

What Else Can I Do with Can-Dos?

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Materials are posted here: www.toolsfromtexas.wikispaces.com

My Burning Questions:

Wiggins & McTighe. UbD template version 2.0; adapted by G. Lundgaard for Plano ISD

Stage 1 – Desired Results <i>What do we want students to know and be able to do?</i>	
Transfer <i>Students will be able to independently use their learning to ...</i>	
Meaning	
Enduring Understandings: <i>Students will understand that ...</i>	Focus Questions: <i>Students will keep considering ...</i>
Essential Questions: <i>Students will keep considering ...</i>	Learning Targets: <i>Students will demonstrate that they can ...</i>
Acquisition	
<i>Students will be skilled at ...</i>	<i>Students will know ...</i>

Language Functions and Presentational Mode

NCSSFL-ACTFL Can-Do Statements 2017		
Novice	Intermediate	Advanced
I can present information on both very familiar and everyday topics using a variety of practiced or memorized words, phrases, and simple sentences through spoken, written, or signed Language	I can communicate information, make presentations, and express my thoughts about familiar topics, using sentences and series of connected sentences through spoken, written, or signed language.	I can deliver detailed and organized presentations on familiar as well as unfamiliar concrete topics, in paragraphs and using various time frames through spoken, written, or signed language.
<i>I can present information to narrate about my life, experiences, and events.</i>		
<p>NH: I can present personal information about my life and activities using simple sentences most of the time.</p> <ul style="list-style-type: none"> • NM: present information about myself, my interests, and my activities using a mixture of practiced or memorized words, phrases, simple sentences • NL: introduce myself using practiced or memorized words and phrases, with the help of gestures and visuals. 	<p>IH: I can tell stories about school and community events and personal experiences, using a few short paragraphs, often across various time frames.</p> <ul style="list-style-type: none"> • IM: tell a story about my life, activities, events, and other social experiences, using sentences and a series of connected sentences. • IL: present personal information about my life and activities using simple sentences. 	<p>AH: I can give complex detailed narrations beyond the concrete, often addressing abstract experiences or hypothetical issues</p> <ul style="list-style-type: none"> • AM: tell stories based on concrete experiences in academic, social, and professional topics of interest, using organized paragraphs across major time frames. • AL: tell stories about school and community events and personal experiences, using paragraphs across major time frames.
AHA Moments or Insights:		
<i>I can present information to give a preference, opinion, or persuasive argument.</i>		
<p>NH: I can express my preferences on familiar and everyday topics of interest, using simple sentences most of the time.</p> <ul style="list-style-type: none"> • NM: express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases, and simple sentences. • NL: express my likes or dislikes using practiced or memorized words and phrases, with the help of gestures and visuals. 	<p>IH: I can state my viewpoint on familiar or researched topics and provide reasons to support it, using a few short paragraphs, often across various time frames.</p> <ul style="list-style-type: none"> • IM: state my viewpoint about familiar topics and give some reasons to support it, using sentences and a series of connected sentences. • IL: express my preference on familiar and everyday topics of interest and explain why I feel that way, using simple sentences. 	<p>AH: I can clearly and accurately present an argument with supporting evidence on complex concrete issues, and often deal with related issues hypothetically.</p> <ul style="list-style-type: none"> • AM: present an argument with supporting evidence, based on a variety of concrete academic, social and professional topics of interest, using organized paragraphs across major time frames • AL: state a viewpoint with supporting evidence on some concrete academic, social and professional topics of interest using paragraphs across time frames.
AHA Moments or Insights:		

<i>I can present information to inform, describe, or explain.</i>		
<p>NH: I can present on familiar and everyday topics, using simple sentences most of the time.</p> <ul style="list-style-type: none"> • NM: express my likes and dislikes on very familiar and everyday topics of interest, using a mixture of practiced or memorized words, phrases, and simple sentences. • NL: name very familiar people, places, and objects using practiced or memorized words and phrases, with the help of gestures and visuals. 	<p>IH: I can give detailed presentations on a variety of familiar topics and some concrete topics I have researched, using a few short paragraphs, often across various time frames.</p> <ul style="list-style-type: none"> • IM: give straightforward presentations on a variety of familiar topics and some concrete topics I have researched, using sentences and series of connected sentences. • IL: present on familiar and everyday topics, using simple sentences. 	<p>AH: I can deliver cohesive presentations on a variety of complex concrete topics related to community interests and some specialized fields, and often deal with related issues hypothetically.</p> <ul style="list-style-type: none"> • AM: deliver detailed presentations and elaborate on a variety of concrete academic, social and professional topics of interest, using organized paragraphs across major time frames. • AL: deliver presentations on some concrete academic, social and professional topics of interest, using paragraphs across major time frames.
<p>AHA Moments or Insights:</p>		

Interpersonal Can-Do Functions

- I can exchange information and ideas in conversations.
- I can meet my needs or address situations in conversations.
- I can express, react to, and support preferences and opinions in conversations.
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Interpretive Can-Do Functions

- I can understand, interpret, or analyze authentic informational or fictional texts.
- I can understand, interpret, or analyze what I hear in conversations or discussions.

Knowing Your Learning Target

Say Something!

1. Make a Connection	
2. Ask a Question	
3. Make a Comment	
4. Collaborate to Create a Summary Statement	

Learning Targets & Can-Do Statements

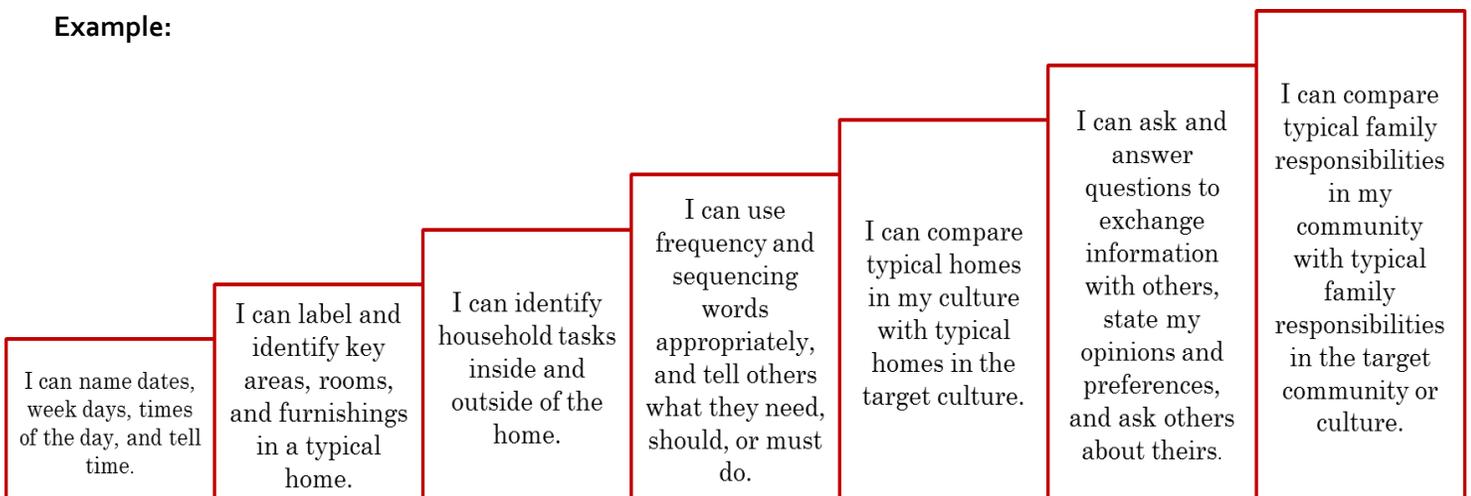
Notes:

The Low Down on Learning Progressions

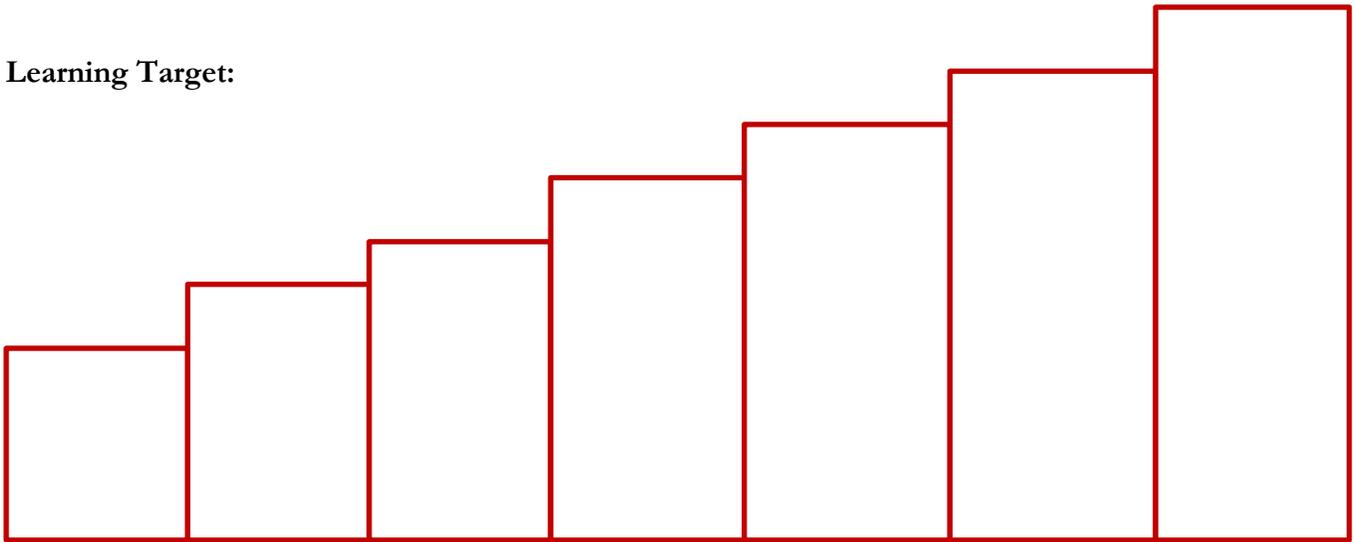
With your table group, respond to the if statement as follows:

If Statement:
<i>(what should lesson/unit designers do as a result?)</i> Then,
<i>(what constraints or hindrances could lesson/unit designers have to deal with?)</i> But,
<i>(what will lesson/unit designers have to incorporate or consider in development or implementation?)</i> So,

Example:



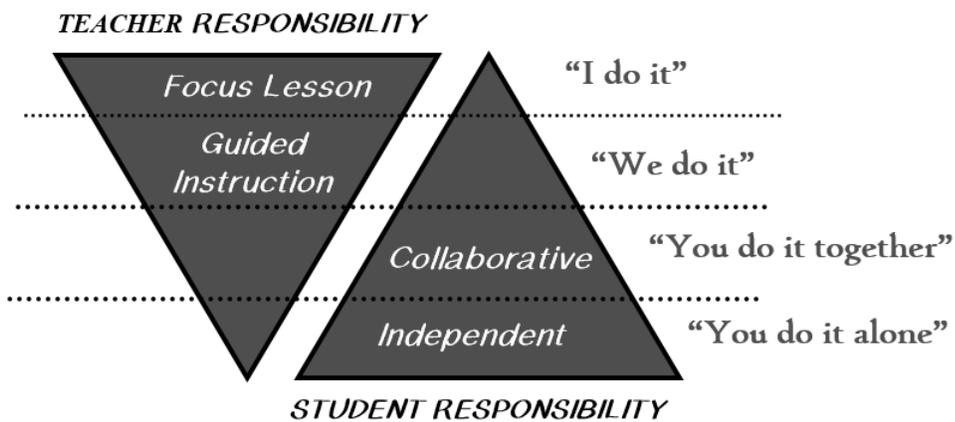
Learning Target:



Performance of Understanding

Notes:

Gradual Release of Responsibility



Fisher, D., & Frey, N. (2008). *Better learning through structured teaching: A framework for the gradual release of responsibility*. Alexandria, VA: Association for Supervision and Curriculum Development.

	Teacher Role	Student role
I do: Teacher Centered Input; focus lesson	<ul style="list-style-type: none"> Establishes goal & purpose Provides input Models Frames task Checks for Comprehension 	<ul style="list-style-type: none"> Actively listens Cognitively Engages Responds to comprehension checks Participates
We Do: Guided Teacher-Student Centered teacher guides students Guided instruction	<ul style="list-style-type: none"> Interactive instruction Scaffolds for Success Checks, prompts, cues Clears up misconceptions Adjusts as needed Defines "success" Checks for Learning 	<ul style="list-style-type: none"> Participates w groups/pairs Asks and responds to questions Cognitively Engages Processes Learning Practices Learning Takes Risks Re-does as necessary
We Do: Collaborative Student Centered Teacher facilitates collaborative and cooperative groups	<ul style="list-style-type: none"> Scaffolds for Success Clarifies confusion Guides on the Side Manages classroom Clears up misconceptions Gives feedback 	<ul style="list-style-type: none"> Participates w groups/pairs Shares learning Practices Learning Applies Learning Takes Risks Self & Peer feedback
You do: Independent Student Centered Independent of teacher cuing, guidance, scaffolding	<ul style="list-style-type: none"> Provides Feedback Determines level of understanding Evaluates teaching Evaluates learning 	<ul style="list-style-type: none"> Independently applies learning Owens the performance or product Self-Assesses

Reflection

What are my next steps?	What do I want to learn more about?
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