so you do not have to write multiple SIOP lessons each day while you are learning the model. In some cases, teachers learn the SIOP Model over time, component by component, and they build their lesson planning skills in the same way. Once you have internalized the model, you may write less detailed lesson plans, and you will probably find that writing SIOP lessons across subject areas or courses is easier.

SHELTERED INSTRUCTION SIOP® OBSERVATION PROTOCOL

SIOP® FEATURE 1:

Content Objectives Clearly Defined, Displayed, and Reviewed with Students

In effective instruction, concrete content objectives that identify what students should know and be able to do must guide teaching and learning. When planning content objectives, keep the following principles in mind:

FIGURE 2.1 How to Start an Objective

Students will be able to (SWBAT)_____

Students will (SW)_____

We will_____

Today I will_____

The learner will_____

Our job is to_____

- Plan objectives that support school, district, or state content standards and learning outcomes. The Common Core State Standards for English language arts and mathematics are a source of content objectives and well-implemented SIOP instruction can help students meet them.
- Write lesson-level objectives (something that can be taught and learned in one lesson or two) and use student-friendly language that suits the age and proficiency levels in the class. Content objectives and state standards are frequently complex and not written in a manner that is accessible to English learners or students in primary grades. Sometimes standards are too generic or broad—such as "Explain the geopolitical shifts of countries' alliances in the twentieth century and their economic impact"—to be useful as a single lesson's learning goal.
- Write objectives in terms of student learning, not as an agenda item. See Figure 2.1 for several ways that teachers in our research studies have started their objectives. You will note that all focus on the student.
- Limit the number of content objectives to only one or two per lesson to reduce the complexity of the learning task and to ensure that instruction can meet the objectives.
- Share objectives with the students, orally and in writing. Typically teachers do not consistently present objectives to students. As a result, students do not know what they are supposed to learn each day. SIOP teachers tell students the objectives for every lesson.
- Review the objectives at the end of the lesson to determine if students have mastered them. Use that assessment when deciding whether to move to the next topic or spend some time reteaching.

We know from our research studies and professional development experiences that presenting objectives each day can be challenging for teachers. But the effort is worth it. One of the sheltered teachers who was learning the SIOP Model reported her growing awareness of the importance of clearly stated content objectives that are displayed for English learners:

> The objectives are still going on in my class. They're on the board every day and the students are getting used to seeing them, reading them out loud, and

evaluating whether or not we achieved them at the end of each class. I still have questions about the wording and what's a good objective . . . but that will come with time and more discussion and study. I just wanted to say that defining the objectives each day definitely brings more focus to my planning and thinking, and it helps bring order to my classroom procedures. So far, it has not been too burdensome and the habit is definitely forming.

Content-based ESL teachers sometimes need assistance in identifying appropriate content objectives to add to their lessons. They may feel unprepared for in-depth instruction on a content topic, they may not know the key concepts that should be taught, and they may not know what types of activities usually support the topic. For these reasons, we advocate that content and language teachers collaborate closely as they prepare lessons and help their students meet language and content goals.

The bottom line for English learners is that content objectives need to be written in terms of what students will learn or do; they should be stated simply, orally and in writing, and tied to specific grade-level content standards.

Examples of content objectives and language objectives, discussed below, can be found throughout each chapter in this book, in *99 Ideas and Activities for Teaching English Learners with the SIOP® Model* (Vogt & Echevarría, 2008), in *Helping English Language Learners Succeed in Pre-K-Elementary Schools* (Lacina, Levine, & Sowa, 2006), in lesson plans presented in *Science for English Language Learners* (Fathman & Crowther, 2006), and in the SIOP content books mentioned above.

SIOP®

SIOP® FEATURE 2:

Language Objectives Clearly Defined, Displayed, and Reviewed with Students

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Click on Videos, then search for "Incorporating Language Objectives" to see an example of integrating language objectives.

While carefully planning and delivering content objectives, SIOP teachers must also incorporate into their lesson plans objectives that support students' academic language development, and ESL teachers may have to build social language skills too (Francis et al., 2006; Gersten et al., 2007; Saunders & Goldenberg, 2010; Torgesen et al., 2007). The same principles we discuss above for content objectives also should apply to planning language objectives. Language objectives should be stated clearly and simply, and students should be informed of them, both orally and in writing. They should be limited in number for a given lesson and reviewed at the end. The objectives should be drawn from the state English language proficiency standards and English language arts standards. Most importantly, the objectives should represent an aspect of academic English that students need to learn or master.

Although incorporating language objectives in all content lessons is a hallmark of the SIOP Model, we recognize that many content teachers are not used to thinking about the language demands of their subject. What we propose in the SIOP Model calls for a new perspective on your subject area. It is not sufficient to only

have a deep understanding of topics in your content area; rather, an effective teacher also needs to know how language is used in the content area in order to convey information (orally or in text) and to use and apply that information (through class reading, writing, and discussion activities). It also requires you to know your students' proficiency levels so the language objectives can be targeted to what they need to learn about the academic language of history, science, mathematics, or other subjects, but not be at a level too high for their current understanding.

Because it may be a new way of thinking for you, here are some points to keep in mind from research on second language acquisition:

- When considering which language objectives to include in a lesson and how to write them, it is important to keep in mind that acquiring a second language is a process. As such, language objectives may cover a range from process-oriented to performance-oriented statements over time so that students have a chance to explore, and then practice, before demonstrating mastery of an objective. The following objectives from a SIOP language arts class show the progression of objectives that might be taught over several days:

  Students will be able to

  1. Recognize similes in text (Day 1)
  2. Discuss the functions of similes (Days 1–2)
  3. Write three similes (Day 2)
  4. Write a paragraph that describes a setting using similes (Days 3–4)

  For the first lesson (Day 1), students learn to recognize similes in text, perhaps by focusing on the key words *like* and *as,* and the class discusses the purpose of similes. After that (Day 2), they might discuss reasons why authors use similes and then generate their own similes in decontextualized sentences. On Day 3 they describe a setting using similes and turn that description into a paragraph, an authentic purpose. On Day 4 the teacher might have students edit their paragraphs and then share some aloud.

  Figure 2.2 displays possible verbs for objective statements that reflect this process-to-performance continuum.

FIGURE 2.2 Process-to-Performance Verbs

Process-Oriented ------>------>------> **Performance-Oriented**

Explore	Define	
Listen to	Draft	
Recognize		Write
Discuss in small groups		Give an oral presentation
		Edit

- It is important to distinguish between receptive and productive language skills. English learners tend to develop receptive skills (listening and reading) faster than productive skills (speaking and writing), but all the skills should be worked on in a unified way. Students don't have to learn to speak, for instance, before they learn to read and write (August & Shanahan, 2006; Saunders & Goldenberg, 2010).
- We cannot ignore oral language practice and focus our objectives only on reading and writing. We know from research (Goldenberg, 2008; Guthrie & Ozgungor, 2002) that the absence of planned speaking practice—be it formal or informal—by English learners in content classrooms is detrimental to the development of academic English. Gibbons (2003) argues that skillful teachers should take advantage of oral interaction to move students from informal, everyday explanations of a content topic (e.g., a scientific process) to the more specialized academic register of the formal written and spoken code.
- A focus on function and form is necessary to move students to advanced levels of academic English and full proficiency, which also set students up to be college and career ready. The ESL and English language arts teachers play important roles in making this happen, but content teachers should not let students coast in class. If some English learners are ready to produce more sophisticated language (in a geometry proof, during an historical debate, in a science lab report), they should be challenged to do so. Schleppegrell and colleagues (Schleppegrell, 2004; Schleppegrell, Achugar, & Orteíza, 2004) have conducted linguistic analyses of the lexical and grammatical forms that construe meaning in written and spoken school discourse and have identified implications for instruction. SIOP teachers might make the development of specialized grammar and lexical forms part of their scope and sequence of language objectives (Dutro & Kinsella, 2010; Ellis, 2006; Hinkel 2006).
- The more exposure students have and the more time students spend using academic language, the faster they will develop language proficiency (Echevarría & Graves, 2010; Saunders & Goldenberg, 2010). If the ESL teacher is the only educator who works on language development with an English learner during the school day, less progress will be made than if all the teachers on the English learner's schedule attend to language development and practice (Snow & Katz, 2010).
- It is important to assess the language objectives to determine if students are making progress toward mastery. You can plan for multi-level responses from the students according to their proficiency in English. For example, use group response techniques (e.g., thumbs-up/thumbs-down) for students who are in the early stages of English language development. For students who are more proficient English speakers, incorporate activities that involve partner work and small group assignments so that English learners can practice their English in a less-threatening setting. When possible, accept approximations and multiple word responses rather than complete sentences because this supports English development. However, it is also appropriate to require English learners, depending on their level of proficiency, to give answers in one or two complete sentences. This develops language skills because it requires students to move

beyond what may be their comfort zone in using English. You will find this topic discussed in more detail in Chapter 9.

You also need to know about sources of language objectives. The first place to start is the state English language proficiency (ELP) standards. Second, as we mentioned in Chapter 1, look at the WIDA standards. The WIDA consortium has compiled a list of "Can Do" descriptors that can help teachers identify the kind of language tasks students should be able to perform according to five differing levels of English proficiency and different grade-level clusters. (To view these descriptors, go to *http://www.wida.us/standards/CAN_DOs/*)

The State and Common Core English language arts standards are other resources. Some states have content area standards that include a strand focused on communication. Ideas for objectives will be found in all of these official documents as well as in local district curricula and instructional materials. By reviewing the course textbook and other materials, you can see if there are language skills and academic vocabulary that students need to develop in order to comprehend the information.

One final critical source for successful SIOP lesson implementation is your colleagues. If you are a content or grade-level classroom teacher, pair up with an ESL or bilingual teacher. Tap his or her expertise for language topics and knowledge of the English learners' academic language needs. If you are an ESL teacher, you have a plethora of language objectives at your disposal. You need to partner with one or more content teachers to identify content objectives that the English learners need assistance with and align them to your language objectives. You may want to focus on thematic units to cover a variety of content topics or focus on one subject area per quarter.

Writing Content and Language Objectives

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Click on Videos, then search for "Objectives" to see Deborah Short discuss the importance of writing content and language objectives in lessons.

All the content and language objectives should evolve from the lesson topic and be part of the instructional plan. After a teacher writes content and language objectives, posts them, and discusses them with the students at the start of class, at some point in the lesson explicit instruction must be provided on these objectives. Students would then have practice opportunities aligned to the objectives and be assessed on their progress toward meeting them at the close of the lesson. In other words, each objective is what we want the students to learn, and each needs explicit attention. An objective is not a by-product of an activity but the foundation of one.

Remember: Writing an agenda or list of activities on the board is not the same as writing the content and language objectives!

Content objectives, as mentioned earlier, are usually drawn from the state subject area standards. Consider this standard of learning from Virginia: "Students will investigate and understand the basic needs and life processes of plants and animals." It is too broad to be addressed in one lesson, but it is written in a straightforward manner. Surprisingly, however, it is an objective for kindergarten. Posting this

objective word for word in the kindergarten classroom would not be helpful for your students. How might you revise it to present to five- and six-year-olds? You might write the following on a lesson plan: "Students will identify parts of a tree and their functions"; but for the students you might post a tree picture and write on the board, "Identify parts of a tree. Tell what the parts do." When you explain it, you might elaborate, "Today you will learn about parts of a tree (point to the tree picture). You will be able to identify the parts (point to the different parts) and tell what the parts do (explain that leaves make food for the tree)."

After you have rewritten the state standard as an appropriate content objective for the kindergartners, you will need to plan the lesson and determine a language objective. One teacher we worked with combined the science lesson with a reading of *The Giving Tree* (Silverstein, 1988). For his language objective, he decided on "Students will listen to *The Giving Tree* and act out the story miming vocabulary words (trunk, branch, leaf)." He explained to the students that they would listen to a story, look at the pictures, name the parts of the tree, and then act out parts of the tree when he read the story again. In this lesson he would therefore reinforce the skill of listening for specific information and have students physically demonstrate their understanding of vocabulary terms.

Language objectives should be planned to meet learning goals and prepare students for the type of academic language they need to understand the content and perform the activities in the lesson. But the activities alone are not language objectives, although they could be language practice. In some lessons, language objectives may focus on developing students' vocabulary, introducing new words and concepts, or teaching word structure to help English learners discern the meaning of new words. Other lessons may lend themselves to reading comprehension skills practice or the writing process, helping students to brainstorm, outline, draft, revise, edit, and complete a text. Sometimes objectives will highlight functional language use, such as how to request information, justify opinions, negotiate meaning, provide detailed explanations, and so forth. Higher-order thinking skills, such as articulating predictions or hypotheses, stating conclusions, summarizing information, and making comparisons, can be tied to language objectives, too. Sometimes specific grammar points can be taught as well; for example, learning about capitalization when studying famous historical events and persons.

A colleague of ours, Amy Washam, who is a very experienced SIOP professional developer, uses some effective techniques to help teachers conceptualize language in their lesson planning process:

> First, I ask teachers what they would need in order to learn another language fluently enough to attend a graduate course in a country where that language is spoken. Teachers brainstorm ideas, which often include a tutor, a specialized glossary of key terms in the course, extra time spent in the country before the class starts practicing the language, and language learning programs on tape that they can listen to over and over.
>
> I tell them that what they listed—modeling, repetition, feedback, practice speaking the language—are all good language activities for their English learners. But they also need to have a language target for each activity.

So next I ask teachers to think of an English learner they have worked with recently and write down all of the reasons this student is not considered English proficient in their class. Common reasons cited are poor reading comprehension, technical difficulties in writing, problems with English pronunciation, and limited background knowledge which results in limited academic vocabulary.

My response at this point is "The reasons you listed for your student not being classified as English proficient are your language objectives. You can have language objectives for reading comprehension, academic vocabulary development, grammar, and even pronunciation." I then push them to think about their planning and ask, "Is it more important for this student to work on the content standards in their classes or the list of skills that you say this student does not possess yet in English?"

Now they typically say both are important. So we move to the next step, responding to these questions:

1. What language will students need to know and use to accomplish this lesson's content objectives?
2. How can I move my students' English language knowledge forward in this lesson?

We suggest you consider the following four categories as the starting point for generating language objectives. Think about how language will be used in your lesson: in your speech, in class discussion, in the reading assignments, in writing tasks, and in the lesson activities. Then, given the content topic and an understanding of the students' level of academic language acquisition, write an objective that complements the topic and that you will explicitly address in the lesson.

- **Academic Vocabulary.** Key words needed to discuss, read, or write about the topic of the lesson (e.g., names of important people, places, and events; scientific and mathematical terms; social studies or health concepts) can be the focus of language objectives. Vocabulary for a lesson can be drawn from three subcategories, which are described in detail in Chapter 3:
  - *Content vocabulary:* These key words and technical terms are subject specific. They are often the highlighted words in textbooks. Students need them to understand lesson concepts but they are generally low-frequency words (i.e., not regularly used outside of the classroom), particularly those in high school courses. (Ask yourself: When was the last time you used *mitosis* in conversation?)
  - *General academic vocabulary:* These words include cross-curricular academic terms (e.g., *circumstances, impact, observe*), transition words and logical connectors (e.g., *however, because, next*), and language function words (e.g., *compare, persuade*). This category includes medium and high-frequency words that are used in academic and social conversations.

- *Word parts:* This category refers to roots, prefixes, and suffixes. Attention to the structure of words can help expand a student's vocabulary knowledge considerably. For example, if a student knows that *vis* is the root meaning "to see," she can begin to guess the meaning of words like *vision, visual, invisible,* and *visualize.*

- **Language Skills and Functions.** This category reflects the ways students use language in the lesson. Students are expected to read, write, listen, and speak, but how well they do so varies. English learners need some direct instruction in these language skills, along with opportunities to practice. The skills taught need to link to the topic of the lesson. In a language arts class, for example, will students need to read and find evidence in the text? In social studies, will they need to listen to an audio recording or watch a video and identify the speaker's point of view regarding an historical conflict? In science class, will they have to record their observations during an experiment? Any lesson may also call for students to use language for a specific purpose—to describe, compare, or predict, for example. English learners need instruction here as well, particularly in ways to articulate their descriptions or comparisons or predictions.

- **Language Structures or Grammar.** Teachers can pay attention to the language structures in the written or spoken discourse of their class and teach students the structures that are widely used. For example, students might be struggling with a text that includes the passive voice, imperatives, or if-then sentences. If so, the teacher may teach students how to interpret these sentences. If you are a content teacher, we are not asking you to become a grammar expert, but we do want you to be aware of the syntax used in your subject area. If you are an ESL teacher, this category might offer the opportunity to teach some grammar that will really advance the students' language proficiency.

- **Language Learning Strategies.** This category provides a way for teachers to give students resources to learn on their own. Strategies to be taught may include corrective strategies (e.g., reread confusing text), self-monitoring strategies (e.g., make and confirm predictions), prereading strategies (e.g., relate to personal experience, visualize), or language practice strategies (e.g., repeat or rehearse phrases, imitate a native speaker). Teaching students with Latin-based native languages to consider cognates when they see new academic terms is a very powerful strategy as well. More discussion on strategies is found in Chapter 5.

In Figure 2.3, we show how language objectives might be written for these four categories. One column shows language objectives for third-grade math lessons on geometric shapes. Another column shows language objectives for a high school chemistry unit. These objectives are illustrative and would not all be placed in one lesson; they could be used over a series of lessons. Note that it is important to include a variety of language objectives over the course of one week. Many teachers feel comfortable teaching vocabulary as their language objective. This is a good

FIGURE 2.3 Categories and Examples for Developing Language Objectives

Type of Language Objective	Elementary (Grade 3) Math Example	High School Chemistry Example
Academic Vocabulary	Students will be able to define the terms *square, rectangle, rhombus, trapezoid,* and *parallelogram* orally and in writing.	Students will be able to define the terms *chemical reaction, chemical change,* and *physical change* orally and in writing.
What it means instructionally	Teacher teaches (or reminds) students how to define a term: state attributes, give an example, draw a picture, tell what it does, or use in a sentence.	Teacher teaches (or reminds) students how to define a term: state attributes, draw an illustration, use in a sentence, give an analogy, provide an antonym, tell its function, or identify group membership and distinguishing characteristics.
Language Skills and Functions	Students will be able to listen to teacher descriptions in order to draw different types of parallelograms.	Students will be able to formulate questions and generate hypotheses before conducting an experiment.
What it means instructionally	Teacher teaches a listening comprehension skill—paying attention to key words—and asks students to draw the shapes or construct them on a geoboard.	Teacher teaches (or reminds) students of the way to form these language functions: formulate a question and then state a hypothesis, perhaps with sentence starters like "Will the ___?" and "We predict that ___."
Language Structures	Students will be able to use comparative phrases, such as *greater than, larger than, smaller than, less than,* and *equal to* orally and in writing when comparing geometric figures and angles.	Students will be able to use adverbs of time in their lab report to describe their observations.
What it means instructionally	Teacher introduces (or reviews) these comparative phrases and also shows the corresponding mathematical symbols (i.e., >, <, and =).	Teacher teaches (or reviews) adverbs of time (e.g., first, next, later, after three minutes, for several hours) and shows models of usage in a lab report.
Language Learning Strategies	Students will be able to visualize and relate the geometric shapes to their lives.	Students will be able to rehearse an oral presentation with a peer.
What it means instructionally	Teacher explains how to visualize and make a personal connection and how to articulate the mental image, perhaps through a think-aloud.	Teacher teaches class how to listen and give feedback to an oral presentation on certain criteria (e.g., rate of speech, word choice) and provides class time for rehearsing.

first step, but it is not the complete picture of the language development our English learners need to be successful in school and beyond.

Sometimes the content and language objectives that you write will be closely linked, as in the following middle school science lesson:

- We will determine characteristics of different igneous and sedimentary rocks.
- We will write comparative sentences about the two types of rocks.

In order to help students meet these objectives, the teacher will have to discuss the two types of rocks, let students make observations, offer criteria for making comparisons (e.g., hardness, color, presence of crystals), and model comparative sentence formation.

At other times, the language objective might extend the content knowledge, as in this upper elementary geography lesson:

- Students will be able to (SWBAT) identify specific landforms on a map of South America.
- SWBAT present an oral report about one landform and its influence on economic development.

In this lesson, learning to read a map is likely to be easier for the students than learning to give an oral presentation. The teacher may have to explain the key of a map, but finding the landforms (assuming they had been taught in a prior lesson) would not be too time consuming. However, guiding students in giving oral presentations will take more effort. Besides providing time for students to research a landform and cull the information into a set of facts to present, the teacher must help students with articulating their information orally and adding non-linguistic aspects to the presentation such as eye contact and intonation.

For language arts and reading teachers, teasing apart language and content objectives can be tricky. Certain curriculum concepts like *plot* and *setting* are clearly ingredients for language arts content objectives, but some potential objectives like "produce writing that conveys a clear point of view and maintains a consistent tone" could be either a language or a content objective. We encourage language arts and reading teachers to nonetheless consistently identify a content and a language objective for each lesson, even if some might be placed in either category. Because we are aiming for whole-school implementation of the SIOP Model, having students recognize and expect both types of objectives across all their classes is a valuable goal.

The following objectives are from an eighth-grade language arts class. Either could be the content objective or the language objective. We might label the first as the language objective because learning to use descriptive adjectives is a skill applicable across content areas. The second, focusing on characterization, falls neatly into the language arts curriculum.

- Students will use descriptive adjectives to write sentences about the characters.
- Students will compare traits of two characters in a story.

FIGURE 2.4 Sample Verbs for Writing Content and Language Objectives

Verbs for Content Objectives	Verbs for Language Objectives
Identify	Listen for
Solve	Retell
Investigate	Define
Distinguish	Find the main idea
Hypothesize	Compare
Create	Summarize
Select	Rehearse
Draw conclusions about	Persuade
Determine	Write
Find	Draft
Calculate	Defend a position on
Observe	Describe

As you write your objectives, keep the verbs in Figure 2.4 in mind. Although the verbs are not exclusive to one type or another, they are more common to the category presented. Over time, add to this list to further distinguish between the content and language goals of your lesson. Also be sure to use active verbs; stay away from *learn, know,* and *understand.*

Note that even if you have students with mixed levels of English proficiency in class, we do not suggest you write different language objectives per proficiency level. Instead, write an objective that all students should attain based on the content concepts in the lesson, but adjust the intended outcomes to match the students' ability levels. Some students may master the objective by the end of the lesson; others will be at some point on a path toward mastery.

After you have written your content and language objectives, we suggest you refer to this checklist to evaluate them:

_____ The objectives are aligned to state or district standards.

_____ The objectives are observable.

_____ The objectives are written and will be stated simply, in language the students can understand.

_____ The objectives are written in terms of student learning.

_____ The content objective is related to the key concept of the lesson.

_____ The language objective promotes student academic language growth (i.e., it is not something most students already do well).

_____ The language objective connects clearly with the lesson topic or lesson activities.

_____ The objectives are measurable. I have a plan for assessing student progress on meeting these objectives during the lesson.