



# Depth of Knowledge in Secondary English Language Arts, Part 1

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# 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.



Created by Linda  
from Noun Project

# Alignment to Learning Forward Standards



- 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.

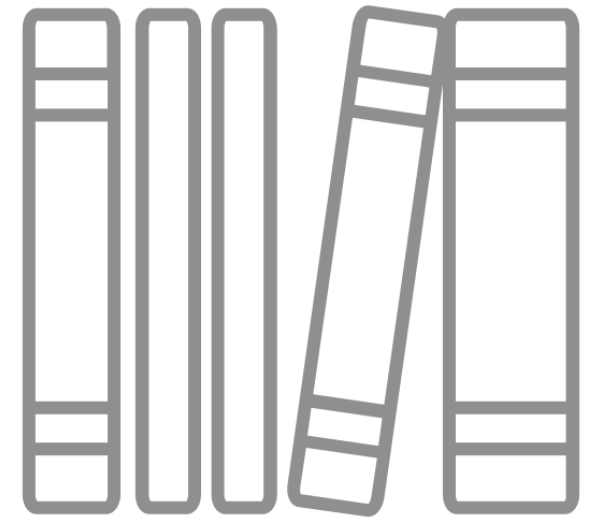
# Alignment to Learning Forward Standards



- This session aligns to the following standard(s):
  - **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

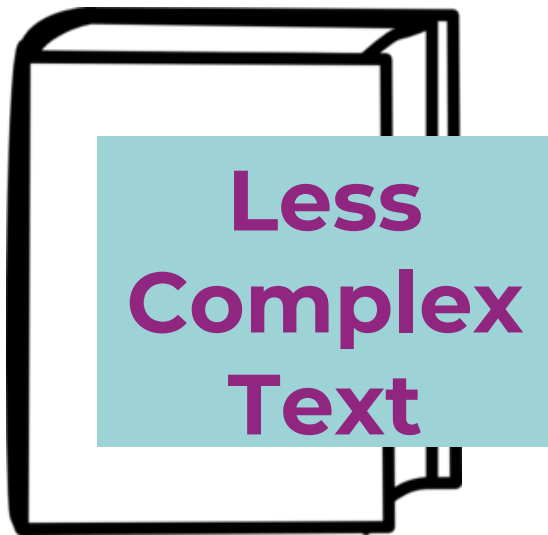
Students are learning in a world where critical analysis is a necessary life skill. They must be able to critically read and apply reading strategies as they navigate increasingly complex text and rigorous tasks.



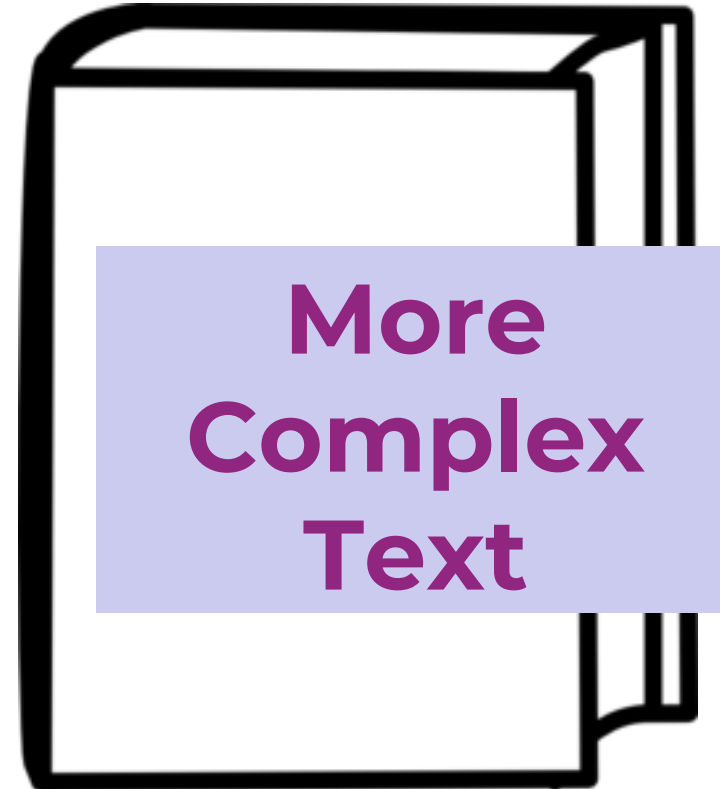


Difficulty	Complexity
<ul style="list-style-type: none"><li>● A measure of <b>effort</b> required to complete a task.</li><li>● In assessment, a function of how many people can complete the task correctly.</li></ul>	<ul style="list-style-type: none"><li>● A measure of the <b>thinking, action, or knowledge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

To build strength



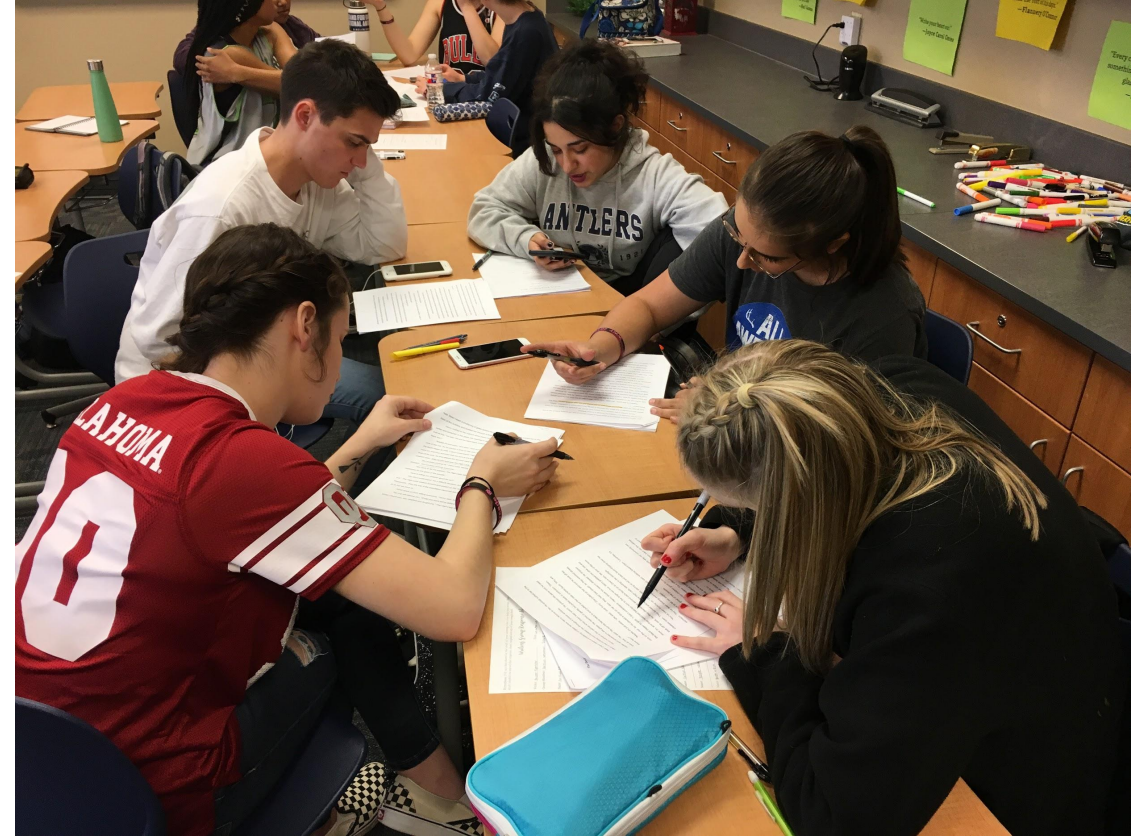
To build stamina






# Driving Question

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



# Engage Develop and Apply

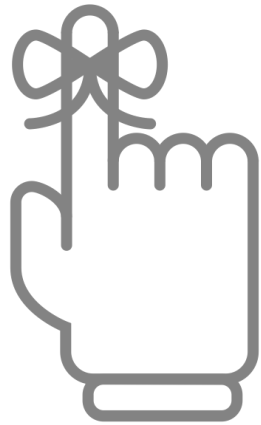
Every student should have the opportunity to **engage** in the instructional strategies that allow them to **develop** literacy skills and **apply** what they've learned as they make meaning of texts.

<b>Level 1: Recall and Reproduction</b>	<b>Level 2: Skills</b>	<b>Level 3: Strategic Thinking and Reasoning</b>	<b>Level 4: Extended Thinking</b>
<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>Determine the author's purpose and describing how it affects the interpretation of a reading selection.</p> <p>Summarize information from multiple sources to address a specific topic.</p> <p>Analyze and describe 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

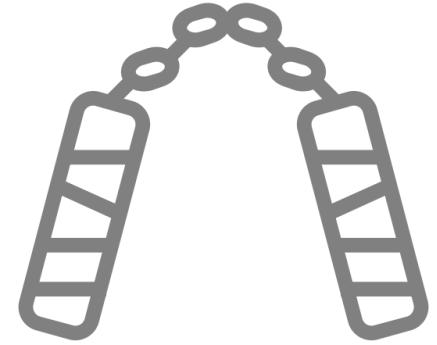
- 1.2.R.1 Students will **retell** or **re-enact** major events in a text, focusing on **important details** to recognize the **main idea**.
- 3.2.R.2 Students will **compare and contrast details** (e.g., plots or events, settings, and characters) to **discriminate genres**.
- 8.2.R.2 Students will **analyze 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



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## Level 2 Skills



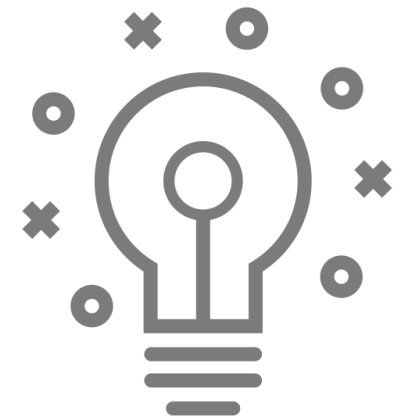
Created by anbiluru adaleru  
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## Level 3 Strategic Thinking / Reasoning



Created by Bohdan Burmich  
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## Level 4 Extended Thinking



Created by Oksana Latysheva  
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# Standard 2: Reading and Writing Process

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# Let's Connect



#ELAOK group



@teacherman82



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<http://sde.ok.gov/sde/language-arts>



ELA Toolkit:  
[bit.ly/ELA-OAS](http://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



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