

Writing Objectives

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UNIT PLANNING

Standard: 8.RL.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

Example:

*Citing textual evidence, students will **compare and contrast** plots, characters, settings, themes, and literary devices used in the poetry and novels read in this unit.*

Unit Objectives....

- Broad, Overarching
- Interprets the Standards
- **Not** the day-to-day lesson objectives
- Contain the Audience, *Behavior*, and may contain the Condition, does not contain the Degree

CREATING LESSON OBJECTIVES, BASED ON THE UNIT OBJECTIVES:

Standard: 8.RL.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

Unit Objective: Citing textual evidence, compare and contrast plots, characters, settings, themes, and literary devices used in the poetry and novels read in this unit.

1. Appreciate tone
2. Students will be able to appreciate tone
3. Students will be able to compare and contrast tone
4. Given *The Road Not Taken* and *My Song of To-Day*, students will be able to compare and contrast word choice and the use of tone to evoke a myriad of feelings in the reader
5. Given *The Road Not Taken* and *My Song of To-Day*, students will be able to compare and contrast word choice and the use of tone to evoke a myriad of feelings in the reader by providing textual evidence to ensure 100% accuracy in their evaluation of the poems.

Operating
Concepts and
Principles:

for lesson
objectives

- Referred to at the *beginning, during, and at the end* of each lesson;
- *Directly and indirectly* linked to the standards;
- Describes the *skills, knowledge, and/or attitudes* that students will be able to demonstrate;
- Written from the *student's perspective using Bloom's taxonomy* of verbs and preferably using the ABCD approach to writing objectives;
- The format is *SWBAT* (Students Will Be Able To).

- *Students will be able to alphabetize a list of 30 words beginning with the letter T with 90% or better accuracy.*

Do

Do

- Write from the student's perspective
- Use measurable verbs, e.g. "alphabetize, diagram, pronounce"
- Consider formative assessment to ensure objective(s) is met
- Write clear and concise statements

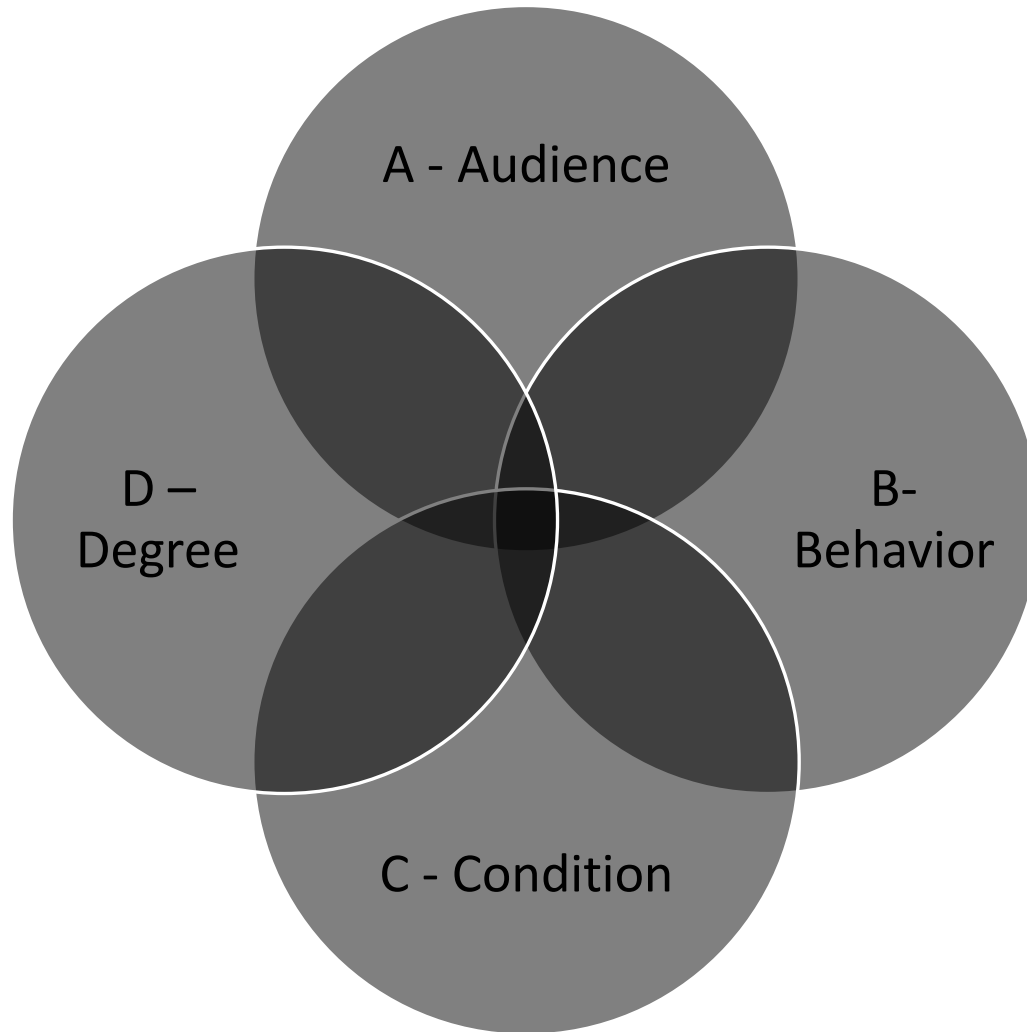
- *The teacher will demonstrate and students will learn how to alphabetize a list of words*

Don't

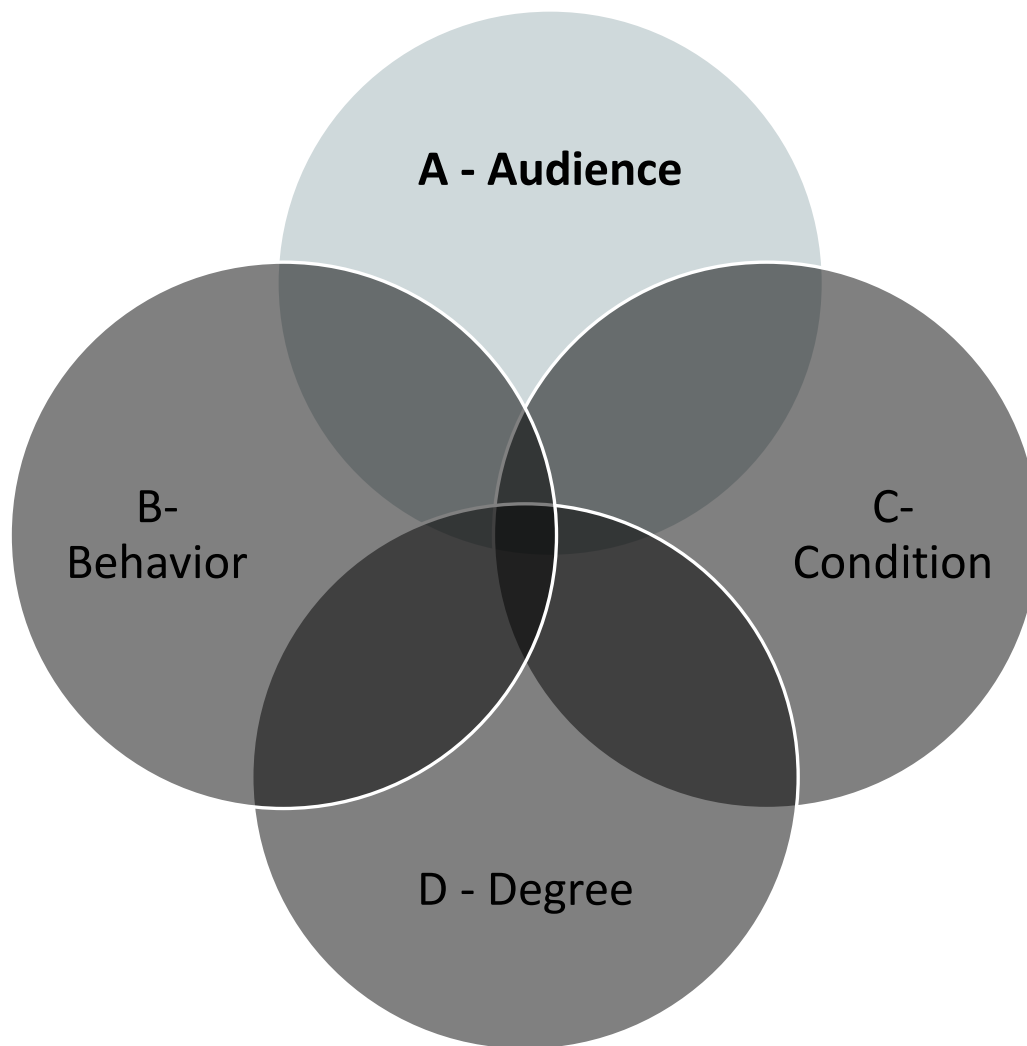
Don't

- Write from the teacher's perspective
- Use verbs that are not measureable, e.g. "understand, learn, appreciate"
- Write general or vague statements

ABCD Model



The audience is learner(s) that the objective is written for. This is usually written "the learner" or "the student" however it could be written as specific as "The third grade science student". I suggest that "less is more". Make it simple so that the objective does not get too wordy. *Students will be able to or SWBAT.*

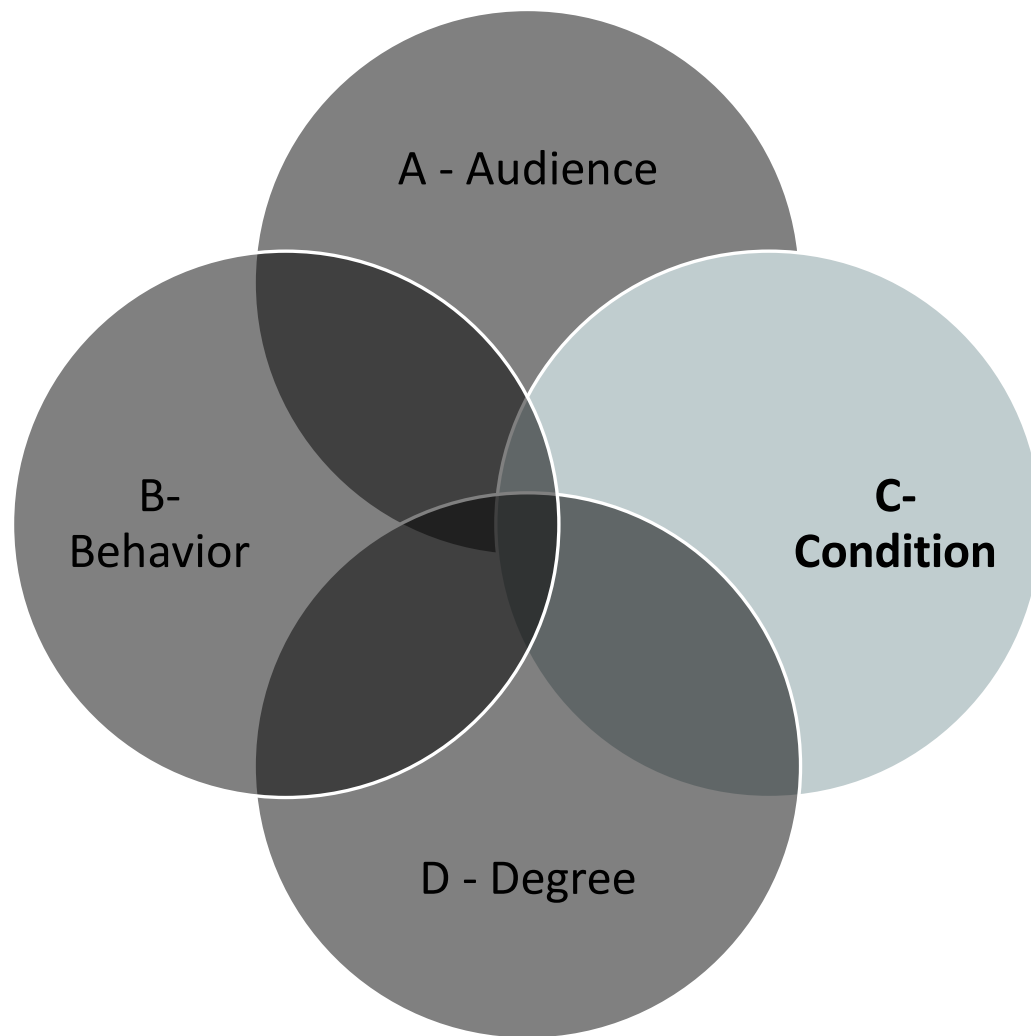


The behavior is the verb that describes what the learner (audience) will be able to do after the instruction. This is the heart of the objective and **MUST** be measurable AND observable. In addition, these verbs **MUST** be specific. Verbs such as *know, understand, comprehend, and appreciate* are difficult to measure and are therefore not good choices for objectives.

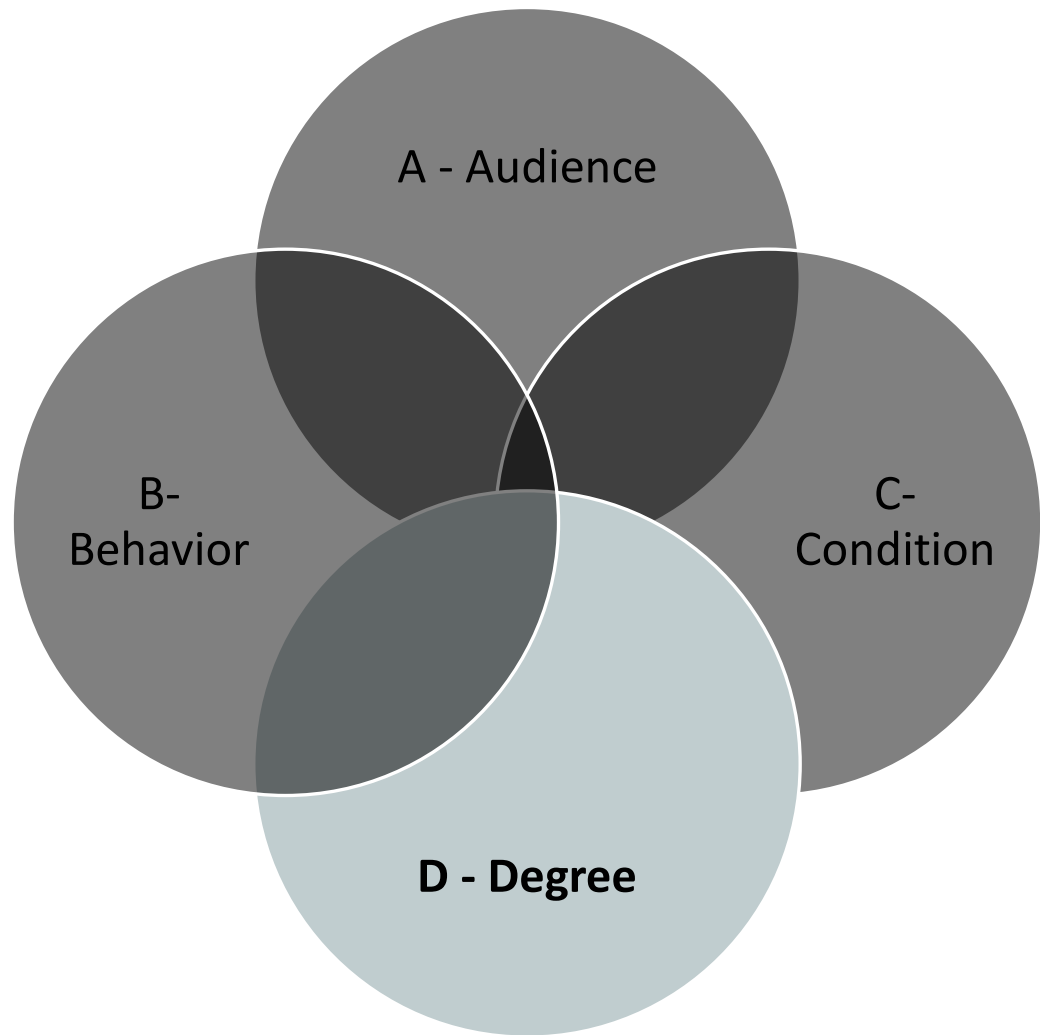
Consider the following list of action verbs set in Bloom’s Taxonomy:

KNOWLEDGE	COMPREHENSION	APPLICATION	ANALYSIS	SYNTHESIS	EVALUATION
count	associate	add	analyze	categorize	appraise
define	compute	apply	arrange	combine	assess
describe	convert	calculate	breakdown	compile	compare
draw	defend	change	combine	compose	conclude
identify	discuss	classify	design	create	contrast
labels	distinguish	complete	detect	derive	criticize
list	estimate	compute	develop	design	critique
match	explain	demonstrate	diagram	devise	determine
name	extend	discover	differentiate	explain	grade
outlines	extrapolate	divide	discriminate	generate	interpret
point	generalize	examine	illustrate	group	judge
quote	give examples	graph	infer	integrate	justify
read	infer	interpolate	outline	modify	measure
recall	paraphrase	interpret	point out	order	rank
recite	predict	manipulate	relate	organize	rate
recognize	rewrite	modify	select	plan	support
record	summarize	operate	separate	prescribe	test
repeat		prepare	subdivide	propose	
reproduces		produce	utilize	rearrange	
selects		show		reconstruct	
state		solve		relate	
write		subtract		reorganize	
		translate		revise	
		use		rewrite	
				summarize	
				transform	
				specify	

Conditions are the circumstances under which the objectives must be completed. What will the instructor allow the student *to use in order to complete the instruction?* What *equipment or tools* can the student have access to such as a calculator, map, the book, class notes, etc.? Obviously it would be much more difficult to make calculations without a calculator than with one.



The degree identifies the standard that the learner must meet to reach acceptable performance. In other words, what degree of accuracy does the learner have to achieve in order that his/her performance be judged proficient? The degree of accuracy should be related to real-world expectations. **Degree of accuracy** can be related as a time limit (in 20 minutes), or a number of correct answers (7 out of 10), or a range of accuracy (90%) or qualitative standard.



Standard: 8.RL.5. Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.

Citing textual evidence, **students will compare and contrast plots, characters, settings, themes, and literary devices used in the poetry and novels read in this unit.**

Unit Planning Objectives

Broad, Overarching

Interprets the Standards

A – at the beginning of the column only,
no need to repeat

B – behavior – use Bloom’s

C – may include

D – not necessary

Given *The Road Not Taken* and *My Song of To-Day*, **students will be able to**

compare and contrast word choice and the use of tone to evoke a myriad of feelings in the reader by providing textual evidence to ensure 100% accuracy in their evaluation of the poems.

Lesson Planning Objectives

Specific to the daily lesson

Interprets the Unit Objectives

Includes all parts:

A – audience/students (SWBAT)

B – behavior – Bloom’s

C – condition

D – degree to which students will achieve the objective

ABCD Practice (*maybe C*, minus D) for Unit Planning

K.RL.6: With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

1.RL.6. Identify who is telling the story at various points in a text.

2.RL.6. Acknowledge differences in the points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud.

3.RL.3. Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

4.RL.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

5.RL.3. Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

6.RL.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

7.RL.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.

8.RL.4. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.t).

Guidelines for Evaluating Behavioral Objectives:

What counts?	Competent Work	Common Mistake	Needs to be revised	Missed the Point
Objectives are measurable.	Objectives are measurable and include specific information about what the student will be able to do, e.g. how well, how many, to what degree	Objectives are too general and don't include specific information on what the student will be able to do, e.g. how well, how many, to what degree	Objective are not measurable Objectives don't describe what the student will be able to do	Objectives list the topics that will be covered rather than what the learning outcomes are
Objectives require high levels of cognition.	Objectives reflect high levels of cognition according to Bloom's Taxonomy.	All the objectives require low levels of cognition, such as "demonstrates understanding," or "identifies."	Objectives should include at least one of the verbs in levels 3-6 of Bloom's Taxonomy.	Objectives don't use verbs to describe what the student will be able to do.
The learning objectives should be achievable.	The objectives listed are realistic given the time and level of the target audience.	There are too many objectives.	Objectives are too difficult.	Objectives don't use verbs to describe what the student will be able to do.
Are the goals of interest to the learner?	The learning objectives are of interest to the learner.	The learning objectives don't make the intrinsic and external motivation clear to the learner.	The learner can't understand the learning objectives.	The learner doesn't want to complete the tasks in the learning objectives.

Sources:

- The University of Tennessee at Knoxville; link:
http://edtech.tennessee.edu/~bobannon/writing_objectives.html
- <http://www.wisha.org/CE/Writing%20Learning%20Outcomes%20and%20Assessment%20of.pdf>
- Bloom, Benjamin S. Taxonomy of Educational Objectives Book 1: Cognitive (1956, 1984)
- Marzano, Robert. Designing and assessing educational objectives: Applying the new taxonomy (2008)