



How to Deconstruct the Language Demand of Learning Targets

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Wasatch Country
School District
Heber, UT

WCSD Context

Wasatch County School District serves 7,150 students within the county, including Heber City, Midway, Wallsburg, Daniel and Charleston.

The third fastest growing county in the U.S., and the fastest growing in Utah

29.4% Economically Disadvantaged
11.5% limited English proficient
9.5% students with disabilities
78% Caucasian
19% Hispanic
1% Asian
2% Multi-Racial.
<1% American Indian
<1% African American

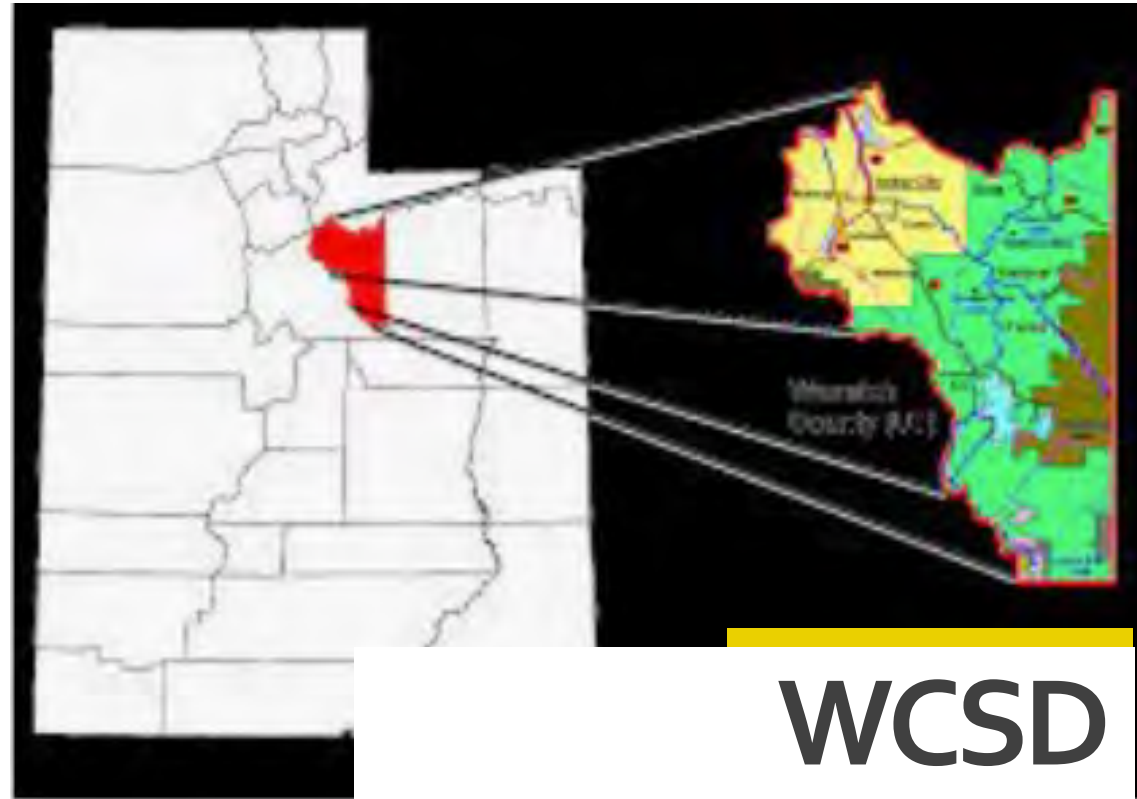
50/50 Spanish Dual Language Immersion

2 One-Way Elementary schools K-5

3 Two-Way Elementary schools K-5

2 Two-Way Middle 6-8

Two-way High school program 9-12



WCSD

Ensuring all students obtain all the knowledge, skills, and dispositions that will enable them to reach their personal goals and be a productive, contributing member of our society.

TREY
research

Professional Learning Communities (PLC)

PLC Unit Planning

TAKING ACTION

A Handbook for RTI at Work™



Austin **Buffum** ♦ Mike **Mattos** ♦ Janet **Malone**



PLC Tight

Commitments

- Educators work in collaborative teams and take collective responsibility for student learning rather than work in isolation.
- Collaborative teams implement a guaranteed and viable curriculum.
- Collaborative teams monitor student learning through an ongoing assessment process that includes frequent team-developed common formative assessments.
- Educators use the results of common assessments to improve individual practice, to build the team's capacity to achieve its goals, and intervene and extend on behalf of students.
- The school provides a systemic process for intervention and extension.

Three Scenarios





What teaming scenarios have you seen in your context?

Turn and talk

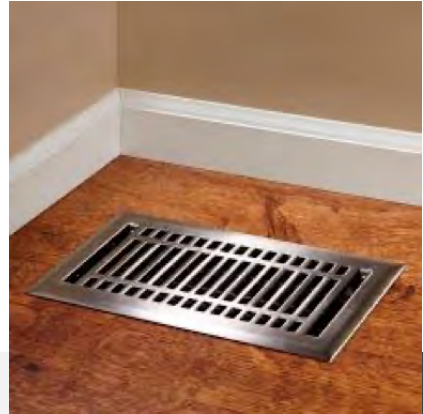


The Unit Plan

Developing targets



What are we aiming for?



ICE CREAM IS GOOD

JGF GPFAM JS CQQD

How do we define learning?

Chappuis, et.al., 2011

1. Knowledge

- Factual information, procedural knowledge, and conceptual understandings that provide the foundational content for all subjects

2. Reasoning

- Thought processes students utilize to solve problems and apply knowledge to new situations, thinking skills, such as inference, analysis, comparison, classification, evaluation, and synthesis

3. Performance Skills

- Physical processes students must demonstrate in order for teachers to determine mastery; doing skills such as playing an instrument, kicking a ball, reading orally, speaking a language fluently, or using a ruler

4. Product

- Creation of a product, as stated in the standard, is the focus of the learning, such as works of art, written compositions, maps, and graphs

Knowledge

Factual information, procedural knowledge, and conceptual understandings that provide the foundational content for all subjects

- Factual & Procedural
 - *Factual*- “Know, list, name, identify, recall”
 - Ex. “Identify and know the meaning of the most common prefixes and derivational suffixes”
 - *Procedural*- “Know how to, use”
 - Ex. “Uses scientific notation to represent very large and very small numbers”
- Conceptual
 - “Understand”
 - Ex. “Students who lack understanding of a topic may rely on procedures too heavily.” (CCSS, 2010c, p. 8) Mathematical practices

Reasoning

Thought processes students utilize to solve problems and apply knowledge to new situations, thinking skills, such as inference, analysis, comparison, classification, evaluation, and synthesis

- “predict, infer, classify, hypothesize, compare, draw conclusions, summarize, estimate, solve problems, analyze, evaluate, justify, and generalize”

Patterns of Reasoning:

- **Inference:** Making a reasonable guess based on information or clues
- **Analysis:** Examining the components or structure of something
- **Comparison:** Describing similarities and differences between two or more items
- **Classification:** Sorting things into categories based on certain characteristics
- **Evaluation:** Expressing and defending an opinion, a point of view, a judgement or a decision
- **Synthesis:** Combining discrete elements to create something new



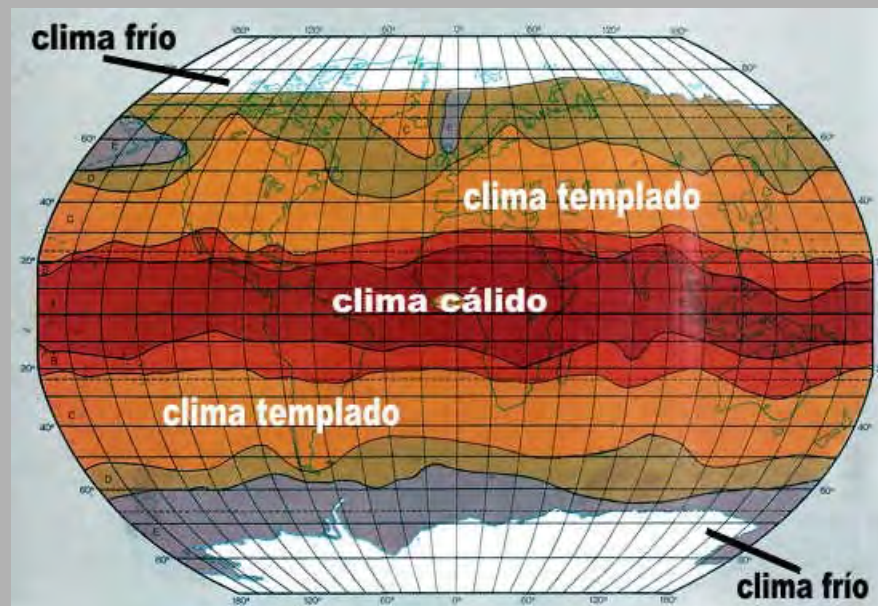
Performance Skill

Physical processes students must demonstrate in order for teachers to determine mastery; doing skills such as playing an instrument, kicking a ball, reading orally, speaking a language fluently, or using a ruler

- Real-time demonstration or physical performance
- Ex. Oral fluency in reading, serving a volleyball, conversing in a second language, giving an oral presentation, directing scenes and productions, demonstrating movement skills in dance, playing a musical instrument

Product

Creation of a product, as stated in the standard, is the focus of the learning, such as works of art, written compositions, maps, and graphs





DLI Partner Unit Planning

Strategic biliteracy planning

The Essential standards

Foundational skills/ Destrezas Fundamentales:

- RI 5.2- Identify and summarize main ideas and key details.
-"Identificar y resumir las ideas principales y detalles importantes".
- RI.5.5-Compare and contrast structures in text (comparison, cause/effect, chronological, problem/solution)
-"Comparar y contrastar estructuras en un texto (causa/efecto, orden cronológico, problema/solución)
- RI.1/RL.1- Quote text accurately when drawing inferences or conclusions.
-"Citar ideas del texto para hacer inferencias y/o sacar conclusiones"

Listening/Speaking-Audición y expresión oral:

- SL 5.1c - Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
- SL 5.1a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

Language/ Lenguaje: (comprehension skills) (specific)

- RI 5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- RL 5.4 Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Writing/ Escritura y redacción:

- RI 5.1/RL 5.1- Write summaries, inferences, or conclusions by quoting the text accurately.
-"Citar ideas del texto para hacer inferencias y/o sacar conclusiones".
- Write informative texts to examine a topic and convey ideas and information clearly.

Identifying the Language Targets

Language Targets: can be combined with content targets or written separately.

Identify language discourse, forms, conventions, vocabulary usage, and transferable skills.

Components of literacy/language:

- **Vocabulary /word study-** word families, suffixes, prefixes, roots, cognates, false cognates and vocabulary strategies for unknown words
- **Phonics-** sound-letter, read left to right, letters and syllables make up words, words make up sentences. Same letter-sound and different sound -letter
- **Phonemic awareness** – sounds make meaning, distinguishing sounds to determine meaning
- **Reading/Listening Comprehension** – cause/effect, sequence, compare contrast, main idea/details, re-tell, text features, text structure
- **Writing** – genre, process, language forms/structures, encoding
- **Syntax-** sentence structure (questions, statements etc.), verb structures, use of subject pronouns, indirect/direct object pronouns etc.

Planning for Biliteracy

Consider language of primary instruction, support instruction or the same emphasis in each language?

	Primary	Support	Both
Spanish	<ul style="list-style-type: none"> -Concept Talk -Short Read 2 -Extended Read 2 -Writing Project: 5 paragraph <u>essay</u>(La importancia del agua) -Use text structures to support comprehension -Formulate a question - Revisar oraciones para mejorar la complejidad de oraciones. <p>Raíces/sufijos: <u>form-</u>, <u>-cede</u> <u>aud-</u>, <u>vis-</u>, <u>-ico</u>, <u>-ante</u></p> <ul style="list-style-type: none"> -Vocabulario <u>común</u>(6) desiertos (6) especializada (6) 	<p><u>Oral summary</u></p> <p>fatal</p> <p>horticulture (horticultura)</p> <p>mountain (montaña)</p> <p>temporary(temporal)</p> <p>audible (audible)</p> <p>audience (audiencia)</p> <p>audiences (audiencias)</p> <p>myriads (miríadas)</p> <p>proceed (proceder)</p> <p>problematic (problemático)</p> <p>-identify the main idea and supporting details</p> <p>-Use text evidence to identify both causes and effects</p>	<p>Readings and Text structures</p>

Planning for Biliteracy

Consider language of primary instruction, support instruction or the same emphasis in each language?

	Primary	Support	Both
English	<ul style="list-style-type: none"> -Short Read 1 -Extended Read 1 - Use text evidence to identify both causes and effects -Identify details that support them from a passage or a paragraph. -identify the main idea and supporting details -Vocab. fatal horticulture (<u>horticultura</u>) mountain (<u>montaña</u>) temporary(temporal) audible (audible) audience (audiencia) audiences (audiencias) myriads (<u>miríadas</u>) proceed (<u>proceder</u>) problematic (<u>problemático</u>) 	<ul style="list-style-type: none"> -Concept talk -Writing project: write outline Vocab. desert (<u>desierto</u>) adapt turbulence absorb common specialization irrigation region techniques -Revise to Improve Sentences by Expanding Sentences Latin Roots (<u>aud.</u>, <u>vis</u>, <u>form</u>, <u>cede</u>) Adjective Suffixes (<u>-y</u>, <u>-ent</u>, <u>-ive</u>, <u>-ic</u>, <u>-ful</u>) 	<ul style="list-style-type: none"> Text structures Determine meaning of words/phrases in context Write a summary Identify main idea and details

Planning for Biliteracy

What non-transferable skills/concepts/knowledge will be taught in each language?

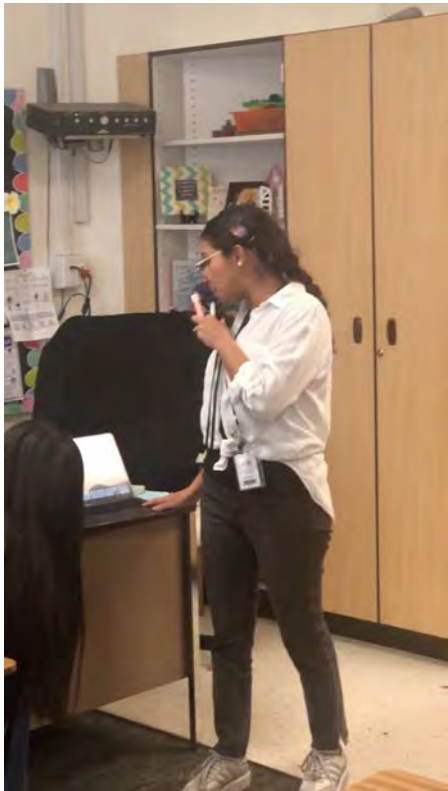
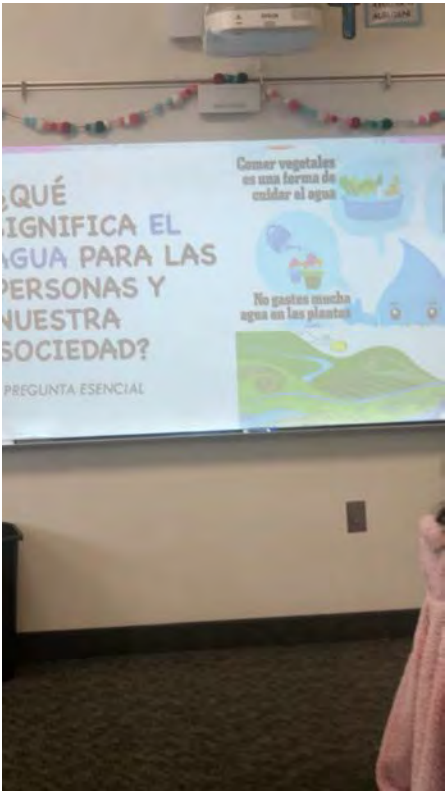
English	Spanish
<ul style="list-style-type: none">-Spelling words-Non cognate vocabulary words (e.g., Sea)ForbadeExploitReservoirsMoistureScarceParched	<ul style="list-style-type: none">-Spelling words-Non cognate vocabulary words (e.g.: Mar)<u>escasos</u> (6)<u>entrevista</u> (6)<u>embalses</u> ambientes (6)<u>promedio</u> (20)<u>porciento</u> (20)
<ul style="list-style-type: none">Phonics: <u>/ou/</u> and <u>/oi/</u>Sentences with Multiple Tenses form a question – syntax	<ul style="list-style-type: none"><u>Fónica: diptongos</u>Form a question - syntax

Targets

- I can formulate a simple question and response to wh-(who, why, etc.) questions about the plot of a fiction text and an informative text.
- I can identify main ideas and key details by underlining details that support them from a passage or a paragraph.
- I can use text evidence to identify both causes and effects by underlining details that support them from a passage or a paragraph.
- I can determine the meaning of new words from the text using Latin roots and suffixes.
- I can write a summary of a text that includes unit vocabulary words, the main idea and key details. (DOK 4)
- I can produce a 5-paragraph informative text about "the importance of water" with complex sentences.
- Green – both, Blue-English, Red-Spanish

Video: Objectives in the DLI Classroom

5th Grade DLI, Two-Way Elementary School





Thank You

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