SESSION 3

Using DLLPs in Your Classroom

Project ExcEL Summer Institute
Valhalla, NY – August 24-26, 2016
Learning Goals

- Understand how teachers can use the DLLP in their classrooms
- Begin planning for instruction that incorporates the DLLP
Success Criteria

- Identify key steps, processes, and skills in your learning of the DLLP for formative assessment
- List opportunities and strategies that incorporate elements of the DLLP in your instruction
Theory of Action

**Teacher Outcomes**
- Increased knowledge about language learning
- Evidence of student language learning status/needs
- Contingent pedagogy for each student to advance language learning

**Student Outcomes**
- Awareness of language learning status
- Contingent response to instruction/feed back

**DLLP**
- High-leverage features of the DLLP
- Interpretive framework for teachers to attend to language use in content areas

**Student Language Learning Moves Forward**
I never teach my pupils. I only attempt to provide the conditions in which they can learn.

- Albert Einstein
Teachers Using the DLLP
Gabby, Grades 1/2, Dual Language

- Math Practice Standards addressed:
  - Making sense of math problems and persevering in solving them
  - How to reason abstractly and quantitatively

- Context:
  - Students worked on finding a “just right” strategy to solve a word problem
  - Students practice explaining to their peers their strategy
**Learning Goal:**
Give and receive feedback to develop and deepen my mathematical thinking.

**Success Criteria:**
1. I can explain my strategy.
2. I can use sentence stems to give my partner a put-up.
3. I can use sentence stems to ask my partner clarifying questions.
4. I can use sentence stems to give my partner a suggestion.
### Working With a Partner

<table>
<thead>
<tr>
<th>Looks Like...</th>
<th>Sounds Like...</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Turning towards partner</td>
<td>• Using 6 inch voice</td>
</tr>
<tr>
<td>• Maintaining eye contact</td>
<td>• Giving put-ups</td>
</tr>
<tr>
<td>when talking</td>
<td>• Asking questions</td>
</tr>
<tr>
<td>• Staying on task</td>
<td>• Giving suggestions</td>
</tr>
<tr>
<td>• Sitting close to your</td>
<td></td>
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<tr>
<td>partner</td>
<td></td>
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</tbody>
</table>
Martin and Sadie
Turn and Talk

• What did you notice in this video?

• How did the teacher create an opportunity to collect evidence of student’s language?

• What has the teacher done to make this interaction a success?

• What might be some implications for how you implement the DLLP in your classrooms?
Gabby Interpreting Evidence and Planning Next-Step Instruction

• Context: Gabby recorded two peer conferences and analyzed the first conference with Josue and Sadie

• Pay attention to how Gabby uses evidence gathered for both students to think about next step instruction

• Video ~ 9 minutes
Turn and Talk

• What did you notice in this video?

• How did the teacher interpret evidence of student’s language use in an explanation?

• What might be some implications for how you implement the DLLP in your classrooms?
## Sentence Frames from Rosa

### Making Claims and Providing Evidence

<table>
<thead>
<tr>
<th><strong>Beginning</strong></th>
<th><strong>Middle</strong></th>
</tr>
</thead>
</table>
| First, _________.  
One reason is _________.  
On one hand _________. | Next, _________.  
Another example is _________.  
In fact _________.  
In the same way _________.  
Equally important is _________.  
For instance, _________.  
Specifically, _________. |

<table>
<thead>
<tr>
<th><strong>End</strong></th>
</tr>
</thead>
</table>
| Lastly, _________.  
In other words, _________.  
Above all, _________.  
Most importantly, _________.  
Furthermore, _________.  
Consequently, _________.  
In summary, _________. |
Your Turn

• What did you notice in this video?

• What might be some implications for how you implement the DLLP in your classrooms?
Lessons Learned from UCLA Lab School Teachers
Context Matters

I really think it’s what your lesson consists of and what the language is that can be connected with that lesson. If I go back to the lesson that I observed a couple of weeks ago there wasn't enough for them to use causal connectors that were more sophisticated. Like it didn't lend itself to that. So of course I was getting very basic use of “so,” “then,” “and.” And now, because they had to justify or make connections to any patterns and sequences, it really pushed for them to have to use the language.
Zooming into language use

- Paying attention to language
- Being intentional about teaching language
- Focus on areas of need
- Comparing needs across levels
- Listening in all content areas
Discoveries

• Types of questions
• Delving deeper into a content area produced richer language
• First hand experiences
• Trends across the levels (variety of connectors)
• Creating opportunities for oral language practice
Benefits of DLLP

1. Becoming more reflective about language development
2. Meeting the needs of each individual child
3. Awareness of gaps and language progression
Advice for Teachers

- Focus on one language feature at a time and teach it in a meaningful context
- Develop a meaningful way to take anecdotal notes
- Plan in advance features and expectations for what you will be listening for
- Establish a collaborative learning community/partnership to discuss your process and findings
Initial Implementation Strategies for the DLLP in Your Classrooms
Considerations for Implementation

- Decide what current practices and routines would generate:
  - Explanations? (i.e., a language sample from students)
  - Evidence?

- Use a familiar routine, task, practice and start noticing student(s) language use for one feature

- Give yourself time and permission to learn and recognize language feature that student(s) are using
Tool for Documenting Language Features in the Classroom
for Formative Purposes

Teacher: ___________________________ Grade: ______ School: ___________________________ Month: ________________

<table>
<thead>
<tr>
<th>Focus Student Name</th>
<th>Date</th>
<th>Language Feature</th>
<th>Oral or Written</th>
<th>Content Area</th>
<th>Description of Evidence (e.g., What students were doing? What was the activity? How were they grouped?)</th>
<th>Student Example(s) of Use (record student quotations, location of audio file [e.g., audio file #3], etc.)</th>
<th>Teacher Comments/Notes (e.g., next steps in instruction)</th>
</tr>
</thead>
</table>

Tool available for download at http://www.dllp.org/index.php/resources/pilot-teacher-resources/
<table>
<thead>
<tr>
<th># of Lang. Feature</th>
<th>Oral or Written</th>
<th>Context of use</th>
<th>Example of use</th>
<th>Comments</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>written</td>
<td>Personal Narratives</td>
<td>We were looking at beginning, middle and end of stories.</td>
<td>During one-to-one conferences, a student used their 5-finger strategy to tell their story</td>
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<tr>
<td></td>
<td></td>
<td>Writers Workshop</td>
<td>Some second year students used temporal discourse connectors as transitioning in their stories.</td>
<td>The next conference, I observed the application from oral to paper.</td>
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<td></td>
<td>I asked a student to repeat directions during this. I grabbed 9/28.</td>
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</tbody>
</table>
Observations:

After listening to their use of more causal connectors, I decided to follow that up with a Science lesson that would engage them in a similar dialogue (explain their rational).

<table>
<thead>
<tr>
<th>Group</th>
<th>Lesson</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room 10</td>
<td>Living or Nonliving?</td>
<td>Group 1- We came up with three groups for our sort. This group is all the living things. This group here is all the nonliving things. And this group here is all the dead things. T- So your group came up with three categories. Living, nonliving, and dead. How did you decide where to place certain items? Group 1- Well first we had to think if the item was living like a cat or if it was nonliving like a ball. But, when we were doing this, we disagree with a few things like a dried up branch and an egg. Some of us felt the branch was living but other’s felt it was nonliving so we place it in the dead category. Jose- In order to be alive it has to move or eat, so then the egg is either dead or nonliving. Moises- But what if the egg has a chick inside? Jose- Well, if it does have a chick inside it would still be in the nonliving category because it is still not alive. It’s not alive until the chick is born. Andreas- But if the egg doesn’t have a chick and you can use it to cook then it is dead. Sean- Well, not necessarily. If the egg was never alive then there is no way it can be dead. So, therefore it goes under nonliving.</td>
</tr>
<tr>
<td></td>
<td>Focus: Help develop their observational skills, their ability to articulate their own thinking to others, and the skill of asking themselves provocative questions. Classification to help address misconceptions.</td>
<td></td>
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<tr>
<td></td>
<td>Given a sort of pictures and words, students were asked to delineate between living and nonliving things. In observing the difficulty they were having, I decided to add a category labeled dead. As the discussions moved forward I brought their attention to the dead category. Using this category as our point of discussion, I hope to together redefine their categories.</td>
<td></td>
</tr>
</tbody>
</table>

Next step: Create a class set of criteria for living, nonliving

"Where would you place ____________ based upon these common criteria we have come up with?"

"Why would you place ____________ in that category?"
Conferencing Log

Number set: between 50-109

Dates student shared: 10/25

Language feature(s) of focus: sentence structure during both explaining and responding

Manipulatives used:

Counter

- 1 to 1 correspondence
- count on
- abstract

Notes:

Rods/Flats

- ✓ correctly
- ✓ counting on
- ✓ exchange
- exchange for units
- exchange for rods
- ✓ exchange for flats

Notes: Beginning to regroup (exchanged rods for a flat) - work on recording the number.

Hundreds chart

- 1 to 1
- counting on using rows & columns

Notes:

Paper

- ✓ drawing
- ✓ counting on
- ✓ abstract
- ✓ ✓ decomposing

Notes: Tried to decompose without using manipulatives for 4th time. Need to go over place value more in class.

Looked closely at place value.
## Conferencing Log
### Language use observations

<table>
<thead>
<tr>
<th>Date</th>
<th>Language Feature</th>
<th>Evaluating Sentence Structure</th>
<th>Sentence Structure Modeled: (T) Teacher (P) Peer</th>
<th>Student response after modeling</th>
</tr>
</thead>
<tbody>
<tr>
<td>10/25</td>
<td>Worked on explaining his own work</td>
<td>&quot;Alex got 53 and 54 is Audrey so I bring them together and I get 11 tens.&quot;</td>
<td>Q: What do we know about Alex and Audrey? (P) Since <em>has</em> and <em>has</em> I decided to decompose both the <em>and</em></td>
<td>They go trick or treating and got candy. Alex got 63 candies and Audrey got 54 candies. I break the #’s and I get my answer.</td>
</tr>
<tr>
<td>11/06</td>
<td></td>
<td>&quot;Diego &amp; Tyler collect (collected) rocks from the garden. Diego collected 33 rocks &amp; Tyler collected 16 rocks. Since I have to join the 33 and 16, I first decomposed the both numbers.&quot;</td>
<td>Q: What will you do next? Then I joined the <em>and the</em></td>
<td>Then I joined the tens &amp; the ones together and I got my answer.</td>
</tr>
<tr>
<td>11/14</td>
<td>Worked on responding to the work of others</td>
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</tbody>
</table>

### Next Steps
- Still using simple sentences to explain how he solved a problem.
- Simple sentences often need to be expanded w/ modifiers to create a clear picture in the listeners mind.
- Provide more opportunities for the use of complex sentences. Model for support (Partner with Sean) work on paraphrasing w/ prompts.
Considerations for Implementation

• Adding language features to lesson plans

• Consider how you could support next steps for students based on their *best fit*
  - Contingent response – immediate responses
  - “Teach to” response – future responses
<table>
<thead>
<tr>
<th>Assess</th>
<th></th>
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<th></th>
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</thead>
<tbody>
<tr>
<td>Vocabulary:</td>
<td>Connectors</td>
<td>Causal</td>
<td>Conditional</td>
<td>Contrastive</td>
</tr>
<tr>
<td>Language feature of focus</td>
<td></td>
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<tr>
<td>Teacher Guided</td>
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<tr>
<td>Independent:</td>
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<tr>
<td>Teacher Assistant Guided/ Independent:</td>
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<tr>
<td>Independent:</td>
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</tbody>
</table>
Session: Beginning the week of October 28
Crosscutting Concept: Structure and Function
Area of Study: Interdependent Relationships in an Ecosystem

Core Ideas or learning goals for the Week:
1. Biodiversity in humans
   - There are many different kinds of living things in any area, and they exist on different places on land and in water

2. Interdependent relationships between these ecosystems
   - Plants depend on water and light to grow
   - Plants depend on animals for pollination and to move their seeds around

Vocabulary:
Interdependence, depend
Interaction
Pollination
Parts of a flower: pollen, anthers, stigma, petals
Function
Natural objects
Designed objects

Connectors: Temporal ⊗ Causal ⊗ Conditional ⊗ Contrastive
Before, while, then
Since, because, as a result
If, then

Language features of focus:
Sentence structure
Compound sentences can be useful in establishing simple relationships between ideas.

Complex sentences: Causal relationships are important to establish when arguing an opinion, and explaining scientific phenomena and events in history (e.g., why things happen) Contrastive relationships are important to establish when explaining how and why things happen (This relationship can often be established in other sentence types as well.)

Learning Experiences for the Week:
Observe the plants that are in the creek-looking, examining, observing birds, squirrels- seed travel
Catalog what plants and animals they see
Look at maps
Taking pictures
Collect samples and bring them in to the classroom
Categorize pictures

(If there is time: Look at different areas at our school: Redwood Forest, creek, botanical garden, etc)

Whole group:
Build the background
Have a discussion about what are the living things are surrounding our creek.
Go down to the creek
Making a terrarium-controlled experiences
Dissecting plants to see different parts and functions- really focus on interdependence
Comparing the fish tank with the creek-models

Small group:
Represent what they have discovered, investigated
# Reading Workshop Unit of Study 3: Poetry – Powerful Thoughts in Tiny Packages

**Goals:** Students will...
- hear the music in poetry
- notice the craft moves poets use in their writing
- learn how to read poetry, attending to line breaks and words
- read different types of poetry by many poets

<table>
<thead>
<tr>
<th>Week 1</th>
<th>TP: What is poetry?</th>
<th>TP: When reading poems, you have to pay attention to where words on the line end so you can hear the music</th>
<th>TP: Poems have different rhythms – rhyming vs. non-rhyming</th>
<th>TP: The way poems are written on the page supports the meaning of the poem</th>
<th>TP: Readers take the words from a poet’s eye so see something differently</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Launching</strong></td>
<td>Circle Map</td>
<td></td>
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<tr>
<td><strong>Noticing what poets do...</strong></td>
<td>Start Poet’s Craft Chart</td>
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<tr>
<td><strong>Week 2</strong></td>
<td>TP: Readers notice how poets words make a picture in your mind</td>
<td>TP: Readers visualize to understand the poets words</td>
<td>TP: Readers ask questions about what a poet wants to say</td>
<td>TP: Readers connect what the poet is saying to their own experiences</td>
<td>TP: Readers compare poem on similar topics to learn about something new</td>
</tr>
<tr>
<td><strong>Comprehension</strong></td>
<td>Visualizing</td>
<td>Visualizing</td>
<td>Monitor/Clarify</td>
<td>Connections T-S, T-W</td>
<td><strong>Determining Importance</strong></td>
</tr>
<tr>
<td><strong>Week 3</strong></td>
<td>TP: Readers determine where poets show not tell what they want to convey</td>
<td>TP: Readers look for the relationship poet describes in the poem</td>
<td>TP: Readers listen for the special words the poet uses to describe the message or big idea</td>
<td>TP: Readers look for patterns in the poem that support meaning</td>
<td>TP: Readers identify precise verbs and adjectives that help them understand the poem better</td>
</tr>
<tr>
<td><strong>Comprehension and Craft</strong></td>
<td>Determining Importance</td>
<td>Determining Importance</td>
<td>Synthesizing</td>
<td>Synthesizing</td>
<td><strong>Grammar</strong></td>
</tr>
<tr>
<td><strong>Week 4</strong></td>
<td>TP: Readers connect</td>
<td>TP: Readers notice that</td>
<td>TP: Readers respect</td>
<td>TP: Readers hear</td>
<td>TP: Readers notice</td>
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<tr>
<td>Week 5</td>
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<td>-----------------------------------------------------------------------</td>
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<tr>
<td><strong>Fluency/Performance</strong></td>
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<tr>
<td>TP: Readers talk about and read poetry with other readers to understand the meaning and craft</td>
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<tr>
<td>TP: Readers look for golden words or golden moments in poems</td>
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<tr>
<td>TP: Readers read poems out loud several times to get the music right</td>
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<tr>
<td>TP: Readers find poems and poets that they connect to personally</td>
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<tr>
<td>Celebration!</td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>Week:</th>
<th>Language Feature:</th>
<th>Evaluating Student Sentence Structure:</th>
<th>Sentence Structure Teacher will Model:</th>
<th>Student Responses after Teacher Models</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Comprehension</td>
<td>This is like when I go to the beach. (Aryadini) I went to the beach and got shells. (Matthew) Jack and Annie have a story about the beach. (Anusha)</td>
<td>This reminds me of... because. This relates to my life because... makes me think about... because makes me think about... because part makes me remember... because I really had a strong connection to this part because... This is familiar to me because... This is similar to... because...</td>
<td>This reminds me of my family going to the beach because we go there all of time. (Aryadini) This makes me think about the time I went to the beach and collected shells. (Matthew) This is similar to Jack and Annie from Magic Tree House because they have a story that takes place at the beach. (Anusha)</td>
</tr>
<tr>
<td>Vocabulary: Connections</td>
<td>Sentence Structure</td>
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</tbody>
</table>
Your Turn

Think about…

- What language feature would you like to start observing and noticing in your student(s)’ language use?
- Which routine or practice would you easily start observing this language use in students?
- What contexts allow for students to have opportunities to produce language and explanations?
For more information, please email: sandychang@ucla.edu
dllp.org