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| **English/Language Arts Examples**  After completing the lesson, the student will be able to: |
| * listen for the purpose of following directions . . . * record his or her understanding/knowledge by creating pictures . . . * use the vocabulary of \_\_\_\_\_ (shapes, colors, etc.) to describe \_\_\_\_\_ (flowers, etc.) * explain the meaning of the word(s): \_\_\_\_\_. * generate ideas and plans for writing by using \_\_\_\_\_ (brainstorming, clustering, etc.) * develop a draft . . . * edit a draft for a specific purpose such as \_\_\_\_\_ (word choice, etc.) * discuss the differences and similarities between the two main characters from \_\_\_\_\_ and \_\_\_\_\_. * identify the definition of \_\_\_\_\_ (fables, fairy tales, etc.). * understand and be able to identify the traditional elements in \_\_\_\_\_ (fables, fairy tales, etc.) * define the literary term \_\_\_\_\_. * re-tell in his/her own words \_\_\_\_\_. * summarize the plot of \_\_\_\_\_. * make inferences from the text . . . * demonstrate understanding by writing three facts about . . . * listen critically to interpret and evaluate . . . * represent textual information by \_\_\_\_\_ (drawing, painting, etc.) * recognize and list the literary devices found in \_\_\_\_\_. * state an opinion about \_\_\_\_\_, using examples from the text to support the opinion * compare the experience of \_\_\_\_\_ (a character in a text) to his or her own life * list the primary plot details in \_\_\_\_\_ (a text, short story, novel, or drama) * compare and contrast three different versions of \_\_\_\_\_ (write a narrative version of \_\_\_\_\_, with appropriate plot characteristics of the genre * compare excerpts of \_\_\_\_\_ (a novel) to first-hand accounts of \_\_\_\_\_ (the Civil War, WWI, etc.) * describe \_\_\_\_\_ (Victorian, Elizabethan, etc.) attitudes toward \_\_\_\_\_ (a social concern, a vice, a virtue, an event, etc.) * analyze \_\_\_\_\_ (a character's) desire to \_\_\_\_\_ * list elements of \_\_\_\_\_ (a writer's) style in \_\_\_\_\_ (a text) * identify and trace the development of \_\_\_\_\_ literature from \_\_\_\_\_ to \_\_\_\_\_ * define basic literary terms and apply them to \_\_\_\_\_ (a specific text or work) * produce an effective essay which details \_\_\_\_\_ * produce an effective persuasive essay which takes a stand for/against \_\_\_\_\_ * use the work of \_\_\_\_\_ as inspiration for a representative piece about \_\_\_\_\_ * draw parallels between \_\_\_\_\_(a text) and \_\_\_\_\_ (a text) * explore the nature and implications of \_\_\_\_\_ (a vice, a virtue, a societal concern, a characteristic, etc.) * explore allegory in various works of children's literature . . . * recite a poem (or excerpt of text) with fluency * use specific examples in \_\_\_\_\_ (a text) to illustrate an aspect of human behavior * compose a \_\_\_\_\_ (haiku, verse, rhyme, poem, etc.) * describe the traditional rules and conventions of \_\_\_\_\_ (haiku, the personal essay, etc.) |
| **Social Studies Examples**  After completing the lesson, the student will be able to: |
| * place events in chronological order and describe how . . . * create a timeline of events . . . * record his or her knowledge using pictures . . . * connect his or her own experiences with . . . * obtain information about \_\_\_\_\_ (a topic) using a CD, the Internet, an encyclopedia, etc. * identify the contributions of \_\_\_\_\_ (a person, an event) to \_\_\_\_\_ (the nation, the process, etc.) * understand how \_\_\_\_\_ ( a person, place, or thing) has influenced \_\_\_\_\_ (an era, the nation, etc.) * identify the causes and effects of . . . * identify relevant questions for inquiry * understand the basic structures and functions of \_\_\_\_\_ (government) * organize and interpret information using \_\_\_\_\_ (graphs, charts, political cartoons, etc.) * understand the historical context of . . . * create Venn Diagrams which compare and contrast . . . |
| **Science Examples**  After completing the lesson, the student will be able to: |
| * recall information about the reading . . . * develop a basic knowledge of \_\_\_\_\_ (the solar system, etc.) * record observations about . . . * record and compare facts about \_\_\_\_\_ (the sun, moon, etc.) * collect, organize, display, and interpret data about \_\_\_\_\_ * demonstrate an understanding of \_\_\_\_\_ in terms of \_\_\_\_\_ * create a visual representation of \_\_\_\_\_ (the water cycle, etc.) * understand the basic structure of \_\_\_\_\_ (an atom) * identify states of matter . . . * create a concept map of . . . * identify relevant questions for inquiry * sequence and categorize information . . . * demonstrate learning by producing a \_\_\_\_\_   present their findings of \_\_\_\_\_ to the class |

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| **THIS IS THE "WHAT"** | | | | |
| **Action Verbs for Learning Objectives** | | | | |
| **A**bstract  Activate  Acquire  Adjust  Analyze  Appraise  Arrange  Articulate  Assemble  Assess  Assist  Associate  **B**reakdown  Build  **C**alculate  Carry out  Catalog  Categorize  Change  Check  Cite  Classify  Collect  Combine  Compare  Compute  Contrast  Complete  Compose | Compute  Conduct  Construct  Convert  Coordinate  Count  Criticize  Critique  **D**ebate  Decrease  Define  Demonstrate  Describe  Design  Detect  Develop  Differentiate  Direct  Discuss  Discover  Distinguish  Draw  Dramatize  **E**mploy  Establish  Estimate  Evaluate  Examine  Explain | Explore Express  Extrapolate  **I**dentify  Illustrate  Implement  Improve  Increase  Infer  Integrate  Interpret  Introduce  Investigate  **J**udge  **L**imit  List  Locate  **M**aintain  Manage  Modify  **N**ame  **O**bserve Operate  Order  Organize  **P**erform  Plan  Point  Predict | Prepare  Prescribe  Produce Propose  **Q**uestion  **R**ank  Rate  Read  Recall  Recommend Recognize Reconstruct Record  Recruit  Reduce  Reflect  Relate  Remove  Reorganize Repair  Repeat  Replace  Report Reproduce Research Restate Restructure Revise  Rewrite  **S**chedule | Score  Select  Separate Sequence  Sing  Sketch  Simplify  Skim  Solve  Specify  State  Structure Summarize Supervise Survey Systematize  **T**abulate  Test  Theorize  Trace  Track  Train  Transfer  Translate  **U**pdate  Use  Utilize  **V**erbalize  Verify  Visualize  **W**rite |

SOURCE: http://www.educationoasis.com/

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| **THIS IS THE "HOW"** | | | |
| **Written Products** | | **Visual Products** | |
| Advertisement Autobiography Biography  Blog  Book report  Brochure  Business letter  Checklist  Classification list  Comic book Commercial script Comparison chart  Critique Description Dialogue  Diary  Dictionary  Editorial  Email  Essay  Fact file  Fairy tale  Field manual  Friendly letter  Glossary  Guidebook  Headline  History  Interview script  Job description  Joke book  Journal  Letter  Letter of referral | Limerick  Lyrics  Magazine article  Manual  New story ending Newsletter  Newspaper  Newspaper article  Observation sheet  Outline  Pamphlet  Patent  PowerPoint  Prediction  Profile  Puppet show  Quatrain  Questionnaire Questions  Quiz  Radio script  Recipe  Report  Research report  Review  Riddle  Scroll  Short story  Survey  Test  Travel log  Vocabulary list  Website  Wiki page  Yearbook | Advertisement  Album  Anagram  Animation  Artifact collection Award  Book jacket  Booklet Bookmark Brochure  Bullet chart  Bulletin board  Calendar  Cartoon  Chart  Checklist  Collage  Comic book  Costume  Crossword puzzle  Diagram  Display Drawing  Film  Flag  Flash cards  Flowchart  Gallery | Graph  Greeting card Illustration  Information table  Jigsaw puzzle  Map  Mask  Mosaic  Movie  Mural  Newspaper ad  Painting  Pamphlet  Pennant  Photo essay  Photograph  Picture dictionary  Playing cards  Poster  Puzzle  Scrapbook  Slide show  Timeline  Web  Word game  Word search |

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| **THIS IS THE "HOW"** | |
| **Oral Products** | **Kinesthetic Products** |
| Anecdote  Audio recording  Book report  Campaign speech  Choral reading/speech  Cinquain  Comedy act  Debate  Description  Dialogue  Discussion  Dramatization  Explanation  Jingle  Joke  Lecture  Limerick  Mock interview  Monologue  Newscast  Oral report  Radio announcement  Radio commercial  Rap  Recorded dialogue  Rhyme  Riddle  Role-play  Song  Speech  Story telling | Aquarium  Ballet  Card game  Ceramics  Charade  Clothing  Collage  Dance  Demonstration  Device  Diorama  Display  Dramatization  Etching  Experiment  Field trip  Finger puppets  Food  Furniture  Game  Hand puppet  Hat  Invention  Jigsaw puzzle  Machine  Mime  Mobile  Model  Monument  Origami  Paper mache  Puppet show  Puzzle  Quilt |

Source:

The Curriculum Project

(Samara and Curry, 1992)