



# Making Thinking Visible in Secondary English Language Arts

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# Alignment to Learning Forward Standards

- The new education law, Every Student Succeeds Act (ESSA), redefines professional development with a purposeful influence from Learning Forward.
- Learning Forward, a national association recognized as leaders in professional learning, has established standards for professional learning that set a high bar for quality learning experiences.
- This session aligns to the following standard(s):
  - Learning Communities **Professional learning that increases educator effectiveness and results for all students** occurs within learning communities committed to continuous improvement, collective responsibility, and goal alignment.
  - Leadership **Professional learning that increases educator effectiveness and results for all students** requires skillful leaders who develop capacity, advocate, and create support systems for professional learning.
  - Learning Designs **Professional learning that increases educator effectiveness and results for all students** integrates theories, research, and models of human learning to achieve its intended outcomes.
  - Implementation **Professional learning that increases educator effectiveness and results for all students** applies research on change and sustains support for implementation of professional learning for long-term change.
  - Outcomes **Professional learning that increases educator effectiveness and results for all students** aligns its outcomes with educator performance and student curriculum standards.

# Agenda

1. Bundling Standards for Assessment and Instruction
2. Using Formative Assessments to Guide Instruction and Conversations


# Purpose

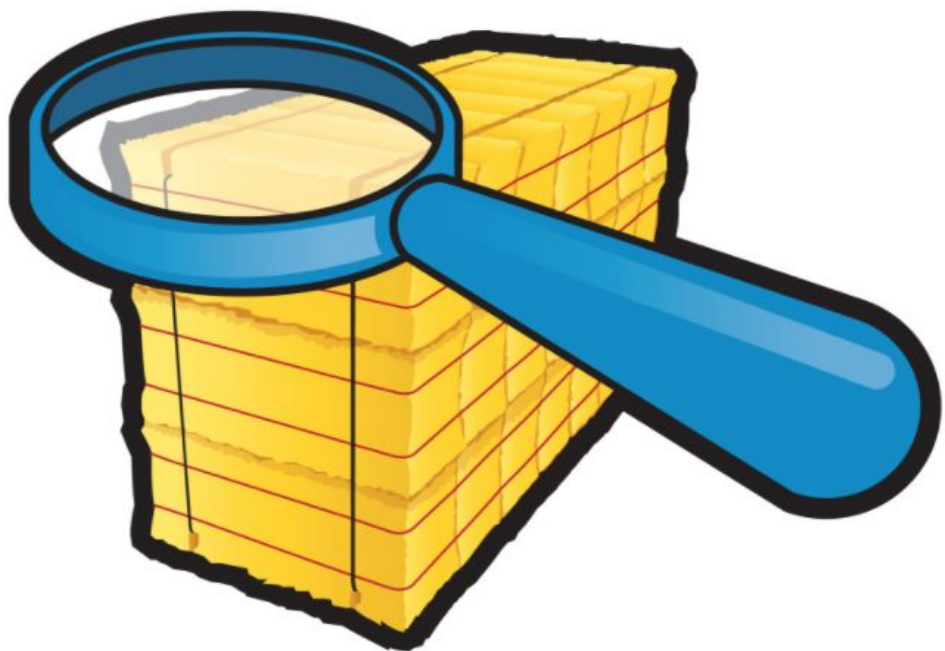
Participants in this session will identify and bundle essential reading objectives that clearly demonstrate student thinking. This will provide teachers with strategies to develop lessons that address the depth of the Oklahoma Academic Standards (OAS) and elicit concrete evidence of learning.

# Increase Learner Potential




inFormative Assessment Bundle | The framework below is intended to guide the development of OAS-aligned tasks for assessing student proficiency.

Bundle		Deconstruct	Sequence	Evidence
Choose the standard objectives that are the focus for this task.		List the skills contained within the standard objective. Choose the skills to focus on for this task.	List the steps students will take to reach the objectives for this bundle. Teachers will facilitate each step.	Teachers and Students will collect the following information to exhibit proficiency.
				





# EXPLORE THE BUNDLE CONCEPT




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	<b>5.7.R.2</b> Students will compare and contrast how ideas and topics are depicted in a variety of media and formats.		Choose the skills to focus on for this task.	
	<b>5.3.W.4</b> Students will show relationships among facts, opinions, and supporting details.			



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# Toss Around

**This idea....  
Why do you think it is  
important to understand  
individual skills within the  
objectives?**


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	<b>5.7.R.2</b> Students will compare and contrast how ideas and topics are depicted in a variety of media and formats.	<ul style="list-style-type: none"><li>✓ Compare and Contrasting ideas and topics</li><li>✓ Using various Multimodal Literacies</li></ul>		
	<b>5.3.W.4</b> Students will show relationships among facts, opinions, and supporting details.	<ul style="list-style-type: none"><li>✓ Recognize Facts</li><li>✓ Recognize Opinions</li><li>✓ Recognize Supporting Details</li><li>✓ Connect Facts and Opinion to Supporting Details</li></ul>		

THIS SECTION SHOULD BE BASED ON THE NEEDS OF YOUR STUDENTS.




List the steps students will take to reach the ✓ objectives


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	<b>5.3.W.4</b> Students will show relationships among facts, opinions, and supporting details.	<ul style="list-style-type: none"><li>✓ Recognize Facts</li><li>✓ Recognize Opinions</li><li>✓ Recognize Supporting Details</li><li>✓ Connect Facts and Opinion to Supporting Details</li></ul>	<div><div>3. Class is presented with the topic, <u>Homework</u>, and studies it through <a href="#">reading an article</a> (text) and <a href="#">watching a news clip</a> (video).</div><div>4. Take notes over each using the <a href="#">CER annotation</a> strategy.</div><div>5. Distinguish what is a <b>fact</b>.</div><div>6. Distinguish what is an <b>opinion</b>.</div><div>7. Distinguish what is a <b>supporting detail</b>.</div><div>8. Small groups <b>list examples of facts</b> from the article and clip.</div></div>	

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**Edit this section based on students' needs and interests.**

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**It isn't necessary to cover everything in a single task. It may be more appropriate to focus on a few skills contained within a standard objective.**

(Example: [bit.ly/TheMostDangerousGameELAOK](https://bit.ly/TheMostDangerousGameELAOK))

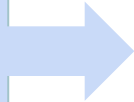


**With a PLC, determine what common evidence needs to be prioritized, tracked, and analyzed as a team.**



# Analyzing Student Evidence

With a PLC, determine what common evidence needs to be prioritized, tracked, and analyzed as a team.



## PLC Questions

What do we want our students to learn?

How will we know if they are learning it?

What do we do if they know or don't know it?



Questions

@mrs\_donaldson10

#engageok  
#elaok  
#oklaed

# Tweet a Take Away

*Answer or tweet the following!*

☐ Bundling standards helps ELA teachers to...

Or

☐ I know my students have a concept when.....



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#ELAOK

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# Turn and Talk

