

Effective Learning Targets for Content and Language

Wendy Sparrow, Ph.D.
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<http://bit.ly/EffectiveLearningTargets>

Introductions

Who is in the room?



GOALS



- Participants will...
 - Explore resources to support creating effective learning targets for content & language as a way to strengthen lesson design
 - Confidently describe the components of learning targets for content and language and reflect on their components
 - Apply resources to practice writing **robust** learning targets for content & language

If you could change just one thing about the world, what would it be? Write a well-developed paragraph in which you explain the change you would make and why.

Use as many lines as you need.

Global Warming

If I could change anything it would be Global Warming. First of all, it could cause more pollution for the next generation. We would properly have more gasses in the world. Secondly, homes will vanish / disappear. They will get destroyed by the hard wind and snow. Lastly, babies could die by too much air. Life will end if we don't act now. In the end, if I could change anything it would be Global Warming.

Why focus on language?

Self Reflection



- Do you currently use learning targets/objectives or CLOs?
 - If not, what is keeping you from doing so?
- How do you currently use them?
- What is YOUR purpose for using them?
- How often do you use them?
- Do you post them? If so, where?
- Do you refer to them with students? If so, how?
- Do they include language targets or a focus on language?
- Why do you think they might be important?

Paraphrase Passport

(Whole or small group)

- A student contributes an idea
- Another student must correctly restate that idea before contributing his/her idea
- Encourages students to listen to each other



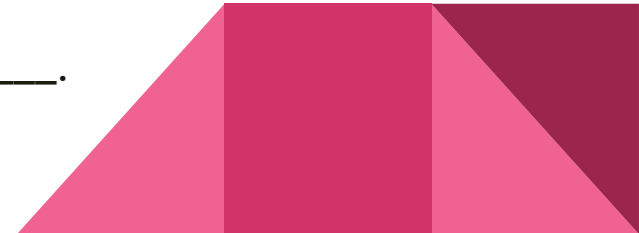
Paraphrase Passport

Prompt: Based on your reflection, what is your understanding of Learning Targets and how have you used them or how could you use them in your classroom?

- To me, learning targets are _____.
- I heard _____ say _____. I would like to say _____.

- In considering learning targets, one thing I have tried is_____.
- _____ said _____. I would like to add _____.

- On Monday, I am going to _____ .
- _____ stated that _____. In addition, _____.



You say objective, I say target...



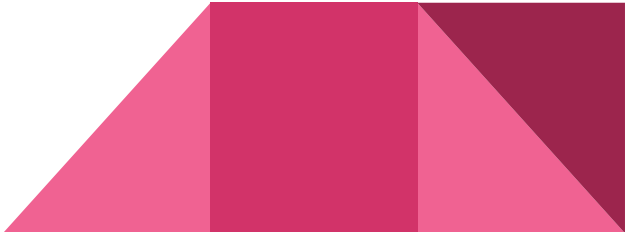
Objective- what you hope to achieve to support your purpose

- **Instructional objectives** guide instruction & are written from Ts pt of view; purpose is to unify outcomes across a series of related lessons or an entire unit

Target- An indicator established to determine how successfully you are achieving an objective

- **Learning targets** guide learning, describe in student friendly language the lesson-sized chunk of information, skills, and reasoning processes that students will come to know deeply
- They are shared throughout the lesson so students can use them to guide their own learning

The Learning Target: Theory of Action (Moss & Brookhart, 2012)

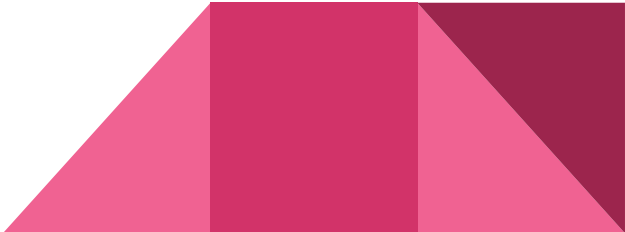
- The most effective teaching and the most meaningful learning happen when teachers design the right learning target for **today's lesson** and use it along with their students to aim for and assess understanding.
 - Learning targets are student-friendly descriptions that guide learning, describing the lesson-sized chunk of information, skills, and reasoning processes that you intend students to learn or accomplish in a given lesson.
 - It's not a learning target unless both the teacher and the students aim for it during **today's lesson**: What are students actually doing to learn and achieve during today's lesson?
- 

Multiple Effects of a Learning Target (Moss & Bookhart, 2012)

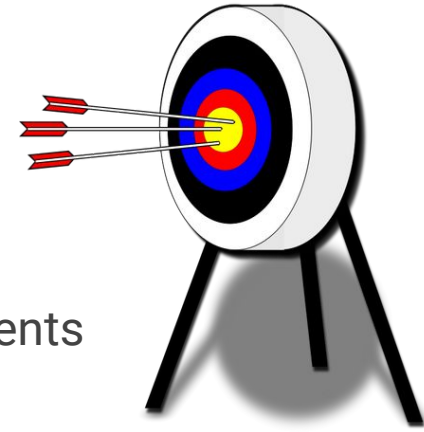
Teachers become better able to:

- Plan & implement effective instruction
- Describe exactly what students will learn, how well they learn it, & what they will do to demonstrate that learning
- Scaffold to increase student understanding
- Establish teacher look-fors to guide instructional decisions
- Translate success criteria into student look-fors that promote the development of assessment-capable students

Students are better able to:

- Identify where they are and where they need to go
 - Set specific goals for what they will accomplish
 - Choose effective strategies to achieve those goals
 - Assess and adjust what they are doing to get there as they are doing it
- 

The Need for (all 3) Learning Targets



Content Learning Target:

- Standards-driven, grade-level content information that the students must access


Language Learning Target:

- The language needed in order for students to access and practice grade level standards

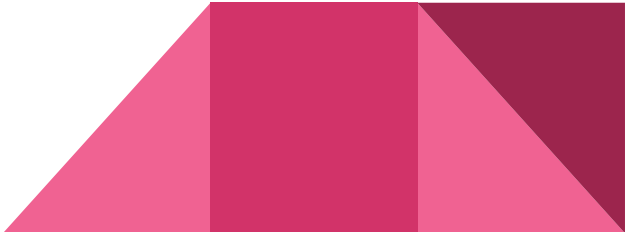
***Cultural Learning Target:**

- All students to connect content and language to self, community, and/or to real world scenarios

What is a language target? (Himmel, 2013)

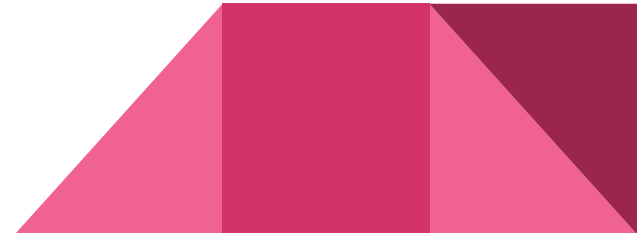
- Specifically outlines the type of language students need to learn to accomplish the content learning target and demonstrate their understanding
 - Complements the content knowledge and skills, addressing the language that needs to be developed or reinforced while teaching grade-level content standards
 - Involves all **4+1 language domains**, as well as
 - Language **functions** related to the topic (eg., justify, hypothesize)
 - Essential vocabulary, discourse, and syntax for students to be able to participate in the lesson (**Language form**)
 - **Supports** to aid comprehension (eg., sensory, graphic, interactive, etc.)
- 

How do I write an effective language target? (Himmel, 2013)

- What are the **language functions** related to the content/lesson topic?
 - What **language forms** (structures/syntax/vocab) will students need to know to **speak, read, and write** about the lesson topic?
 - What language learning **strategies/supports** will help students be successful with the lesson topic?
 - What language is embedded **within the tasks** students will be asked to complete?
 - Of all of the skills/functions addressed in the lesson, which is **most important** for helping students meet the **grade-level standard** and develop their language proficiency?
- 

Don't I have to differentiate based on proficiency levels?

- The language target should be appropriate for all students to master
- In order to differentiate, the teacher provides different scaffolds and supports for students to use in order to reach the targets (eg., adapted text, visuals, sentence frames, etc.)



Start with a Learning Target for **Content**

1. Choose a lesson you will facilitate tomorrow or early next week
2. Keep it in your head
3. Let's read the question in the "Content Learning" column
4. Let's look at some examples

FIGURE 4.1

ESSENTIAL QUESTIONS TO CHOOSE AND ADJUST SUPPORTS FOR ELS

	Content Learning	Language Learning
EXPECT	What are my goals for student learning?	What aspects of language must students understand and use to excel with these goals?

Content Learning Targets

Content	Learning Target: What are my goals for student learning?
Math	I can identify geometric shapes by their names.
Science	I can distinguish between solids, liquids, and gases and provide an example of each.
Social Studies	I can show how geographic features have affected colonial life by creating a map.
ELA	I can draft a conclusion paragraph for my expository essay.
PE	I can categorize healthy and unhealthy eating habits.
Music	I can distinguish and describe vocal ranges heard in a piece of music.

What aspects of language must students understand and use to excel with these goals?

Now it's your turn...

- Draft a learning target for **content** focusing on ONE lesson you already plan to facilitate tomorrow or early next week:
 - Write the learning target for content on a piece of paper
 - [Resource for verbs](#)
- Share with a partner

Verbs for Content Objectives

Knowledge – list, identify, locate, memorize, review, label, describe, define, name, match

Comprehension – recall, reproduce, summarize, explain, demonstrate, translate, rephrase

Application – predict, compare, contrast, solve, classify, categorize, show, apply, make, build a replica

Synthesis – build a model, combine, compile, compose, construct, create, design, elaborate, test, infer, predict, hypothesize, invent, design

Evaluation – choose, decide, recommend, select, justify, defend, support

Start with the Function...Look to the Standards

Functions



Social Studies
Math
Writing
PE

Reading
Science
Art
Music

Functions bridge between content areas.

Common Core State Standards

K.G.1

Describe objects in the environment using names of shapes, and describe the relative positions of these objects using terms such as *above*, *below*, *beside*, *in front of*, *behind*, and *next to*.

K.G.2

Correctly name shapes regardless of their orientations or overall size.

K.G.3

Identify shapes as two-dimensional (lying in a plane, "flat") or three-dimensional ("solid").

K.G.4

Analyze and compare two- and three-dimensional shapes, in different sizes and orientations, using informal language to describe their similarities, differences, parts (e.g., number of sides and vertices/"corners") and other attributes (e.g., having sides of equal length).

Learning Target for **Language**

FIGURE 4.1

ESSENTIAL QUESTIONS TO CHOOSE AND ADJUST SUPPORTS FOR ELS

	Content Learning	Language Learning
EXPECT	What are my goals for student learning?	What aspects of language must students understand and use to excel with these goals?

Now we are going to layer on the learning target for **language**

Components of Language Targets



1. **Language function**/Domain (L, S, R, W)
2. Content
3. **Language form/structure**
4. **Supports**

Functions vs Forms (Galante, 2015; UCLA 2017)



Language Functions: The content and language focus of the learning task represented by the **active verbs** within the learning outcomes.

- **Language functions** are what students **DO** with language.

Language Forms/Demands: **Specific ways that language** (vocabulary, discourse, syntax, language structures) **is used** by students to participate in learning tasks through reading, writing, listening, and/or speaking to demonstrate their understanding.

- **Language forms/demands** (vocabulary, discourse, syntax, language structures) are the tools students **USE** to participate in the content they are learning. They **SUPPORT** the function.

Simplified Learning Target for Content & Language:

I can identify *geometric shapes* by their names

- Choose an **action verb** to identify the **function** by language domain (resource)
 - I can orally ***describe***
- Make an **explicit** connection to the **content** learning target (refer to standards, as needed)
 - ***geometric*** shapes
- Using: **form** (tiered vocabulary, language structures, etc) (resource)
 - using ***3 adjectives***
- Include **supports** (sensory, graphic, interactive) (resource)
 - to a ***partner***
 - using ***a word bank***

I can **orally describe** *geometric shapes* using **three adjectives** to a **partner** using a **word bank**

Learning Targets: Content to Language

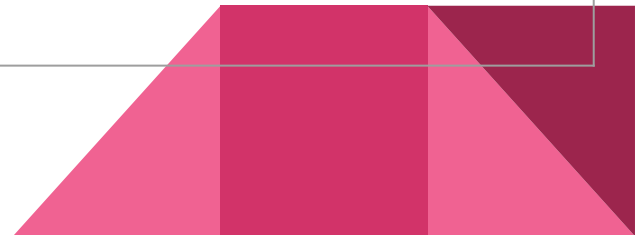
I will analyze the causes and effects of global warming.	

Do these targets have all of the components?

- Language function/Domain (L, S, R, W)
- Content
- Language form/structure
- Supports

Learning Targets: Content to Language

<p>I will analyze the causes and effects of global warming.</p>	<p>I will justify my opinion about global warming using the language of cause and effect orally and in writing using a T-chart.</p>
<p>I will identify the causes of the American Revolution.</p>	<p>I will orally explain the connection b/n the French and Indian War and the American Revolution to a partner and then the class</p>
<p>I will distinguish the physical adaptations of whales and sharks.</p>	<p>I will orally and in writing compare and contrast the physical adaptations of whales and sharks using a Venn diagram.</p>



Let's Dig Deeper: Open Sort



Sort the materials in a way (or ways) that makes sense to your group.

Consider:

- What's the rationale for your sort?
- How might you explain your reasoning?
- Can you think of multiple ways to sort the materials?

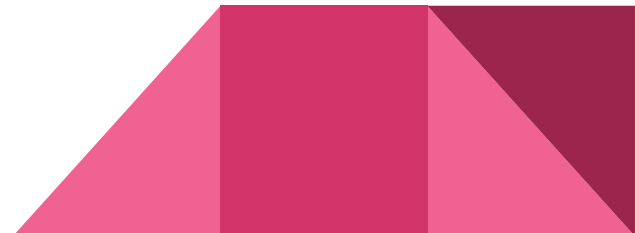


Reflection on Targets

- ❑ Language function/Domain (L, S, R, W)
- ❑ Content
- ❑ Language form/structure
- ❑ Supports

Consider how you might strengthen some language targets

- What do you notice?
- What is missing?
- How might you add, deepen, extend them to make them more robust?



4th Grade

Content Objective

The student will differentiate the differences between producers and consumers.

Language objective

I will explain in a paragraph the difference between a producer and consumer, using the words producer, consumer, sun, energy, organism.

- ❑ Language function/Domain (L, S, R, W)
- ❑ Content
- ❑ Language form/structure
- ❑ Supports

Do these targets have all of the components?

Earth Science Objectives:

- **Content Objectives:** Students will be able to distinguish between physical and chemical properties (and changes) of various substances.
- **Language Objective:** Students will be able to describe physical and chemical properties by speaking and writing during “cube” activities.

Do these targets have all of the components?

Standard-Based Task: **Identify sequence of events in a narrative**

Language Target: Students will orally articulate narrative events in a sequence using past tense verbs and sequencing words:

first, next, then, finally (early intermediate)

initially, soon after, after that (intermediate)

Standards-Based Task: **Write a summary of a nonfiction text**

Language Target: Students will write using citation verbs in the 3rd person singular habitual present-tense to introduce the author's main points in an expository article

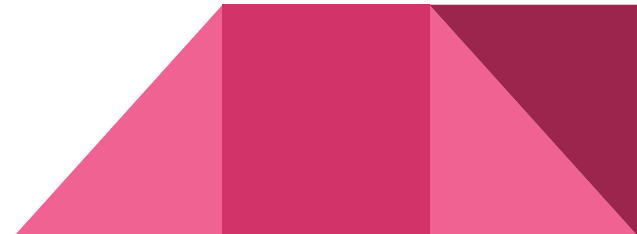
points out, emphasizes, concludes

- Language function/Domain (L, S, R, W)
- Content
- Language form/structure
- Supports

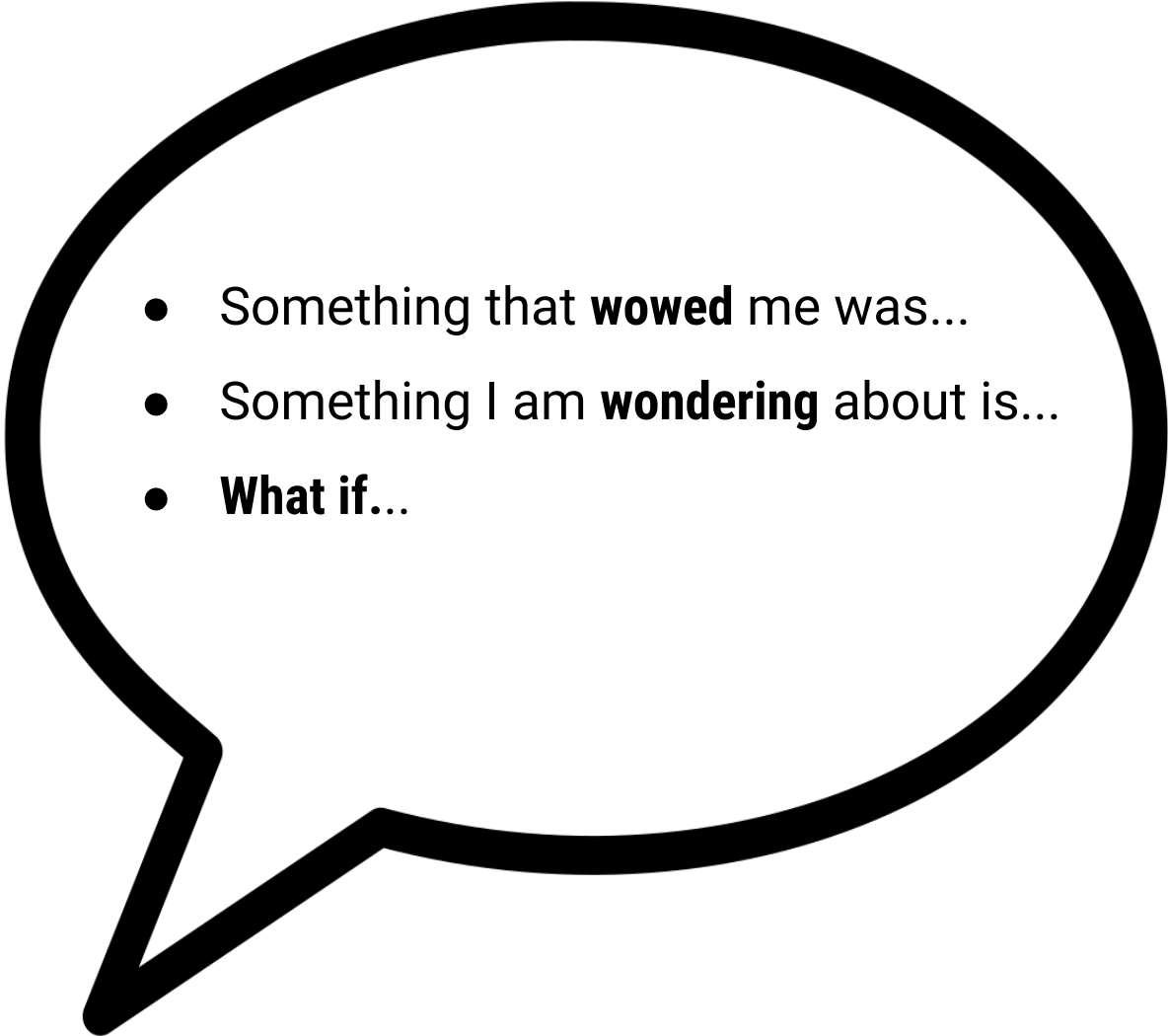
Your turn: Apply your learning to a language target for next week's instruction



- Look back at the content target you wrote down earlier
- Compose a language target to pair with it
- When you have finished, share with a partner and see if they can identify each component from the checklist
- Discuss what they noticed and how you might add any missing components
- Switch and review the other partner's targets



**Group
Reflection
then
Share out**

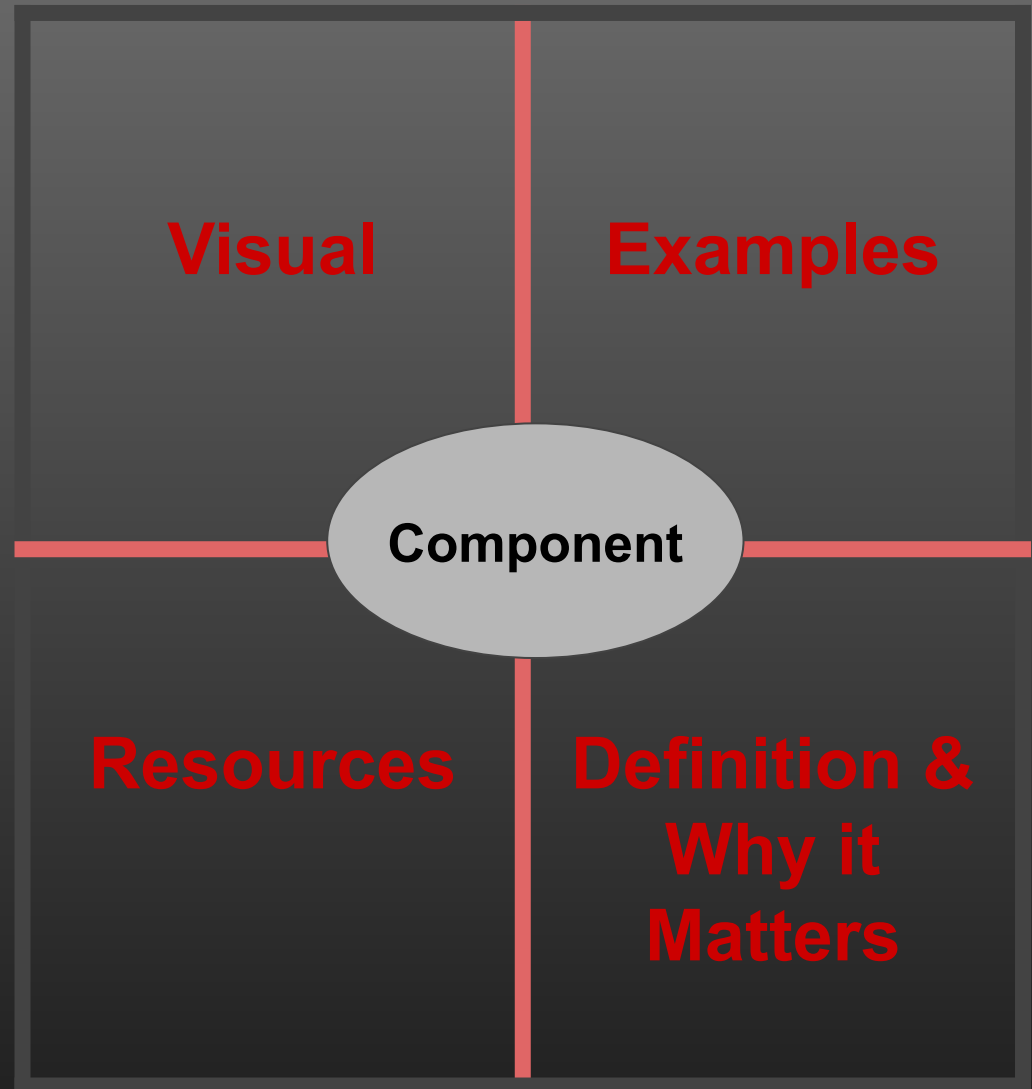
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- Something that **wowed** me was...
 - Something I am **wondering** about is...
 - **What if...**



Questions?

Let's Jigsaw!

- Each table focuses on one component and each person completes a Frayer model organizer for that component
- Re-group into mixed-component groups
- Share with your group using your growing expertise → make a poster with key “takeaways”



Sample Language Objectives

- Standard-Based Task: **Identify sequence of events in a narrative**
- Language Objective: Students will...
 - Articulate events in a sequence using past tense verbs and sequencing words:
first, next, then, finally (early intermediate)
initially, soon after, after that (intermediate)
- Standards-Based Task: **Identify main idea and essential details in nonfiction text**
- Language Objectives: Students will...
 - discuss main idea in text using precise nouns: *section, topic, detail, main idea*
 - prioritize details in text using precise adjectives: *important, significant, essential*
- Standards-Based Task: **Write a summary of a nonfiction text**
- Language Objectives: Students will...

Content Learning Targets

Content	Learning Target: What are my goals for student learning?
Math	I can identify geometric shapes by their names
Science	I can analyze the outcome of a scientific hypothesis
Social Studies	I can analyze the events that led to the Holocaust in Europe prior to WWII
PE	I can categorize healthy and unhealthy eating habits
Music	I can distinguish and describe vocal ranges heard in a piece of music

What aspects of language must students understand and use to excel with these goals?

Grade; Subject	Content Area Standard	Content Objective	Language Objective
3rd Science; States of matter	Ss know that matter has 3 forms: solid, liquid, and gas	SWBAT distinguish between solids, liquids, and gases and provide an example of each	SWBAT orally describe characteristics of solids, liquids, and gases to a partner
4th Math; 2-Dimensional Figures	Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	SWABT classify triangles based on their angles.	SWABT read descriptions of triangles and their angles.
7th Social Studies; Colonial Communities	Students will use a variety of intellectual skills to demonstrate their understanding of the geography of the interdependent world in which we live.	SWABT show how geographic features have affected colonial life by creating a map.	SWABT summarize in writing how geography impacted colonial life.
9th ELA; Informative/ Explanatory Texts	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Provide a concluding statement or section that follows from and supports the argument presented.	SWABT draft a conclusion paragraph for their expository essay.	SWABT use transitional phrases (e.g., as a result) in writing.

Model the *Noticing*

- ❑ Language function/ Domain (L, S, R, W)
- ❑ Content
- ❑ Language form/ structure
- ❑ Supports

We can write informational riddles about animals using the words: are, have, can and eat.

“ _____ are _____ .
_____ have _____ .
_____ can _____ .
_____ eat _____ .”

At Your Table, Practice *Noticing* Together!

I can write an opinion book with an introduction, 3 reasons, and a conclusion, using transition words from my **Writer's Notebook**.

- ☐ Language function/ Domain (L, S, R, W)
- ☐ Content
- ☐ Language form/ structure
- ☐ Supports

Practice the *Noticing*

Students will demonstrate following directions by listening to the speaker by watching, still bodies, repeating directions to a partner.

Notice...

See

Not see

Add - deepen, grow, extend

Wondering

Try *Noticing* on Your Own (Think, Pair, Square)

Refer to the handout,
containing more examples
of *Learning Targets*.

Select one.

Notice! (feel free to mark-up)

Notice...

See

Not see

Add - deepen, grow, extend

Wondering

Share Out Your *Noticings*

**Referring, to the handout,
share out about a learning
target you made some
“noticings” about...**

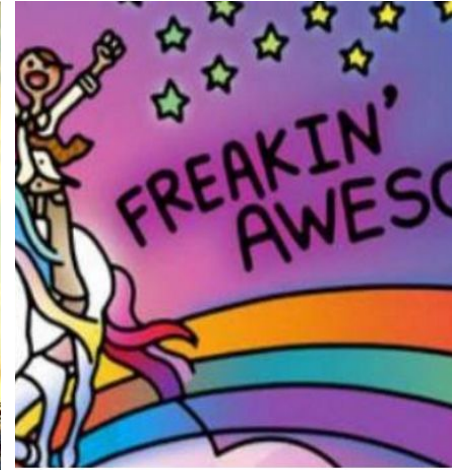
Notice...

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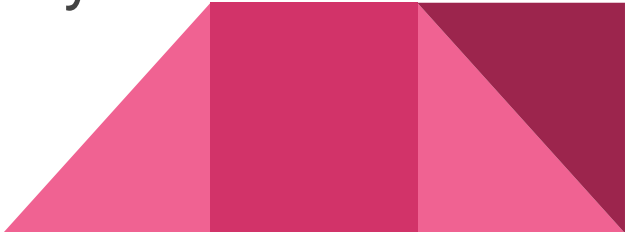
Four Corners Reflection

How do you feel co-teaching, including co-planning, is going so far this year?

- Go to the picture that best describes how you feel
- Talk in your groups about why you're there
- Share out as a group

Beyond posting objectives: Explicitly stating them

Content & Language Objectives at work in a 3rd Grade Classroom

- Use the SIOP-based graphic organizer to guide your thinking
 - Tally the number of times the teacher refers to the objectives
 - Consider your current practice and where you are on the continuum
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Anonymous Reflection

Seeing _____ confirms that I am _____.

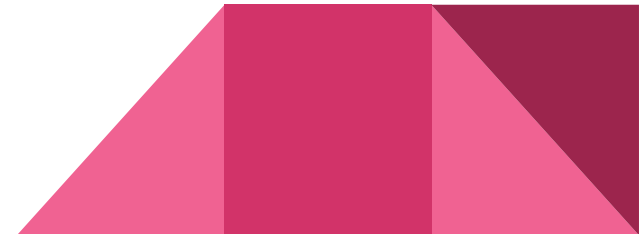
A big ah-ha I had was _____.

I am proud that I _____.

After seeing _____, I am now wondering _____.

I already _____, but I need to _____.

Your own???



If you could change just one thing about the world, what would it be? Write a well-developed paragraph in which you explain the change you would make and why.

Use as many lines as you need.

Global Warming

If I could change anything it would be Global Warming. First of all, it could cause more pollution for the next generation. We would properly have more gasses in the world. Secondly, homes will vanish / disappear. They will get destroyed by the hard wind and snow. Lastly, babies could die by too much air. Life will end if we don't act now. In the end, if I could change anything it would be Global Warming.

Why focus on language?

Expanding students' language

- * Pollution causes global warming.
 - * Global warming causes hard wind and snow.
 - * Hard wind and snow causes homes to vanish/disappear.
 - * If we don't act now, global warming will end life for the next generation.
- * If I could change anything, it would be global warming. First of all, pollution from all of the gases in the world **causes** global warming. Secondly, **As a result of** global warming, we get hard wind and snow, **which leads to** homes getting destroyed. If we don't act now, global warming will end life for the next generation. In the end, if I could change anything, it would be global warming.

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