

Module 2: Activity Sheet 1

What teachers who use the DLLP have said.

Read these quotes from five of the teachers who piloted the DLLP.

Circle what strikes you most about what they learned and how they connected their practice to the DLLP.

And having this [DLLP] to look at made me more cautious to the decisions I previously made, to make sure that it's not just focusing on the content but also their oral language development.

We [the teaching team] were trying to think of a way of documenting beforehand some of the sentence structures or some of the connectors that we felt would come up in the next couple of days... So then it would help us to keep not only ourselves accountable for looking for evidence but also to help ensure that we were also teaching to it and embedding some of these causal connectors or going over certain sentences structures throughout our lessons... So our planning guide for science begins with our core ideas, learning goals for the week, any vocabulary that would be covered. Right below we added a section for language features of focus [during the lesson].

I think for me how I've been processing it from the beginning, it seemed initially overwhelming, with all this information coming at us and trying to tackle multiple ones [features] at once. For me, what I found useful is really focusing on one and truly understanding the elements and the progression of that one and looking at how it's involved in different content areas. And then once I feel I have a good understanding of that one, and then moving onto the other one.

Last year, at the beginning, I felt like I could only focus on one feature. I felt that I just kept on going back and it was that specific feature that I kept on focusing over and over. I think towards the end of the year and this year I've felt much more comfortable and have been pretty flexible in terms of not only focusing so much on language being developed in one specific area, but seeing how it merges into other areas.

You have to have the opportunity to experiment with it, and take risks with it, with others, within different curricular areas.