



**Teacher Training on the  
Revised ELA Standards**

ELA 6–8



**Welcome**

## Agenda: Day 2

Time	Content
8-11:15	Part 4: Assessment & Instructional Materials • M7: Connecting Standards and Assessment
11:15-12:30	Lunch (on your own)
12:30-4	• M8: Evaluating Instructional Materials Part 5: Putting it All Together • M9: Instructional Planning

## Norms

- Keep students at the center
- Be present and engaged
- Be reflective and solutions oriented
- Challenge ideas with respect
- Monitor airtime

## Today's Goals

- Discuss the role assessment plays in the integrated system of learning
- Discuss the cycle of assessment
- Discuss the four areas of focus for standards-aligned assessments
  - Review and create ELA assessment items
- Develop a process for evaluating instructional materials
- Connect standards and assessment through instructional planning

## Key Ideas



## Key Ideas



### **Strong Standards**

Standards are the bricks that should be masterfully laid through quality instruction to ensure that all students reach the expectation of the standards.

### **High Expectations**

We have a continued goal to prepare students to be college and career ready.



## Key Ideas



### **Shifts in Instructional Practice**

The instructional shifts are an essential component of the standards and provide guidance for how the standards should be taught and implemented.

### **Aligned Materials and Assessments**

Educators play a key role in ensuring that our standards, classroom instructional materials and assessment are aligned.





## Part 4: Aligned Materials and Assessment

### Key Idea

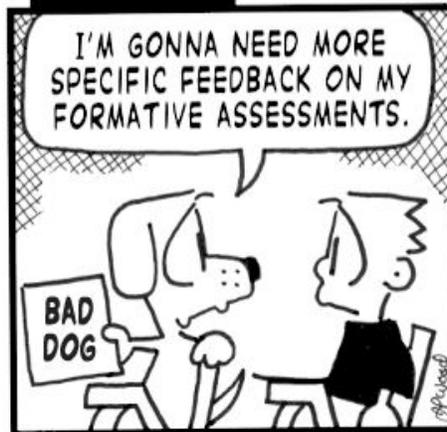




**Module 7:  
Assessing Student  
Understanding**

**Think About It...**

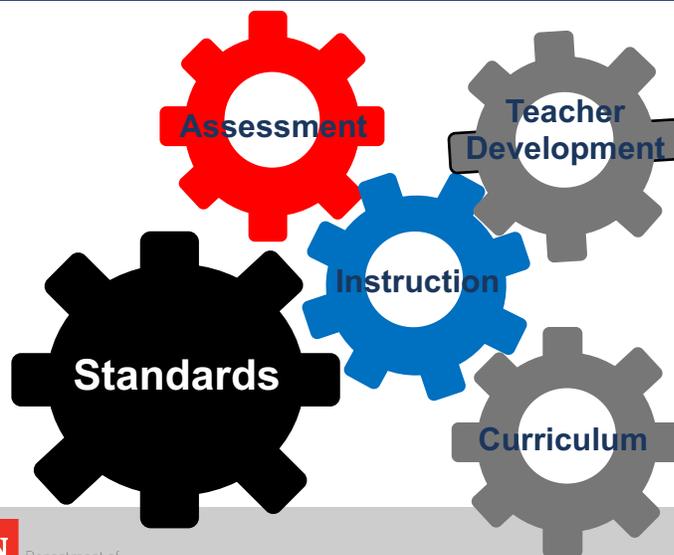
**SCHOOLIES** © 2006 by John P. Wood



## Goals

- Discuss the role assessment plays in the integrated system of learning.
- Discuss the cycle of assessment.
- Discuss the four areas of focus for standards-aligned assessments
  - Review ELA assessment items
  - Create ELA assessment items

## Connecting Standards and Assessment



## Defining Assessment

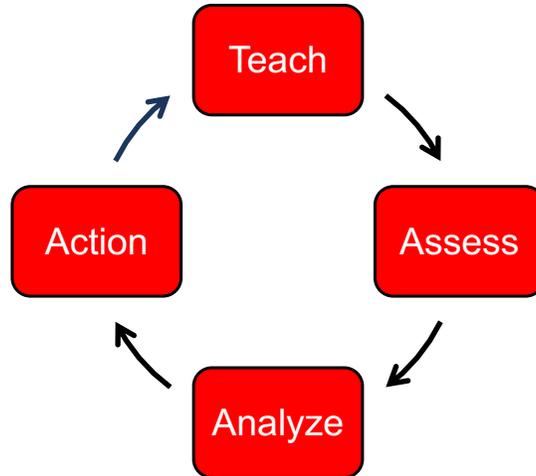
- Assessment is the action or an instance of making a judgment about something.

## Turn & Talk

- Considering this definition of assessment, what are educators “making a judgement about” when assessing students?



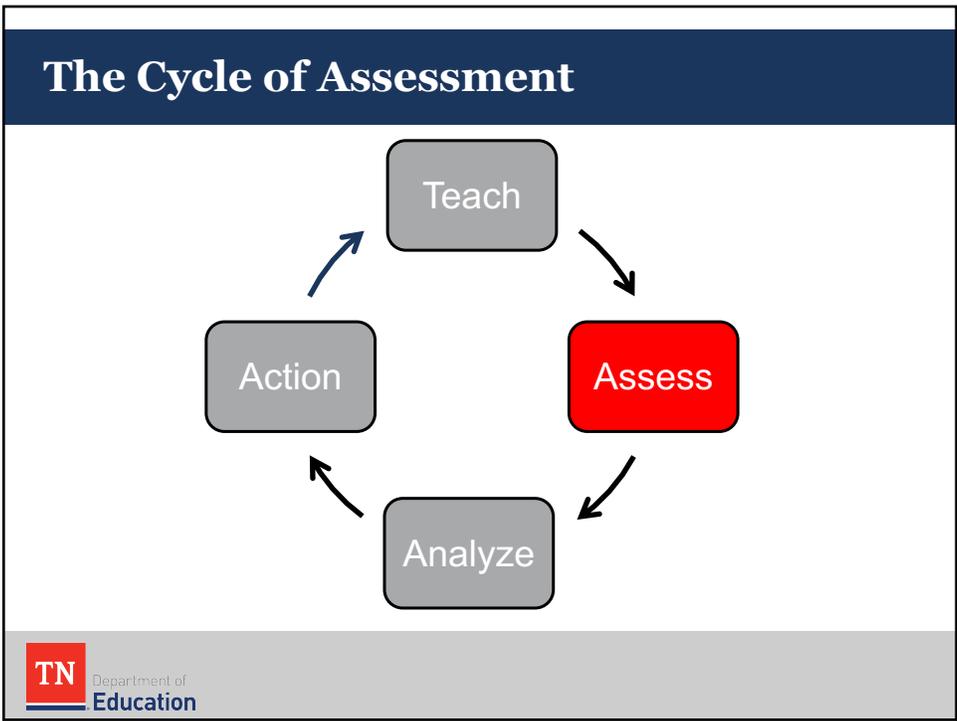
## The Cycle of Assessment



## Think About It...

“The good news is that research has shown for years that **consistently applying** principles of assessment for learning has yielded remarkable, if not unprecedented, gains in student achievement, especially for low achievers.”

—Black & Wiliam, 1998



## Standards Aligned Assessments

### Areas of Focus

1. Intent of the Assessment
  - Summative
  - Formative
2. Content and Structure of Assessments
3. Analysis of Assessments



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## Formative vs Summative

How are the results used?

Formative	Summative

## Intent of Assessments

“Benchmark assessments, either purchased by the district or from commercial vendors or developed locally, are generally meant to measure progress toward state or district content standards and to predict performance on large-scale summative tests. A common misconception is that this level of assessment is automatically formative.”

-Stephen and Jan Chappuis 2012

## Standards Aligned Assessments

### Areas of Focus

#### 1. Intent of the Assessment

- Summative
- Formative

#### 2. Content and Structure of Assessments

#### 3. Analysis of Assessments



## Quality Assessments

### Universal Design Principles:

- No barriers
- Accessible for all students
- Upholds the expectations of our state standards



## Developing a Classroom Assessment

Identify targeted standards	Identify essential understandings	What types of questions should I ask?
Deconstruct standards	What essential understandings do I want my students to display mastery of now?	Will this generate the data that I really need?

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## Inventory for Classroom Assessment

```
graph LR; A[Purpose of Assessment] --> B[Formative]; A --> C[Summative]; B --> D[What questions do I have?]; B --> E[What questions do I still need?]; C --> F[What questions do I have?]; C --> G[What questions do I still need?]; D --> H[Item Review]; E --> I[Item Writing]; F --> J[Item Review]; G --> K[Item Writing]
```

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## Assessment Item Activity

### Grade 7

**7.RI.KID.2** Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.

## Which Item Provides a Better Lens into Student Understanding?

**Item 1:** Which sentence best supports the central idea that teenagers could be more successful in school if they got more sleep?

- A. "Almost all teenagers, as they approach puberty, become walking zombies because they are getting far too little sleep,' Maas says."
- B. "The research revealed that kids who received C, D, and F grades in school usually slept 25 minutes less and went to bed 40 minutes later than kids who received A's and B's."
- C. "When you go to bed late and wake up early, there just isn't enough time for sleep."
- D. "Those extra two hours of sleep on Saturday and Sunday mornings can really help."

**Item 2:** What is a central idea of the passage?

- A. School should start later in the day to give teenagers more time to sleep.
- B. Teenagers get two hours less than the recommended 9 hours of sleep.
- C. Sleep deprivation can cause behavior problems at home and school.
- D. Increasing amounts of homework keep teenagers up late at night.

## Assessment Terminology

### Item Type

- Selected response
- Open response
- Verbal
- Extended writing

### Item Components

- Stimulus** – the passage(s)
- Stem** – the question that is asked
- Key** – the correct answer
- Distractor** – an incorrect answer
- Rationale** – the reason an answer is correct or incorrect

## Examining Items: Formative vs Summative

What is the question actually asking?	Is the question aligned to the depth of the standard?	Are the answers precise?
Is the wording grade appropriate?	Is the question aligned to the standard?	Do the distractors give insight into student thinking?
Is the entire standard assessed?	Is the question precise?	Is there a better way to assess the standard?



## Item Assessment Activity

You will read a passage and look at four assessment items connected to that passage. For each provided item, think about the things we just discussed. Decide if you would keep the item, revise the item in some way, or choose to exclude it when building a classroom assessment.

Look first at the items independently. Then you may work with a partner to complete the activity.



## Item 1: Keep, revise, or exclude?

**7.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**

Prompt: Write an informational essay that explains the ways one can combat boredom. Be sure to use information from the passage to support your ideas.



## Item 2: Keep, revise, or exclude?

**7.RI.IKI.8 Trace and evaluate the argument and specific claims in a text, assessing whether the evidence is relevant and sufficient to support the claims.**

Read this sentence from paragraph 2.

*That sounds like science fiction, but new psychological research hints that being bored -- even in class -- may one day be a thing of the past.*

Which quotation provides the best evidence to support the claim.

- A. "...less than one in 20 adults were bored at work." (paragraph 3)
- B. "...our brains adapt really quickly to certain levels of stimulation..." (paragraph 4)
- C. "...anything the attention system in your brain locks onto will be automatically sucked up into your conscious awareness..." (paragraph 7)
- D. "Each of us has the ability to make every situation interesting; all we need to do is change the way we look at it..." (paragraph 8)



### Item 3: Keep, revise, or exclude?

**7.RI.CS.4 Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts and repetition of words and phrases.**

What does chronic mean as it is used in paragraph 3?

- A. frequent
- B. extreme
- C. persistent
- D. weak



### Item 4: Keep, revise, or exclude?

**7.RI.KID.3 Analyze the relationships and interactions among individuals, events, and/or ideas in a text.**

Paragraph 4 connects modern entertainment to boredom by suggesting that it causes us to

- A. want more challenging games to play
- B. misunderstand the role of fun in our lives
- C. develop expectations for instant excitement
- D. avoid adapting to new technological innovations



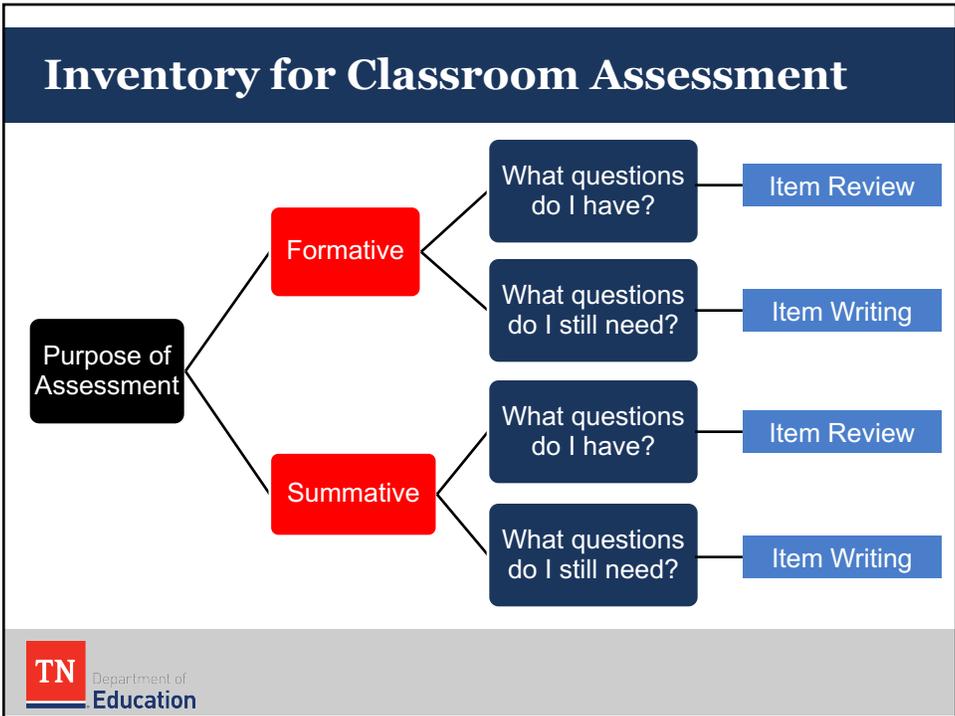
## Turn & Talk

- Share one or two “ah-ha” moments from this activity with your table partners.



## 10-Minute Break





## Item Writing-Formative Assessments

What is the question actually asking?

Across all items, are there questions aligned to the depth of the standard?

Are the answers precise?

Is the wording grade appropriate?

Is the question aligned to the standard?

Do the distractors give insight into student thinking?

Is the entire standard assessed in the suite of items?

Is the question precise?

Is there a better way to assess the standard?

## Standards-Based

**7.RI.CS.4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, analyze the impact of specific word choices on meaning and tone, including allusion to other texts and repetition of words and phrases.

## Formative Assessment

**7.RI.CS.4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, analyze the impact of specific word choices on meaning and tone, including allusion to other texts and repetition of words and phrases.

### Verbal Response:

In paragraph 1, what does the word tedious mean? Which words or phrases from the passage help you know determine the meaning?



## Formative Assessment

**7.RI.CS.4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, analyze the impact of specific word choices on meaning and tone, including allusion to other texts and repetition of words and phrases.

### Selected Response:

In paragraph 6, what impact does the allusion “starship Enterprise’s tractor beam” have on the meaning of the passage?

- A. The allusion creates humor in the scientific passage.
- B. *The allusion helps the reader better understand how the brain works.*
- C. The allusion illustrates the negative effect of media on the brain.
- D. The allusion emphasizes the need for more research on boredom.



## Formative Assessment

**7.RI.CS.4:** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings, **analyze the impact of specific word choices on meaning and tone**, including allusion to other texts and repetition of words and phrases.

### Open Response

How does the author's word choice in paragraphs 1 and 2 impact the tone of the passage?



## Recap: Big Ideas

- Formative Assessments MAY need items that scaffold in order for the teacher to diagnose what a student does/does not understand.
- Effectively writing “I can” or “Essential Questions” helps target assessment items specifically to standards.
- It is very difficult to formatively assess student understanding through a single item.
- It's important to ask yourself the 9 essential questions during item review or item writing.



## Item Writing-Your Turn

- You will be provided a set of standards and two options for item writing.
- In both options, you will be writing standards-based items for the passage you analyzed yesterday.
- Once you have finished writing items, you will post them for our gallery walk.
  - Please post the coding for the standard(s) to which your items are written.
  - You do not have to post the rationales.
- You may work with a partner.

## Your Turn: FORMATIVE Item Writing

### Option 1

1. Choose 3 reading standards.
2. Write an item to assess each standard that you would use on a formative assessment.
3. Try to write at least one multiple choice or multiple select item. Focus on writing distractors that provide instructional information.

### Option 2

1. Choose 1 reading standard.
2. Write 3 formative assessment items to the single standard that you select. Make sure that each item requires students to demonstrate a different level of understanding of the standard.
3. Try to write at least one multiple choice or multiple select item. Focus on writing distractors that provide instructional information.

## Reminder: Quality Assessments

Universal Design Principles:

- No barriers
- Accessible for all students
- Upholds the expectations of our state standards

## Reminder: Item Types and Components

### Item Type

**Selected response** (e.g., multiple choice, multiple select, 2 part evidence based, etc.)

**Open response** (e.g., fill in the blank, short answer, etc.)

**Verbal response** (e.g., check for understanding, formal presentation, etc.)

**Extended writing** (e.g. prompt, research project, etc.)

### Item Components

**Stem** – the question that is asked

**Key** – the correct answer

**Distractor** – an incorrect answer

**Rationale** – the reason an answer is correct or incorrect

## Standards-based

### Before you actually start writing items:

- Think about the *purpose* of the assessment as a whole. Is it formative or summative?
- Read the standards carefully with the assessment purpose in mind. Ask yourself: “What skills/knowledge are the standards asking the student to display?”
- Revisit the “I can” statements or “essential questions” you wrote for the standard(s). They may provide guidance as you write items.
- Brainstorm.

## Your Turn: FORMATIVE Item Writing

### Option 1

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## Gallery Walk

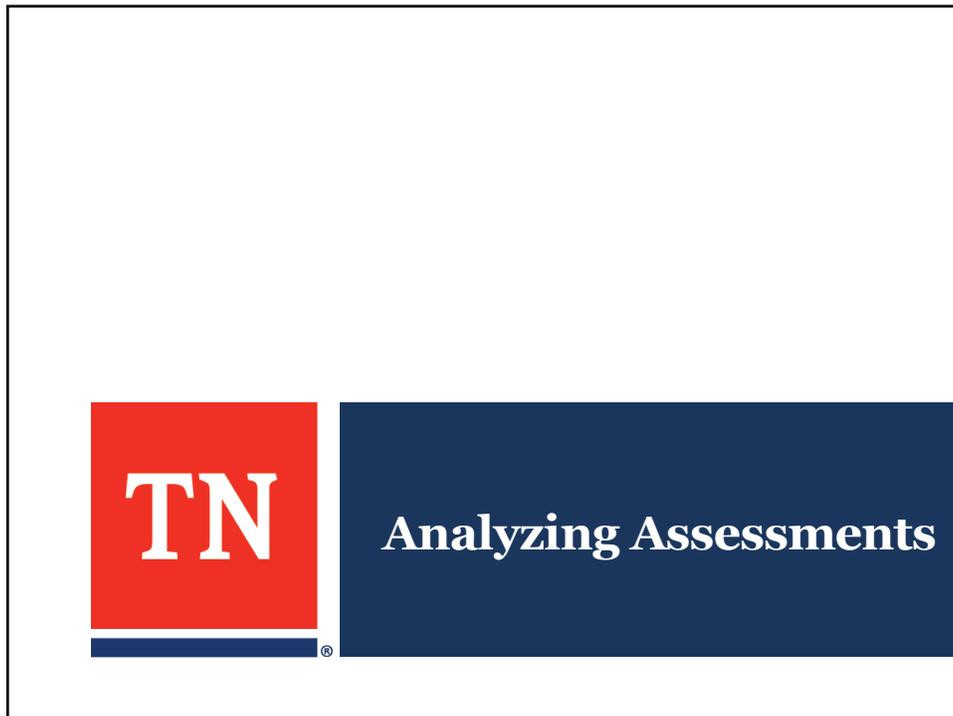
As you look at/review your colleagues items, look for similarities and differences in the items created.



## Turn & Talk

Reflect on your experience writing assessment items and discuss:

- What was challenging about this experience?
- What did you learn from this experience?
- What supports do you need to better understand the relationship between standards and assessments in this way?



## Standards Aligned Assessments

### Areas of Focus

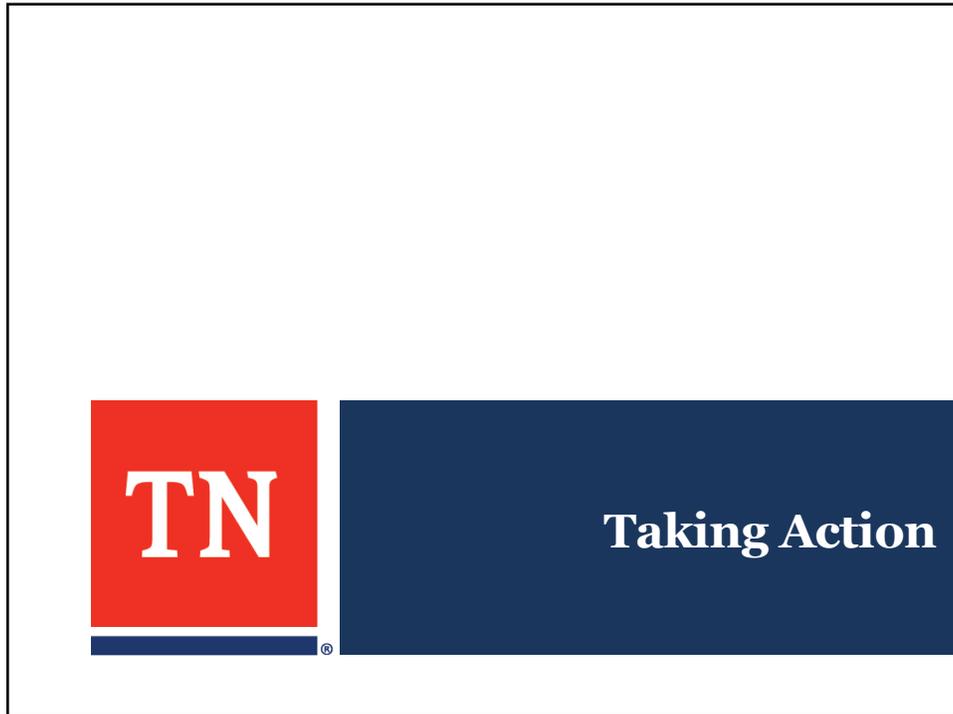
1. Intent of the Assessment
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  - Formative
2. Content and Structure of Assessments
3. Analysis of Assessments

## Analysis of Assessment

- Is the data from assessments being analyzed?
- How is it analyzed?
- On which questions did students perform well? Why?
- On which questions did students perform poorly? Why?
  - Were there issues with poorly written questions, questions not really aligned to standards, multiple correct answers, ...

## Did you know...

- In general on the 2<sup>nd</sup> grade stand alone field test students performed better on writing to literary text as opposed to informational text. Why?
- Students demonstrated better understanding in Reading: Informational Text than Reading: Literature in English I. Why?



## Action

A diagram consisting of two interlocking rectangular blocks. The left block is red and labeled 'Assessment'. The right block is blue and labeled 'Instruction'. The blocks are connected by a semi-circular notch on the right side of the red block and a semi-circular protrusion on the left side of the blue block.

- How is instruction changing/adapting as a result of student data?
- Are results shared with all stakeholders (including students)?
- Are assessments adapted to address weaknesses found?

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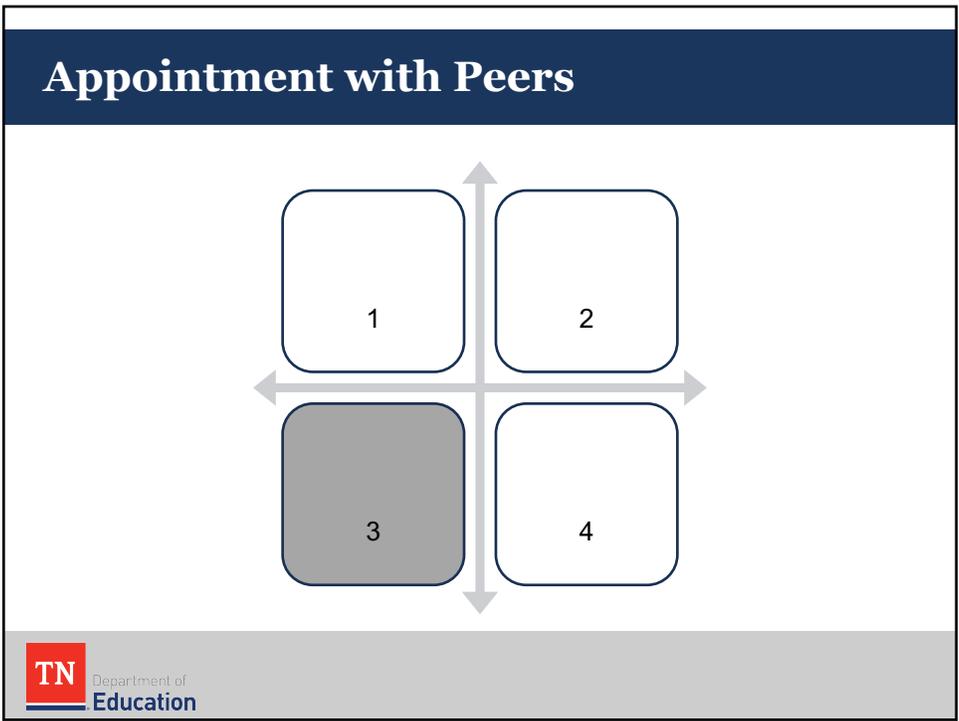
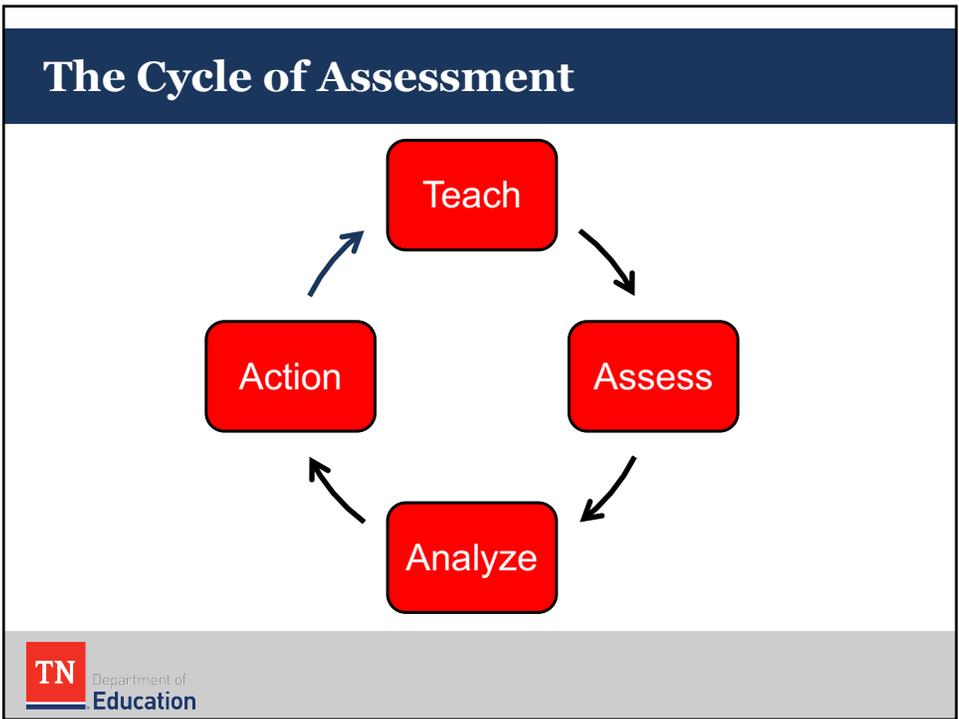
## Think about it...

“The assessments will produce no formative benefit if teachers administer them, report the results, and then continue with instruction as previously planned.”

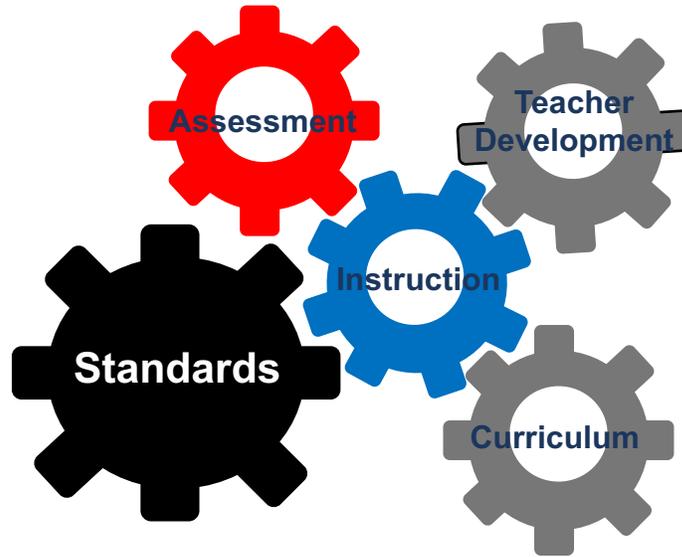
—Stephen and Jan Chapuis, 2012



Summary



## Connecting Standards and Assessment



## Lunch Break: 1 hour 15 minutes



**Please Sign In!**



**Module 8:  
Evaluating  
Instructional  
Materials**

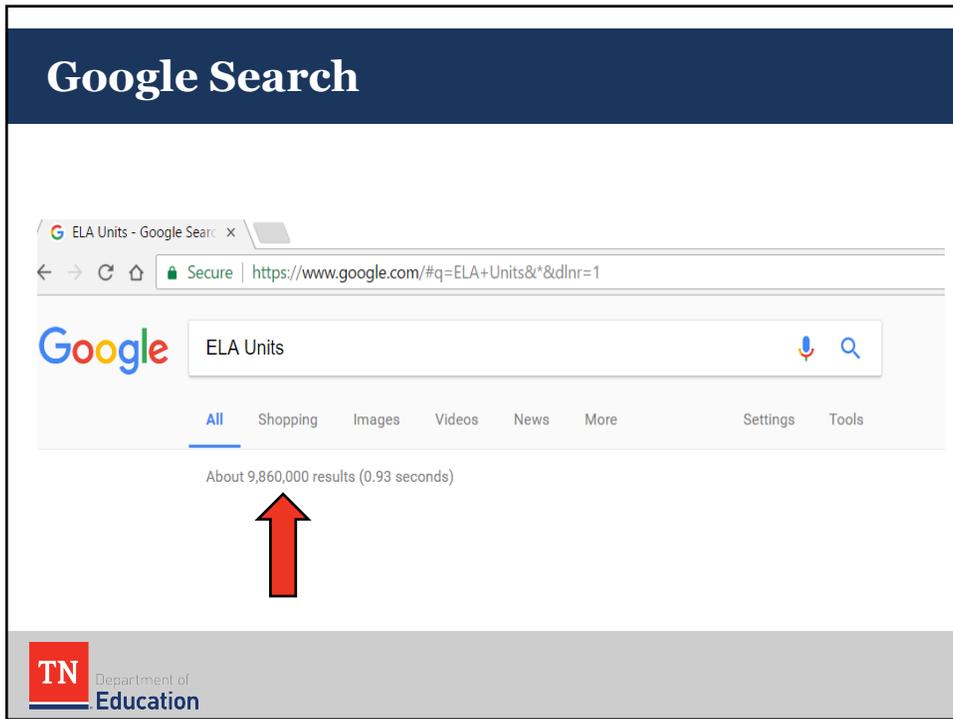
## Goals

- Define what is meant by quality instructional materials
- Know which key criteria to use for reviewing materials, lessons, and/or units for alignment and quality
- Evaluate materials using a screening instrument

## Key Question

How can we ensure that our instructional materials address the depth of the academic expectations and the instructional shifts of text complexity, evidence, and knowledge of the TN State Standards?





## Rationale

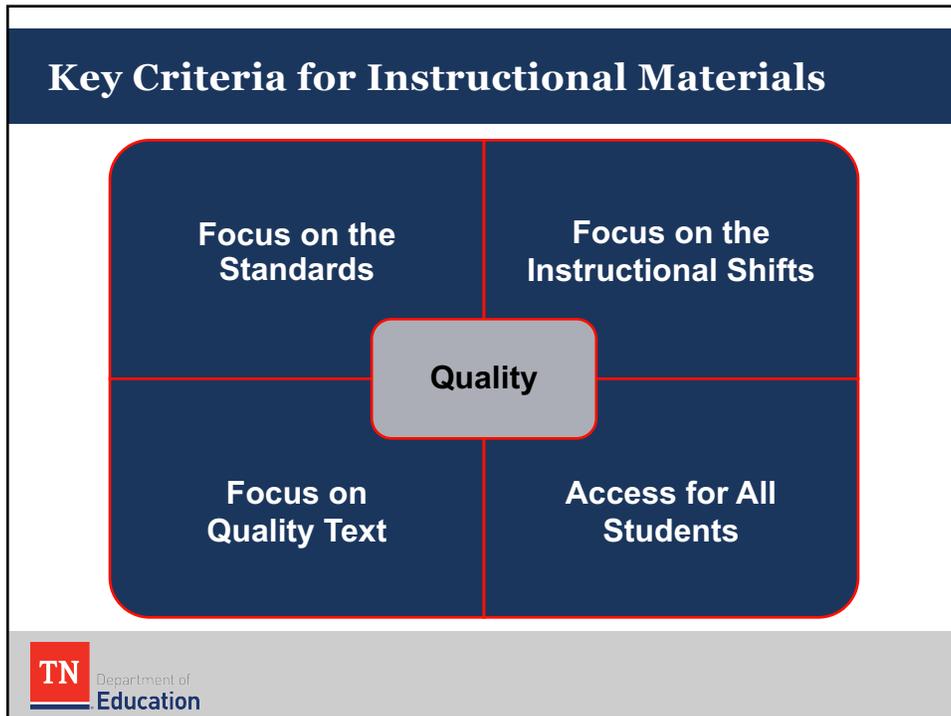
There is strong evidence that the choice of instructional materials has large effects on student learning—effects that rival in size those that are associated with differences in teacher effectiveness.

—Chingos & Whitehurst, *Choosing Blindly*

## Turn & Talk

- When choosing instructional materials, what should a teacher consider?





## Step One: Focus on the Standards

**Part A: Non-negotiable**  
**Alignment to the depth and rigor of the standard**

- Are *current* Tennessee standards for the grade level addressed?
- Are standards integrated within the instructional material?
- Are the materials standards based built on the progression of the skills, tasks and texts within the grade band?

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## Step Two: The Instructional Shifts

- **Text Complexity**
  - Regular practice with complex text and its academic vocabulary
- **Evidence**
  - Reading and writing grounded in evidence from both literary and informational text
- **Knowledge**
  - Building knowledge through content rich literary and informational text

## Text Complexity

- Part B: Non-negotiable**
- Materials include grade-level texts as determined by quantitative and qualitative measurements.  
**Regular practice with complex text and its academic vocabulary**
  - Text plays a central role in each lesson.
  - Text selection shows an emphasis on literature with an integrated examination of themes across genres. Literary nonfiction is used as a means of exploration on matters of science, social studies, and other specialized disciplines. Informational text is used to research and support an argument.

## Evidence

- **Non-negotiable: Reading and writing grounded in evidence from both literary and informational text**  
 Text-dependent questions: 100 percent of all questions and tasks require students to draw on textual evidence to support inferences and conclusions, building a deep understanding of the central ideas of the text.
- **Writing to sources:** The majority of writing tasks require students to respond to texts and/or include textual evidence in their writing.
- **Evidence-based discussions:** Materials provide students the opportunity to engage in collaborative discussions that are grounded in text.

## Knowledge

- **Non-negotiable: Building knowledge through content-rich literary and informational text**  
 The majority of texts are informational texts. Students build knowledge systematically through interacting with the texts.
- **Vocabulary:** Materials provide intentional and contextual instruction for tier 2 and tier 3 vocabulary.
- **Culminating tasks:** Materials provide students with multiple opportunities to conduct short- and long-term research projects and to demonstrate their knowledge of a topic or concept.

## Step Three: Additional Criteria

- Key Areas of Focus
- Student Engagement and Instructional Supports
- Monitoring Student Progress



**Instructional Materials-  
Using a Review Process**

## Instructional Materials Review

- Use the rubric to evaluate the first lesson



## Instructional Materials Review

- Use the rubric to evaluate the second lesson

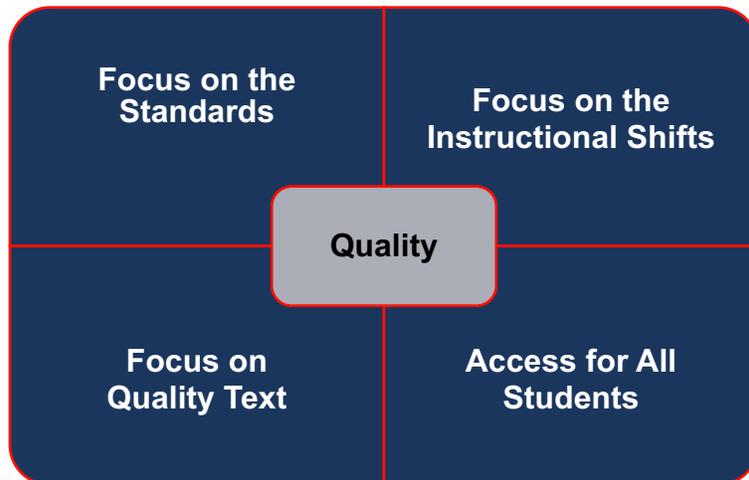


## Instructional Materials Review

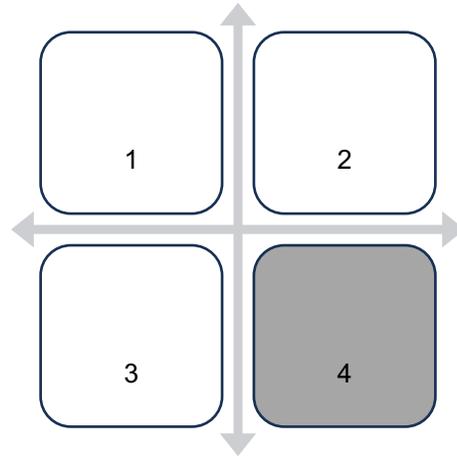
- Use the rubric to evaluate your lesson



## Key Criteria for Instructional Materials



## Appointments with Peers



## Module 8 Review

- An effort should be made to use quality instructional materials in all lessons.
- Key criteria should be used for reviewing materials, lessons, and/or units for alignment and quality.
- Instructional materials need to be evaluated using a screening instrument.

## Part Four



### **Aligned Materials and assessments**

Educators play a key role in ensuring that our standards, classroom instructional materials, and assessments are aligned.



## 10-minute break





## Part 5: Putting It All Together

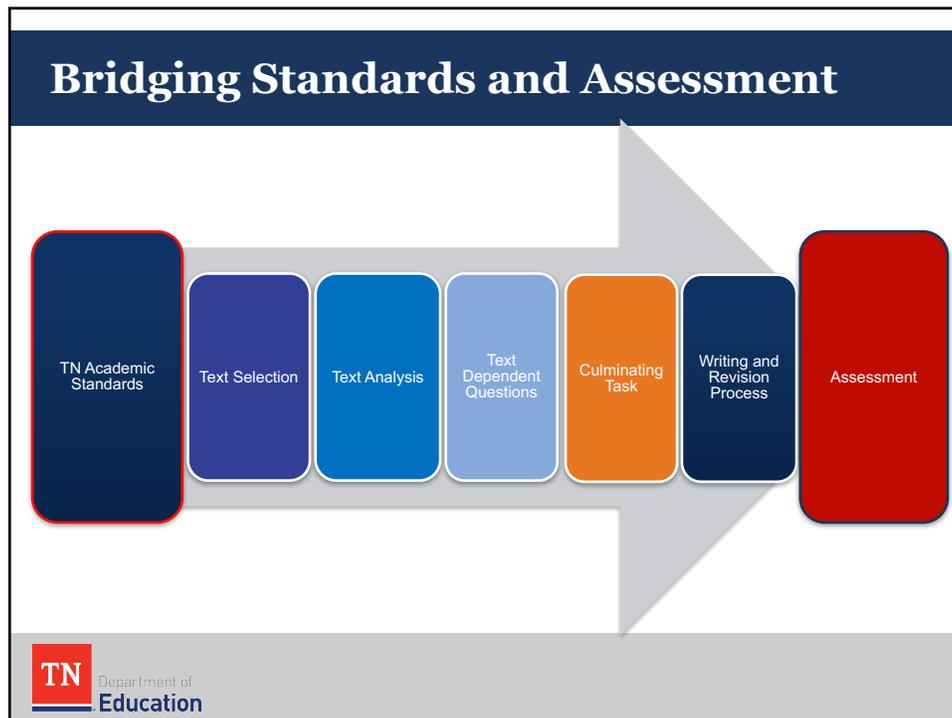
### Key Ideas





## Goals

- Create a standards based lesson that sets high expectations, demonstrates instructional shifts, and uses aligned instructional materials and assessment.
- Understand intentional instruction as a bridge between good standards and assessment.
- Understand formative and summative assessment informs intentional instruction.



## Essential Questions

- What is the academic content as introduced in the standards?
- How do I assess learning?
- How do I plan instruction on that content?
- How do I deliver instruction on that content?
- How do I engage students in the learning?

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## Every Lesson

- The lesson should be built on integrated standards and stay focused on the “end” assessment.
- Every part of the lesson should focus on students working “in” complex text.
- Students should be engaged in their learning.

## Every Lesson

- Read about it
- Talk about it
- Write about it

## Read About It

- How do students “attack” the text?
  - Set a purpose for reading
  - Engage in the text multiple times
  - Ask text-dependent questions

## Turn & Talk

“The questions teachers and students ask about a text serve not only as a scaffold for student learning but also as a main driver of close reading itself. These questions frame the extended discussion of a text and invite students to construct knowledge in the company of their teacher. These questions advance students through a process of more deeply understanding a text.”

—Fisher, Frey, *Text Dependent Questions Grades 6–12*

## Read About It: TDQs

- Which question requires students to read the document to respond?
  - If you were present at the signing of *The Declaration of Independence*, what would you do?
  - What are the reasons listed in the preamble for supporting the authors' argument to separate from Great Britain?

## Read About It: TDQs

### Not Text-dependent

In "Casey at the Bat," Casey strikes out. Describe a time when you failed at something.

In "Letter from a Birmingham Jail," Dr. King discusses nonviolent protest. Discuss, in writing, a time when you wanted to fight against something that you felt was unfair.

In "The Gettysburg Address," Lincoln says the nation is dedicated to the proposition that all men are created equal. Why is equality an important value to promote?

### Text-dependent

What makes Casey's experiences at bat humorous?

What can you infer from King's letter about the letter that he received?

"The Gettysburg Address" mentions the year 1776. According to Lincoln's speech, why is this year significant to the events described in the speech?

## Read About It: Text Dependent Questions

### ARE:

- Open-ended
- Evidence-based, specific to the text
- Focused on sorting out the text, i.e., characters, setting, or speaker, purpose
- Aim toward ideas, methods, crafts of the overarching questions

### ARE NOT:

- Recall, leading, yes/no
- Conjecture, relying on personal knowledge or experience
- Focused on the minor details
- Disconnected from the unit's goal

## Read About It: TDQs

- Comprehension
  - Open-ended, text-based
  - Helps students sort out characters, setting, plot or audience, purpose, speaker, events, ideas
  - What is happening?
  - Who is the narrator? What do we know about her?
  - Who are the other characters? What do we know about them?
- Level 1: Recall and Reproduction Tasks

## Read About It: TDQs

- Significance
  - Identify and explain an aspect that is significant.
  - What are three moments that strike you as significant to the plot? Why?
  
- Level 2: Skills and Concepts

## Read About It: TDQs

- Interpretative
  - Focus on ideas
  - Why does the narrator say, “I doubt if I should ever come back?”
  
- Level 3: Strategic Thinking

## Read About It: TDQs

- Analytic
  - Center on method or craft
  - Circles back to overarching questions
  - What are the themes in the short story? How are they developed?
  
- Level 4: Extended Thinking

## Read About It: TDQs

- Checklist for Text-dependent Questions:
  - Section A: Text-dependent
  - Section B: Important Considerations
  - Section C: Text-specific
  - Section D: Organizations of the Questions

## Read About It: TDQs

- Now, with your table partners, write a 10-word summary defining TDQs.
- Be prepared to share your definition with your colleagues.



## Read About It: TDQs

- Working with a partner, evaluate the questions provided for the short story “Thank You, M’am” by Langston Hughes.
  - Using what you have learned about the characteristics of text-dependent questions, evaluate the questions using the checklist in the participant manual.
  - Using what you have learned about the types of text-dependent questions, rewrite or write questions.

## Talk About It: What is “talk?”

### 1. Teacher modeling

- Questioning
- Activating prior knowledge
- Reflection

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### 1. Teacher modeling

- Questioning
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- Reflection

### 2. Guided instruction

- Questioning
- Clarifying
- Feedback
- Reflection

Talk About It: What is “talk?”	
<b>1. Teacher modeling</b> Questioning Activating prior knowledge Reflection	<b>3. Collaborative tasks</b> Questioning Clarifying Discussion Reflection
<b>2. Guided instruction</b> Questioning Clarifying Feedback Reflection	
	

Talk About It: What is “talk?”	
<b>1. Teacher modeling</b> Questioning Activating prior knowledge Reflection	<b>3. Collaborative tasks</b> Questioning Clarifying Discussion Reflection
<b>2. Guided instruction</b> Questioning Clarifying Feedback Reflection	<b>4. Independent work</b> Self-talk Feedback Report
	

## Talk About It

- Close Reading
- Text-dependent Questions
  - We have read “Thank You, M’am.”
  - Now we will work with text-dependent questions and experience a few “productive talk” strategies.

## Talk About It

- As you read “Thank You, M’am,” think about the following:
  - Identify a moment in the story that strikes you as significant or most compelling.
  - Write the moment you select in the left column of the chart. Then, in the right column, do a quick write to explain why you consider the moment significant. Be sure to cite evidence from the text.

## Talk About It: Snowball “Talk” Strategy

- Students begin in pairs, responding to a discussion question only with a single partner.
- After each person has had a chance to share their ideas, the pair joins another pair, creating a group of four. Pairs share their ideas with the pair they just joined.
- Next, groups of four join together to form groups of eight, and so on, until the whole class is joined up in one large discussion.

## Turn & Talk

- Share with your table group other “talk” strategies that have been successful.



## Write About It

- Informal writing opportunities
- Utilize graphic organizer as a bridge
- Formal writing connected to task

## Write About It: Other Kinds of Writing

### Writing to Learn

- Notes
- Brainstorming
- Lists
- Sketches
- Journaling
- Outlines
- Quick Writes
- Response Logs

### Public Writing

- Essays
- Research Papers
- Historical Accounts
- Speeches
- Letters
- Short Stories

## Turn & Talk

“Instead of “drill and kill”, instead of the mindless workbook pages, instead of the vapid test preparation materials, use powerful literature and student writing to teach the rules of language. One principle that undergirds my thinking about grammar and mechanics is that they are inherently linked to craft, and by making this link, we alter students’ perceptions of what mechanics and grammar do. Instead of separating these into different craft and mechanics lessons, they should be merged whenever possible.”

—Jeff Anderson, 2005



## Write About It: Grammar

- Integrated Grammar Strategies:
  - Sentence Unscrambling
  - Sentence Combining
  - Sentence Imitation
  - Sentence Expanding



## Write About It: Sentence Unscrambling

- Unscramble the following sentence parts to create one logical sentence:
  - so, instead of taking off full blast
  - and the weight of the purse
  - as he had hoped
  - and his legs flew up
  - but the boy's weight
  - the boy fell on his back on the sidewalk
  - combined caused him to lose his balance

## Write About It: Sentence Imitation

- Write a sentence that imitates the following sentence:
  - Sweat popped out on the boy's face and he began to struggle.

## Essential Questions

- What is the academic content as introduced in the standards?
- How do I plan instruction on that content?
- How do I deliver instruction on that content?
- How do I engage students in the learning?
- How do I assess learning?

## Planning Instruction: Choices Unit

### Unit: Choices, Grade 7

#### Assessment Prompt and Text Set #1

- 7.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions
- 7.RL.KID.2 Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.
- 7.W.TTP.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- 7.SL.CC.1 Prepare for collaborative discussions on 7th grade level topics and texts; engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.

## Planning Instruction: Choices Unit

### Unit: Choices, Grade 7

- Assessment Prompt #1
  - Task #1: You have read two short stories on choices. Write an informational essay in which you identify the theme of each text. How does each author convey his/her theme? Be sure to cite evidence from both texts to support your points.

## Planning Instruction: Choices Unit

### Unit: Choices, Grade 7

- Review the learning tasks.
- Highlight all read, talk, and write about it opportunities.

## Planning Instruction: Choices Unit

### Unit: Choices, Grade 7

- Learning Task #1
- Learning Task #2
- Learning Task #3
- Learning Task #4

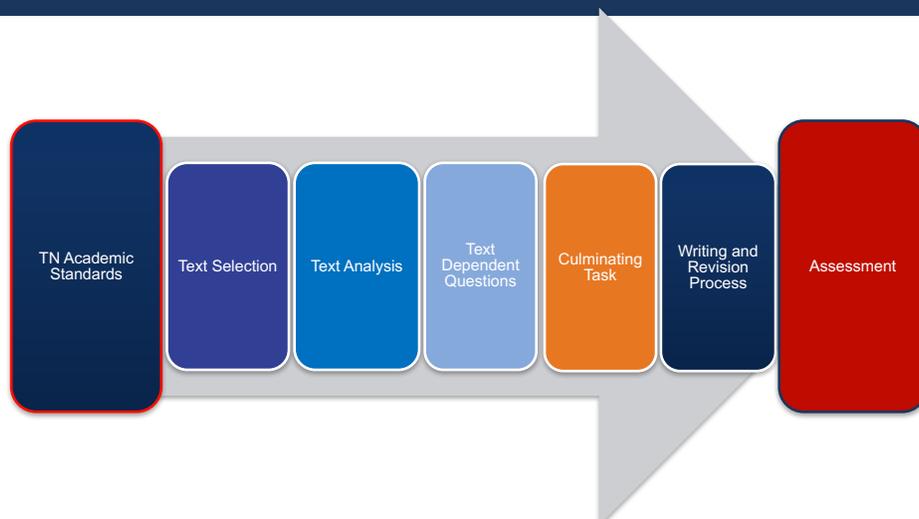
## Planning Instruction: Choices Unit

- How are the focus standards addressed?
- How are the standards integrated throughout the unit?

## Planning Instruction: Your Lesson

- What are the focus standards for the lesson or unit?
- How will students be assessed to demonstrate mastery?
- How can you integrate *Read About It, Talk About It, Write About It* strategies to help you achieve your lesson goals?
- Are the instructional materials used in the lesson aligned to the focus standards and instructional shifts?

## Bridging Standards and Assessment



## Part Five



### **Strong Standards**

Standards are the bricks that should be masterfully laid through quality instruction to ensure that all students reach the expectation of the standards.

### **High expectations**

We have a continued goal to prepare students to be college and career ready.

## Part Five



### **Instructional Materials**

The instructional shifts are an essential component of the standards and provide guidance for how the standards should be taught and implemented.

### **Aligned Materials and Assessments**

Educators play a key role in ensuring that our standards, classroom instructional materials and assessments are aligned.



*Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.*

**Excellence | Optimism | Judgment | Courage | Teamwork**