

Developing Learning Pathways Using Can Dos + Backwards Design

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Intentions:

- I can explain the progression in the Stage 1 Goals: Transfer, Meaning, & Acquisition
- I can explain how unit Can-Do Statements can be used to develop lesson plans based on a learning progression.
- I can explain how to use quality look-fors to develop a performance progression that will result in learner progress.

In this Unit, I want you to learn (content & function):

So that, in the long run, you will be able, on your own, to use that content and function to:

Transfer results in:	Meaning results in:	Acquisition results in:
<ul style="list-style-type: none"> ▪ Ability to adapt knowledge, skill, and understanding to specific and realistic situations and contexts ▪ Ability to perform <i>independently (minimal cueing)</i> ▪ Ability to handle contexts not previously rehearsed ▪ Ability to demonstrate an acceptable degree of competence/proficiency within a performance transfer task 	<ul style="list-style-type: none"> ▪ Active learning based on powerful questions or learning targets which lead to and facilitate transfer. ▪ Active application of learning in rehearsed scenarios and contexts ▪ Construction or communication of personal meaning using key functions elements, and processes. 	<ul style="list-style-type: none"> ▪ Acquisition, with successful and timely recall, of target vocabulary, target grammatical features, and syntactic elements. ▪ Skillful use of targeted language functions ▪ Development of automaticity of recall on demand or when needed in performances <p style="margin-top: 10px;"><i>to acquire: internalize to retrieve with automaticity Krashen 1982</i></p>

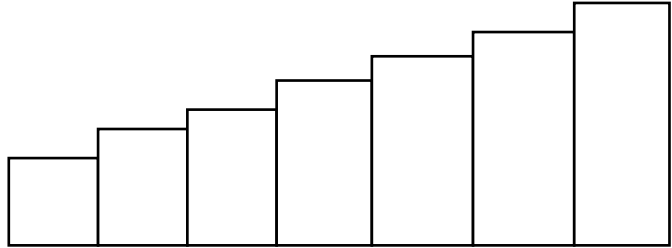
<http://www.learningsolutionsmag.com/articles/288/can-they-do-it-in-the-real-world-designing-for-transfer-of-learning>

What are Can-Do Statements?

Characteristics of Unit Learning Targets:

- Written in student friendly language
- Be large enough to be UNPACKED into smaller Lesson Can-Do statements
- Define a TASK that will provide evidence of learner progress toward the larger performance or learning goal.

What is your “WHY?”



A Learning Progression

- Identifies and separates out discrete enabling skills and portions of content into intentionally sequenced bite-sized chunks of learning.
- Is a clear guide for a series of lessons whose ultimate aim would be a performance formative assessment based on a unit learning target.

Sample Performance Progressions: What can you add?

Function from Can-Do	Novice	Intermediate	Advanced
Describing	<ul style="list-style-type: none"> • Single adjectives • Adverb modifier • Possessive adjectives • Simple comparisons 	<ul style="list-style-type: none"> • Combination of possessive and descriptive adjectives • Variety of adverb modifiers • Supporting details; simple elaboration • Comparatives/Superlatives, comparison phrases/clauses 	?????
Preferences & Opinions	<ul style="list-style-type: none"> • Reporting likes, dislikes, & preferences • Basic statements • Basic “why” • I like, I love, I don’t like, my favorite, my least favorite • “because” 	<ul style="list-style-type: none"> • I prefer, I think, I believe • <i>In my opinion, based on my experience, etc</i> • Conjunctions like <i>rather, on the other hand, on the contrary, as opposed to</i> • “why” with supporting statements and elaboration 	????
Narrating stories, situations, events	<ul style="list-style-type: none"> • Simple sentences • Simple coordinating conjunctions (and, but, or, etc) • Time & ordinal number sequencing • Organized by topic 	<ul style="list-style-type: none"> • Narrating events, situations across time frames • Connected sentences & strings of sentences • Transitional phrases, sequencing and/or frequency words • Organized thematically, sequentially, cause/effect, etc 	?????

Reflection: