



**Teacher Training on the
Revised ELA Standards**

ELA 9–12



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 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



Instructional Shifts

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.





Part 4 : Aligned Materials and Assessment

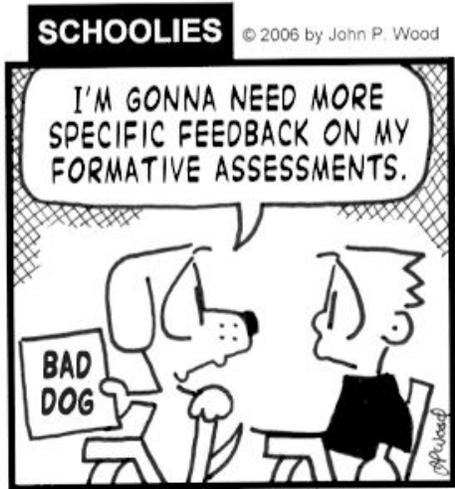
Key Idea





**Module 7:
Assessing Student
Understanding**

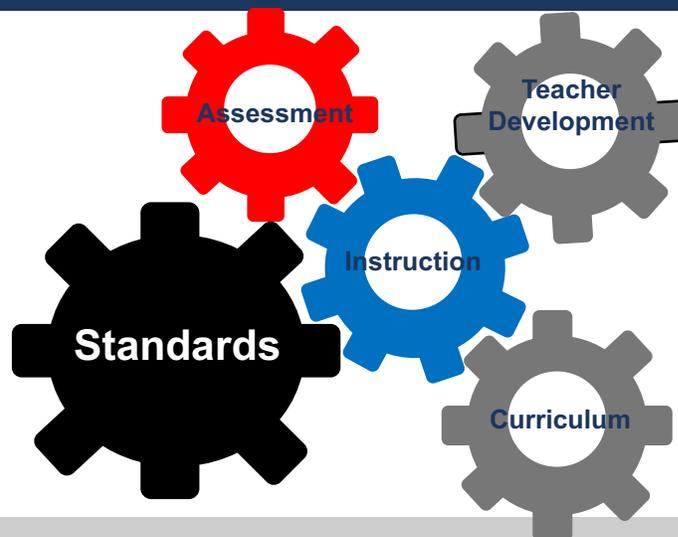
Think About It...



Goals

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

Connecting Standards and Assessment



Defining Assessment

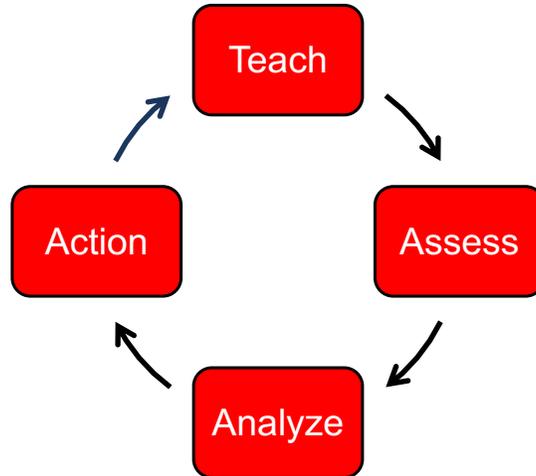
- Assessment is the action or an instance of making a judgment about something.

Turn & Talk

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



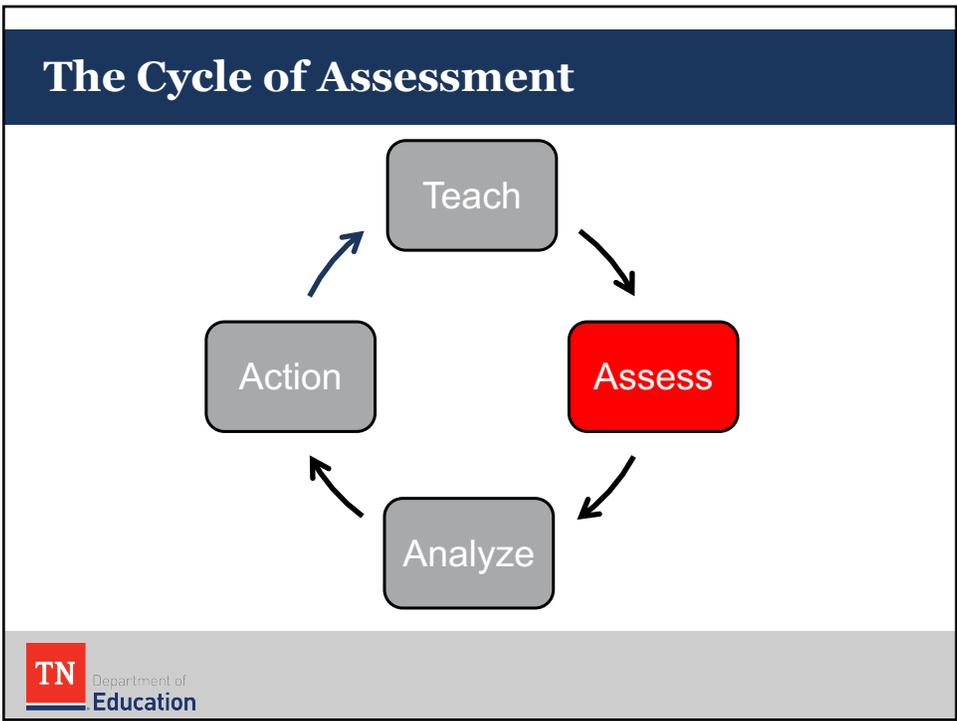
The Cycle of Assessment



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

Standards Aligned Assessments

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3. Analysis of Assessments

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

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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]
```

Purpose of Assessment

Formative

Summative

What questions do I have?

What questions do I still need?

What questions do I have?

What questions do I still need?

Item Review

Item Writing

Item Review

Item Writing

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Assessment Item Activity

Grade 9

9-10.RI.KID.2 Determine a central idea of a text and analyze its development; provide an objective or critical 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 Types

- 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?

11-12.RL.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 words with multiple meanings and language that is stylistically poignant and engaging.

What does the word “provocations” mean as it is used in paragraph 8?

- A. offenses
- B. justifications
- C. worries
- D. suspicions

Item 2: Keep, revise, or exclude?

11-12.RL.KID.3 Analyze how an author’s choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

In paragraph 7, Mr. Darcy is distressed that Elizabeth has rejected him but is trying to conceal that fact from her. Which two phrases from the excerpt best support this statement?

- A. “...leaning against the mantle-piece with his eyes fixed on her face...”
- B. “His complexion became pale with anger...”
- C. “He was struggling for the appearance of composure...”
- D. “At length, in a voice of forced calmness...”
- E. “...listened without attempting to interrupt her while she continued.”
- F. “He even looked at her with a smile...”

Item 3: Keep, revise, or exclude?

11-12.RL.CS.5 Analyze how an author’s choices concerning the structure of specific parts of a text contribute to its overall structure, meaning, and aesthetic impact.

Which statement best describes how the author uses the emotions of the characters to help structure this excerpt?

- A. The author creates anxiety by showing how the initial surprise each character feels turns into anger and bitterness.
- B. The author reveals the characters’ underlying affection for each other by showing how quickly their empty politeness gives way to honesty.
- C. The author shows the effects of excessive emotion by describing a conflict that causes both characters to make false accusations.
- D. The author reveals one character’s emotions using dialogue and the other character’s emotions using description and explanation.



Item 4: Keep, revise, or exclude?

11-12.RL.KID.3 Analyze how an author’s choices regarding the development and interaction of characters, events, and ideas over the course of a text impact meaning.

How does paragraph 1 set the scene for a negative interaction between the two characters?

- A. It suggests that Mr. Darcy is uncertain of what he wants to say to Elizabeth.
- B. It suggests that Elizabeth knows that her parents are eavesdropping on the conversation.
- C. It suggests Elizabeth has been feeling unwell and may not be thinking clearly as a result.
- D. It suggests that Mr. Darcy’s visit is so unexpected that Elizabeth has no time to mentally prepare for it.



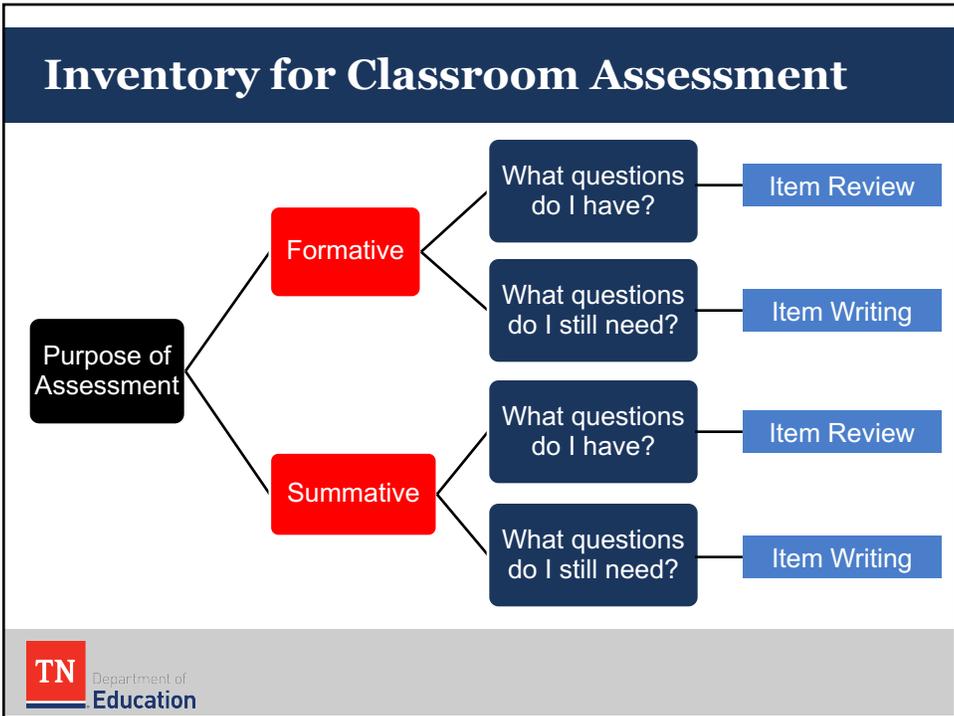
Turn & Talk

- 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

11-12.RL.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 words with multiple meaning and language that is stylistically poignant and engaging.

Formative Assessment

11-12.RL.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 words with multiple meaning and language that is stylistically poignant and engaging.

Verbal Response:

In paragraph 1, what does the phrase “spirits were a little fluttered” mean? What does this suggest about Elizabeth’s relationship with Colonel Fitzwilliam?



Formative Assessment

11-12.RL.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 words with multiple meaning and language that is stylistically poignant and engaging.

Selected Response:

In paragraph 3, what does the word suit mean?

- A. attire
- B. trial
- C. mood
- D. *plea*

Which phrase from the passage help you know determine the meaning?

- A. “when, to her utter amazement, she saw Mr. Darcy walk into the room” (par. 1)
- B. “After a silence of several minutes, he came towards her in an agitated manner” (par. 1)
- C. “of the family obstacles which judgment had always opposed to inclination” (par. 3)
- D. “expressing his hope that it would now be rewarded by her acceptance of his hand” (par. 4)



Formative Assessment

11-12.RL.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 words with multiple meaning and language that is stylistically poignant and engaging.

Open Response:

In the excerpt, Darcy accuses Elizabeth of “incivility” and the author also uses this word to describe the characters’ behavior. Write an essay that analyzes what the repeated focus on civility tells the reader about these characters and the society in which they live.



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	Option 2
<ol style="list-style-type: none"> 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. 	<ol style="list-style-type: none"> 1. Choose 1 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.



Quality Assessments

Universal Design Principles:

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

Recap: 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	Option 2
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Gallery Walk

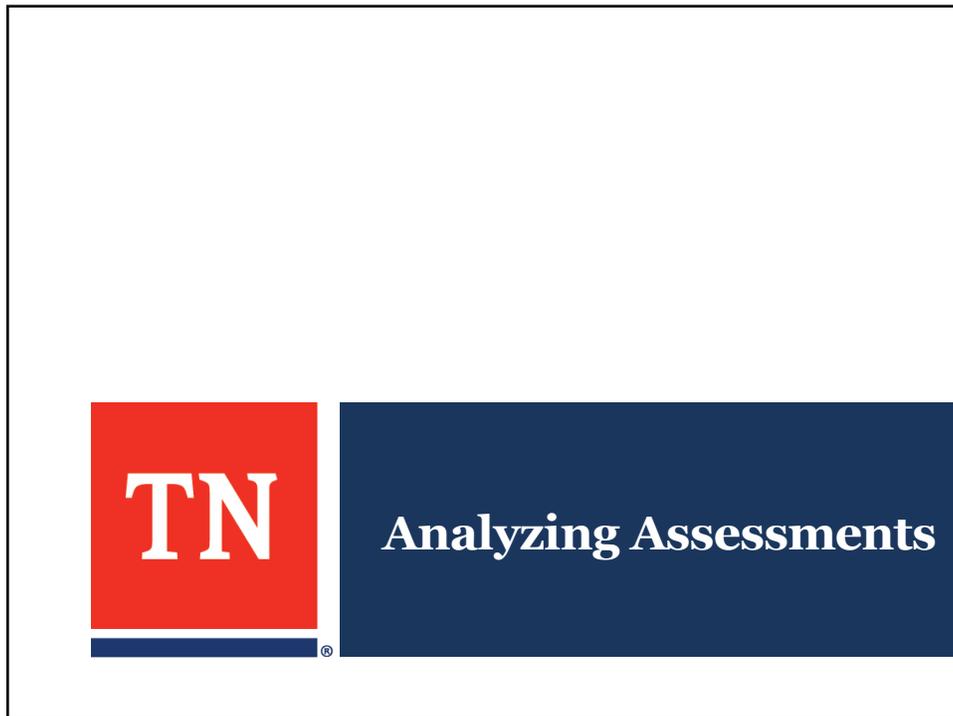
As you look at/review your colleagues items, look for similarities and differences in the items created.



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

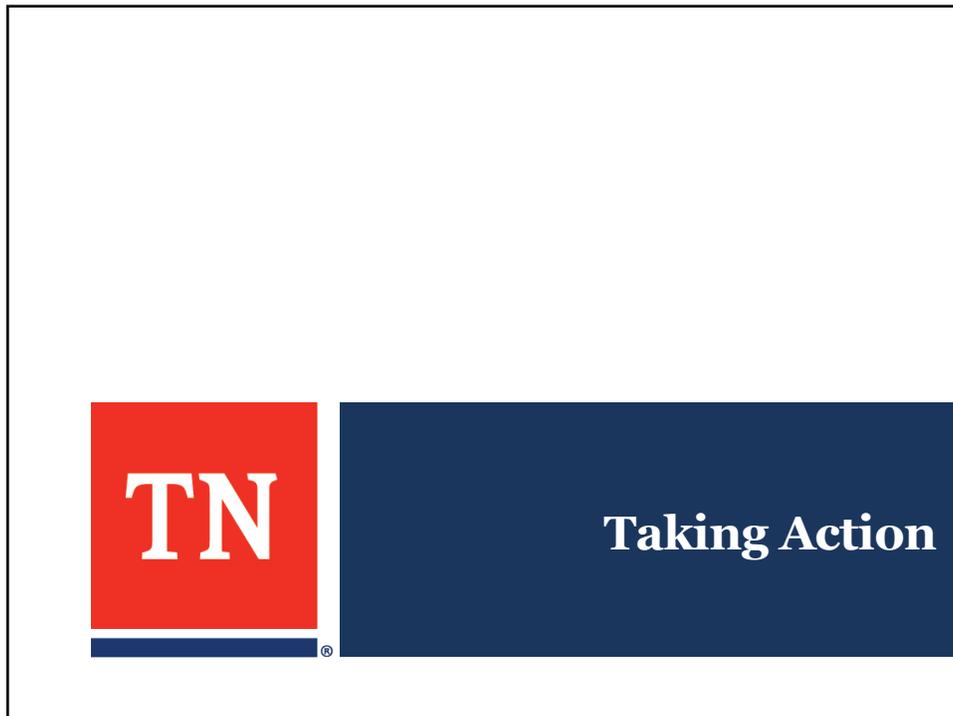
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 - Formative
2. Content and Structure of Assessments
3. Analysis of Assessments

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, or multiple correct answers?

Did You Know...

- In general on the 2nd 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 contains the word "Assessment" in white. The right block is blue and contains the word "Instruction" in white. 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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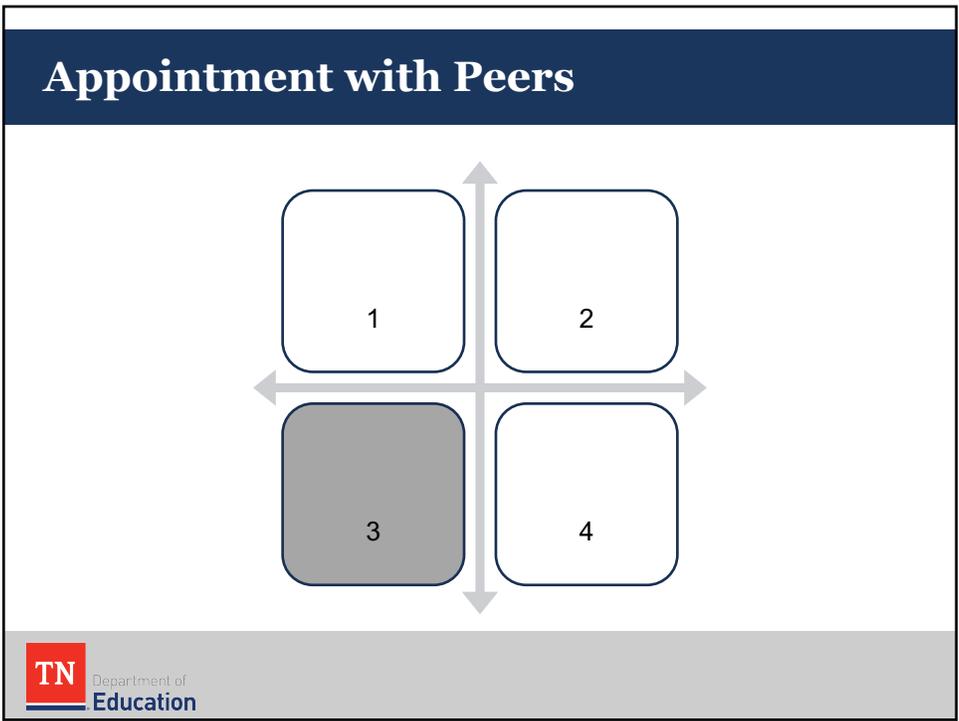
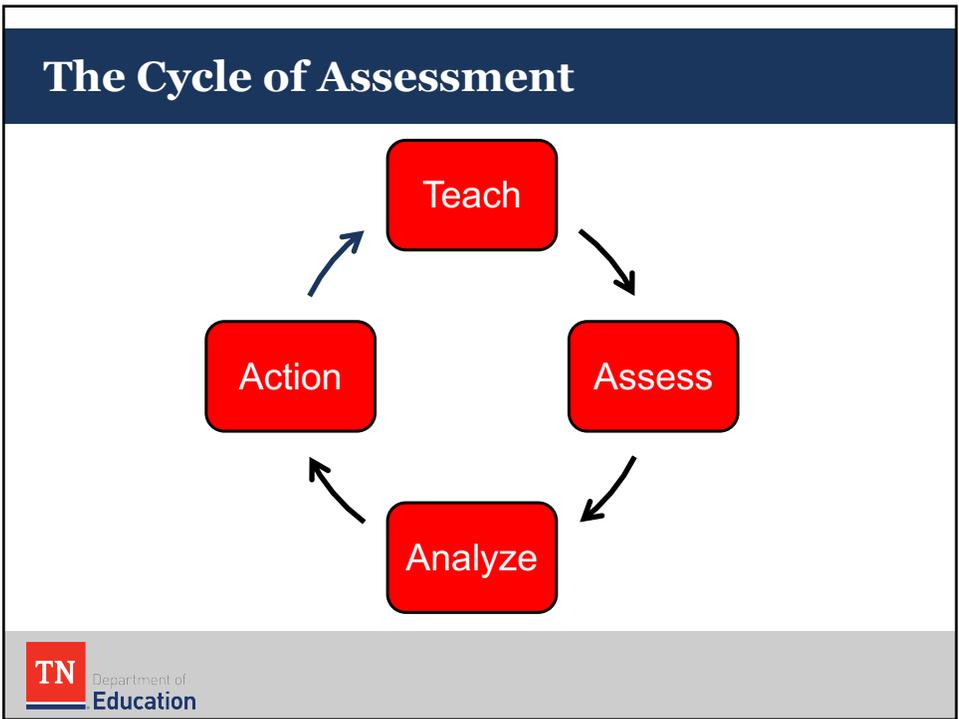
Think About It...

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

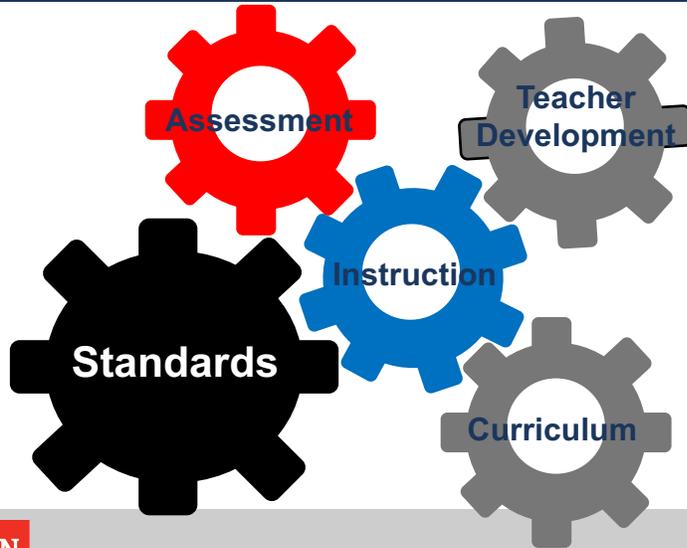
—Stephen and Jan Chapuis, 2012



Summary



Connecting Standards and Assessment



Lunch Break: 1 hour 15 minutes



Please Sign In!



**Module 8:
Evaluating
Instructional
Materials**

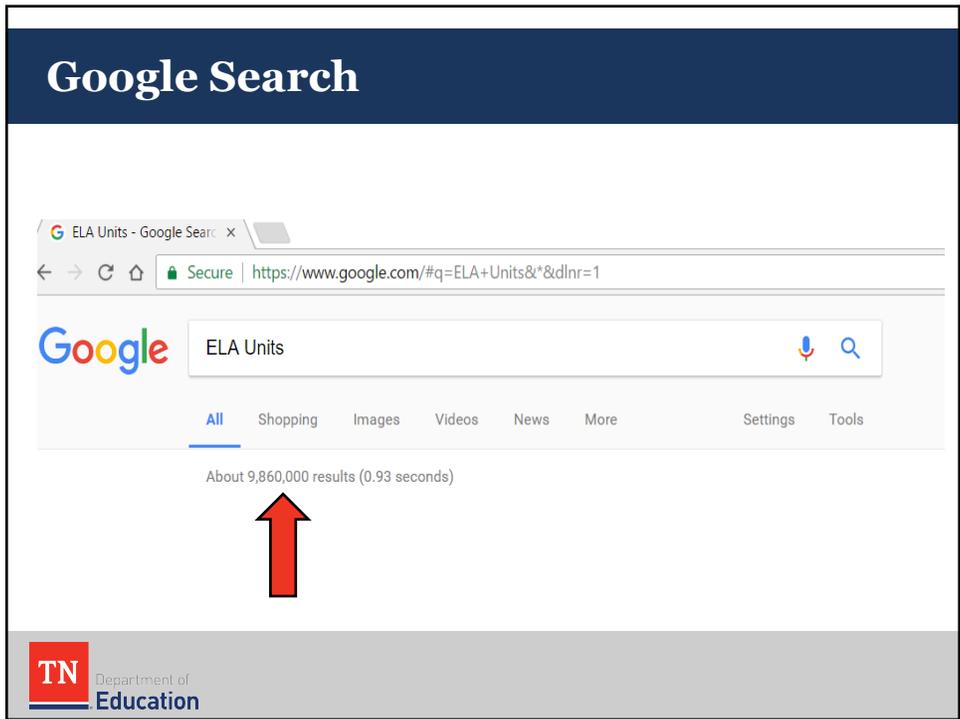
Goals

- 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

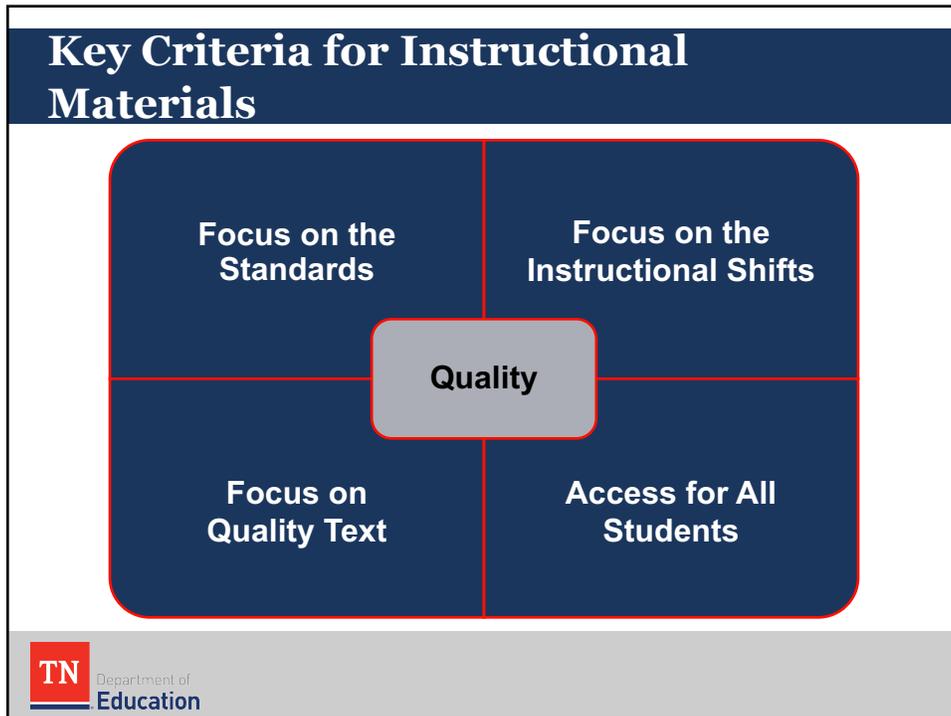
There is strong evidence that the choice of instructional materials has large effects on student learning—effects that rival in size those that are associated with differences in teacher effectiveness.

—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

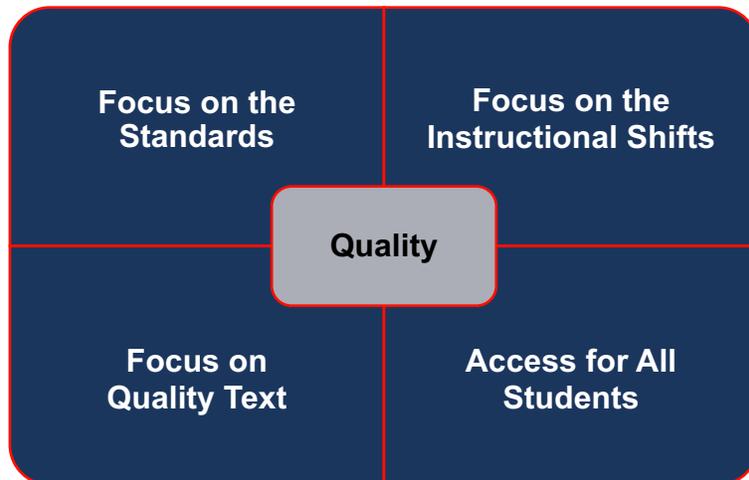


Instructional Materials Review

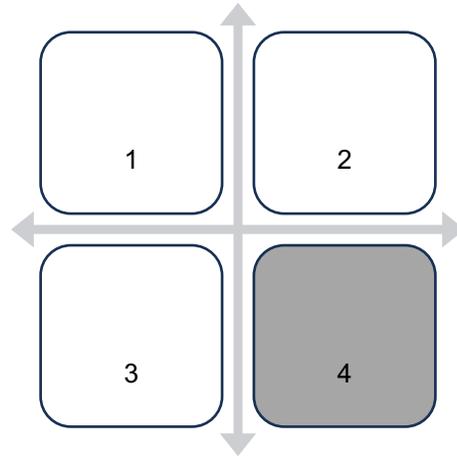
- Use the rubric to evaluate your lesson



Key Criteria for Instructional Materials



Appointment 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

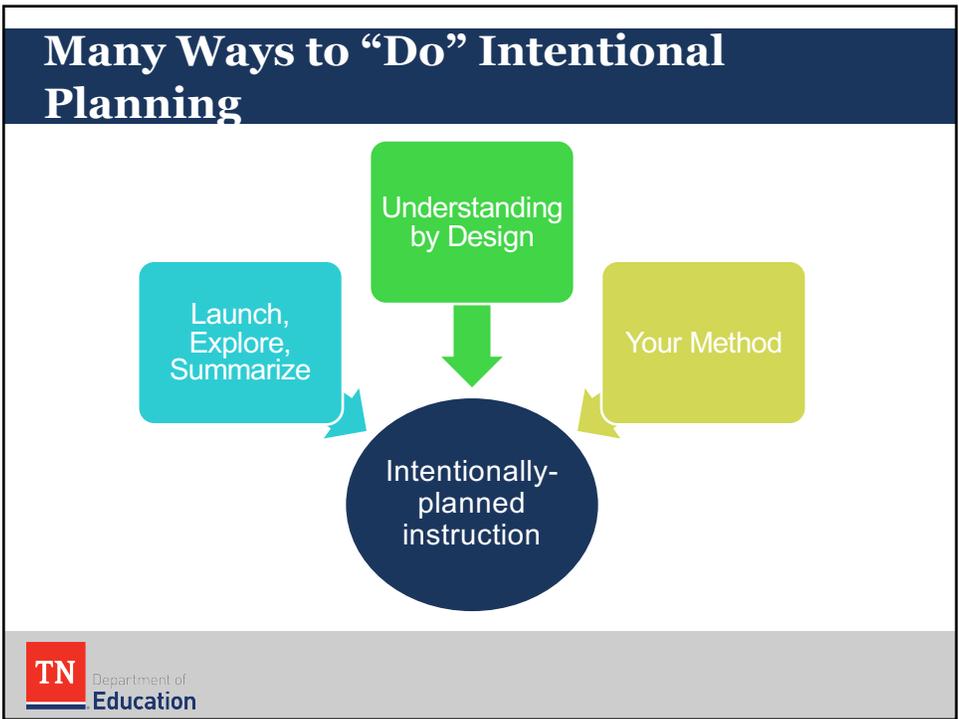
Key Ideas





Goals

- Understand intentional instruction as a bridge between good standards and assessment.
- Understand formative and summative assessment informs intentional instruction.
- Learn about one form of intentional instructional planning—the Understanding by Design (UbD) model.
- Use the three stages of the UbD model to begin your own intentional instructional planning.



The “Big Ideas” of UbD

Big ideas	Why?	If not . . .
Backward Design	Plans need to be well aligned to be effective	Twin sins: Aimless activities and coverage
Transfer as goal	The essence of understanding and the point of schooling	Students fail to apply learning
Understanding via Big Ideas	How transfer occurs; creates connections in learning	Fragmented learning; more difficult, less engaging
Meaningful Learning	This engages and invites students	Plans need to be well aligned to be effective

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The “Big Ideas” of UbD

Big ideas	Why?	If not . . .
Backward Design	Plans need to be well-aligned to be effective	Twin sins: Aimless activities and coverage
Transfer as goal	The essence of understanding and the point of schooling	Students fail to apply learning
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Why *Backward*?

The stages are logical, but they go against habits.

- Instead of jumping to lesson and activity ideas—before clarifying performance goals for students—assessments are planned.
- Assessments are thought through and planned first to ensure greater alignment of goals and means.
- Teaching is focused on desired results.

Six Facets of Understanding

- **Explain** – provide thorough, supported, and justifiable accounts of phenomena, facts, and data.
- **Interpret** – tell meaningful stories; offer apt translations; provide a revealing historical or personal dimension to ideas and events; make it personal or accessible through images, anecdotes, analogies, and models.
- **Apply** – effectively use and adapt what is known in diverse contexts.

Six Facets of Understanding

- **Perspective** – see and hear points of view through critical eyes and ears; see the big picture
- **Empathize** – find value in what others might find odd, alien, or implausible; perceive sensitively on the basis of proper direct experience
- **Self-knowledge** – perceive the personal style, prejudices, and habits of mind that both shape and impede our own understanding; having an awareness of what one does not understand and why understanding is so hard.

UbD Unit Plan

- Turn to page 164 in your Participant Manual for a sample UbD unit plan.

The Three Stages of Backward Design

- Stage 1

Identify the desired results.

Stage 1: Identify the Desired Results

- Unit title: *“Is Big Brother Watching You?”*
- Grade 10
- What standards have been identified?
- What are the essential questions/big ideas?
- What will students know?
- What will students understand?
- What will students do?

The Three Stages of Backward Design

- Stage 2

Determine acceptable evidence.

Determine Acceptable Evidence

- **Summative Assessment Task #1:** You have read one fictional text (e.g., “The Pedestrian”) and one nonfiction text (e.g., “Eye Scan Technology Comes to Schools”) that raise questions about the right to privacy.
 - Identify the theme and/or central idea of each text.
 - Are citizens’ rights to privacy violated in the texts?
 - What does each text seem to say about the right to privacy?
 - Support your ideas with evidence from the texts.

Determine Acceptable Evidence

- **Formative Assessment Task** (this should be done to help students get to summative assessment)
 - **Quick Write** – work with a short text. Read a paragraph or short passage aloud. Ask students to write for 1–2 minutes about what they think the text means. Ask students to share, discuss, and go back into the text to find evidence to support their thinking.

Sample Formative/Summative Assessment

- Exit slips
- Identifying main idea/central idea
- Discussion of theme
- Repeat task with different text
- Rubric development and analysis
- Writing prompt
- Summative Essay – critical summary, character analysis, objective summary
- TNReady test

The Three Stages of Backward Design

- Stage 3

Plan learning experiences.

Plan Learning Experiences

Elementary Classrooms	Middle Grade ELA Classrooms	High School English Classrooms
50% literature with introduction to the different genres.	Emphasis on literature with an integrated examination of themes across genres; some specific genre studies.	Emphasis on literature and the interaction among archetypal story patterns and the references of classical, traditional, and religious texts in contemporary texts.
50% informational text with introduction to the different text features and text structures in scientific and social science texts.	Literary nonfiction as a means of exploration on matters of science, social studies, and other specialized disciplines.	Literary nonfiction as a means of contemplation of concepts on matters of science, social studies, and specialized disciplines.
	Informational text as it can be used to research and support an argument.	Sophisticated informational text from specialized disciplines as it can be used to research and support an argument.
<p>Background to Guide Decision-Making Students need to experience a range in text variety, complexity, and length. As teachers wrestle with the percentage of time, they focus not on the formula, but on the intention of using a balance of informational texts to build background knowledge to lead into and/or supplement a more complex anchor text. Units of texts need to be thematically aligned to support the development of background knowledge, which supports comprehension.</p>		

Plan Learning Experiences

Text Sets

- A text set is a set of “texts” that have a similar topic, theme, or idea.
- A text set is a thoughtfully sequenced series of texts designed to build knowledge and vocabulary.
- Strong text sets provide students with repeated readings about similar ideas, which allow them to build knowledge.
- Text can be broadly defined: text, graphic novel, art, infographic, interview, audio, article, political cartoon, etc.

Plan Learning Experiences

Text Sets

- How does the text enhance/build knowledge and understandings? What text-dependent questions will you ask with each text? Does the text help students address the essential questions?
- How will these texts (including graphics/images) support and enhance understanding of the context of the novel? Of other texts and topics students may encounter in ELA or other subject area classes?
- Sequence of texts—what order would you give these to students with your end goals in mind?

Plan Learning Experiences

- What knowledge about the topic does this text provide?
- How can this knowledge benefit students as they read *1984*?
- How can this knowledge benefit students in other texts and topics they may encounter in ELA or other subject area classes?
- Is the text appropriately complex?
- Are there a range of texts to support all readers?
- How should I sequence texts?

Plan Learning Experiences

Text-dependent Questions Go Hand-in-Hand with Text Sets.

- Not: What happened in the story?
- But: How does the sequence of events develop the story?
- Not: Identify the verbs.
- But: What strong verbs do you notice? How do they help you visualize/comprehend the author's meaning about privacy, technology, and control?

Plan Learning Experiences

- Continue to build the text set around essential questions and anchor text, George Orwell's *1984*, and create text-dependent questions for complementary texts.
- Introduce the essential questions.

Plan Learning Experiences

- Hook students into the unit.
 - How many of you have typed in personal information in order to use the features of a website?
 - How many of you have a Facebook page?
 - What do you think companies do with the information you give them?
 - What is a “utopia?” A “dystopia?” How are these portrayed in popular movies like *Hunger Games* and *Divergent*?
 - Who has heard of the phrase “Big Brother?” Where? In what context?

Understanding by Design

- Integrates intentional instruction, curriculum, and assessment in a single unit of study.
- Fosters transfer of learning to create independent problem solvers equipped with understanding, skills, and knowledge to handle real-life situations
- Focuses on the idea that intentional instruction is NOT:
 - The textbook – that’s a resource
 - The activities – these are steps to understanding

Quick Review

- The Three Stages of Backward Design

1. Identify the Desired Results	What is it that I want the students to understand and know and be able to do?
2. Determine Acceptable Evidence	How will I determine if students have mastered the standard?
3. Plan Learning Experiences	What do I need to do in the classroom so they learn and can do what is expected of them?

Now It's Your Turn!

- What essential questions do you want your students to explore? What do you want students to understand?
- What anchor text encourages students to consider these questions?
- What standards will your unit address?
- What are some supplemental texts you might include in a text set?
- How will you know your students know what you want them to know?
- What learning experiences will students need to meet and master the standards and your instructional goals?

Gallery Walk

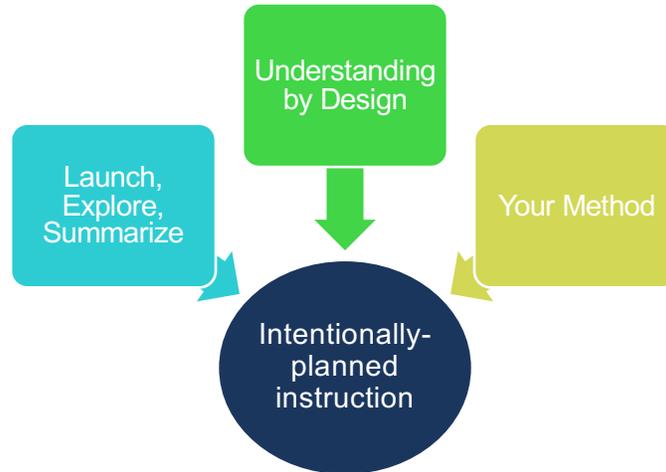
- Using post-it notes, add “Notices” and “Wonders” to the chart paper as you participate in the gallery walk.
 - I notice . . .
 - I wonder . . .
- Feel free to take pictures of other units if you see ideas that interest you.

Gallery Walk

- Go back to the UbD plan that your group developed and review comments.



Many Ways to “Do” Intentional Planning



Module 9 Reflection

- What is intentional instruction? How is it a bridge between good standards and assessment?
- How should formative and summative assessments inform intentional instruction?
- Why Understanding by Design (UbD)?
- What are the three stages of the UbD model, and how do they help us plan intentional instruction?
- How can I use the UbD model in my own planning?

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 Shifts

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