



Part 1: Making Meaning of Depth of Knowledge in Elementary ELA

Danielle Calvin,
Director of Elementary English Language Arts
Office of Curriculum and Instruction
Oklahoma State Department of Education

Alignment to Learning Forward Standards

- The federal 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):
 - 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.
 - Resources **Professional learning that increases educator effectiveness and results for all students** requires prioritizing, monitoring, and coordinating resources for educator 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.

Session Objectives

- Have a **deeper knowledge** of the **purpose of text complexity** with students
- Gain understanding of how the **Oklahoma Academic Standards for ELA support rigorous instructional practices** that prepare **students to think critically** as they **analyze text**
- Understand the **level of tasks associated with** the four **levels of Depth of Knowledge** to intentionally **focus rigorous instruction** and prepare students to **critically interact with text**

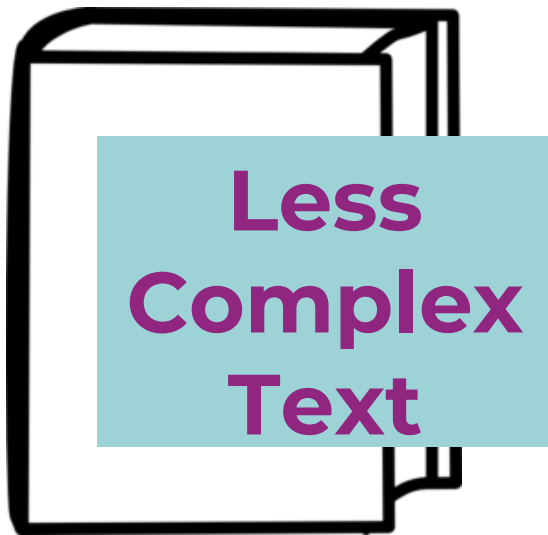
ELA Focus

Students are learning in a world where critical analysis is a necessary life skill. They must be able to critically read and apply reading strategies as they navigate increasingly complex text and rigorous tasks.

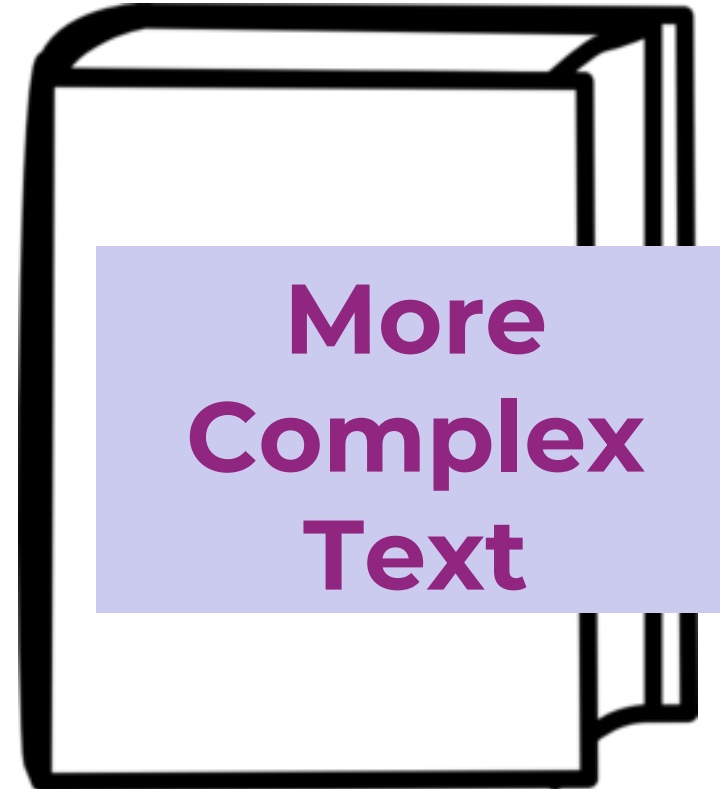


Difficulty	Complexity
<ul style="list-style-type: none"> • A measure of effort required to complete a task. • In assessment, a function of how many people can complete the task correctly. 	<ul style="list-style-type: none"> • A measure of the thinking, action, or knowledge that is needed to complete the task. • In assessment, how many different ways can the task be accomplished.

To build strength



To build stamina




Driving Question:

How do I help students engage in complex tasks and develop critical thinking skills?



Engage Develop and Apply

Every student should have the opportunity to **engage** in the instructional strategies that allow them to **develop** literacy skills and **apply** what they've learned as they make meaning of texts.

Level 1: Recall and Reproduction	Level 2: Skills	Level 3: Strategic Thinking/ Reasoning	Level 4: Extended Thinking
<p>Recall elements and details of story structure, such as sequence of events, characters, plot and setting.</p> <p>Using a dictionary to find the meanings of words.</p> <p>Identifying figurative language in a reading passage.</p> <p>Describe the features of a place or people.</p>	<p>Identify and summarize the major events in narrative.</p> <p>Use context clues to identify the meaning of unfamiliar words.</p> <p>Identify patterns of events or behavior.</p> <p>Predicting a plausible outcome based on information from the text.</p>	<p>Determining the author's purpose and describing how it affects the interpretation of a reading selection.</p> <p>Summarizing information from multiple sources to address a specific topic.</p> <p>Analyzing and describing the characteristics of different types of literature.</p>	<p>Describe and illustrate how common themes are found across texts from different cultures.</p> <p>Analyze and synthesize information from multiple sources.</p> 

Standard 2: Reading and Writing Process

- 1.2.R.1 Students will **retell** or **re-enact** major events in a text, focusing on **important details** to recognize the **main idea**.
- 3.2.R.2 Students will **compare and contrast details** (e.g., plots or events, settings, and characters) to **discriminate genres**.
- 8.2.R.2 Students will **analyze details** in literary and nonfiction/informational texts to **evaluate patterns of genres**.
- 11.2.R.1 Students will **summarize, paraphrase, and synthesize ideas**, while maintaining meaning and a logical sequence of events, **within and between texts**.



Level 1
Recall and Reproduction

Level 2
Skills

Level 3
**Strategic Thinking/
Reasoning**

Level 4
Extended Thinking

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ELA Toolkit:
bit.ly/ELA-OAS



Exit Ticket

What is something you would like to implement in your class or school with the information we learned today?

Contact Info

Danielle Calvin

Director of Elementary
ELA

(405) 521-3034

danielle.calvin@sde.ok.gov
[@DanielleCalvin3](#)