



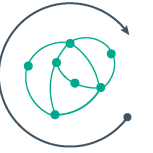
Successful English Language Arts Instruction with Formative Assessment Through Enhanced Learning Maps

Kristin Joannou Lyon & Sasha Feryok
July 19, 2018

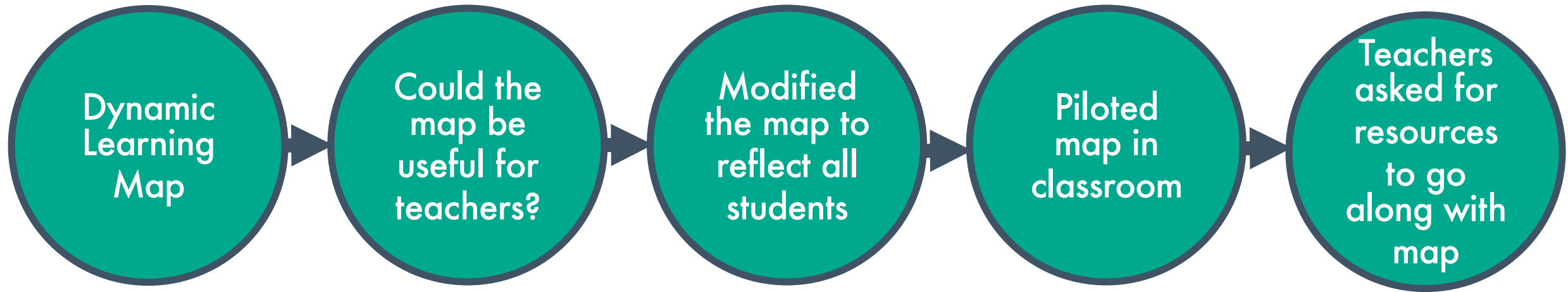
Project Overview

Recruitment Video

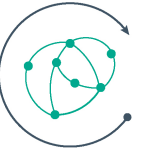




History of ELM



Enhanced Learning Maps connects the map with research-based instructional resources.



Enhanced Learning Maps Project Goal

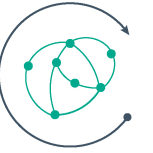
Research Question:

- Can educators use the ELM learning map model as an organizer for instructional decisions, specifically with formative assessment?

End Goals:

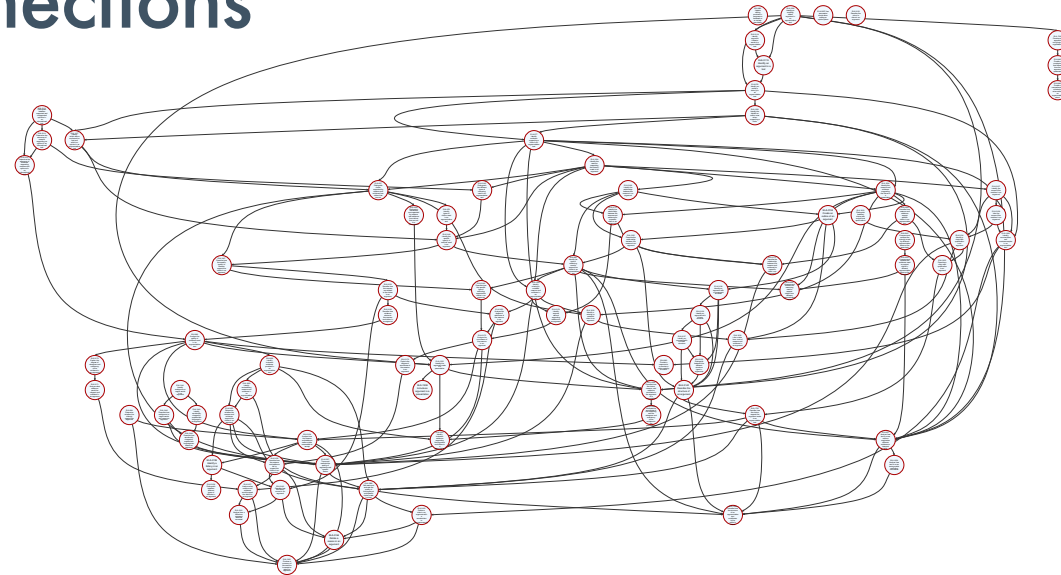
- Valid and useful learning map model
- Research-based, effective, practical instructional resources
- Improved formative assessment practices
- Improved student outcomes

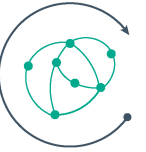
Learning Map Model



Our Learning Map Model

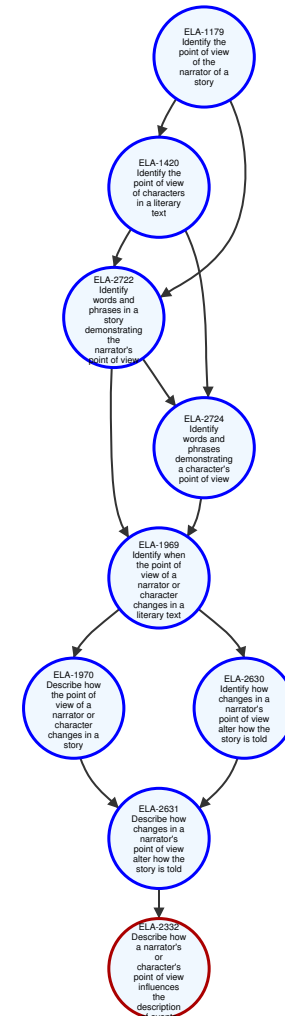
- Models how general education students learn from kindergarten through high school
- ELA
 - 1,343 nodes
 - 4,346 connections





Enhanced Learning Map Model

- **Visual display** of concepts and skills
- **Connections** show prerequisites and successor skills
- **Multiple pathways**



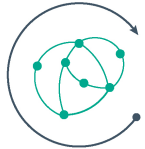


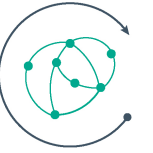
Multiple Pathways

- Different start and end points
- Different routes
- Different gaps along the way



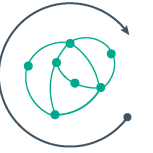
Learning Map Uses



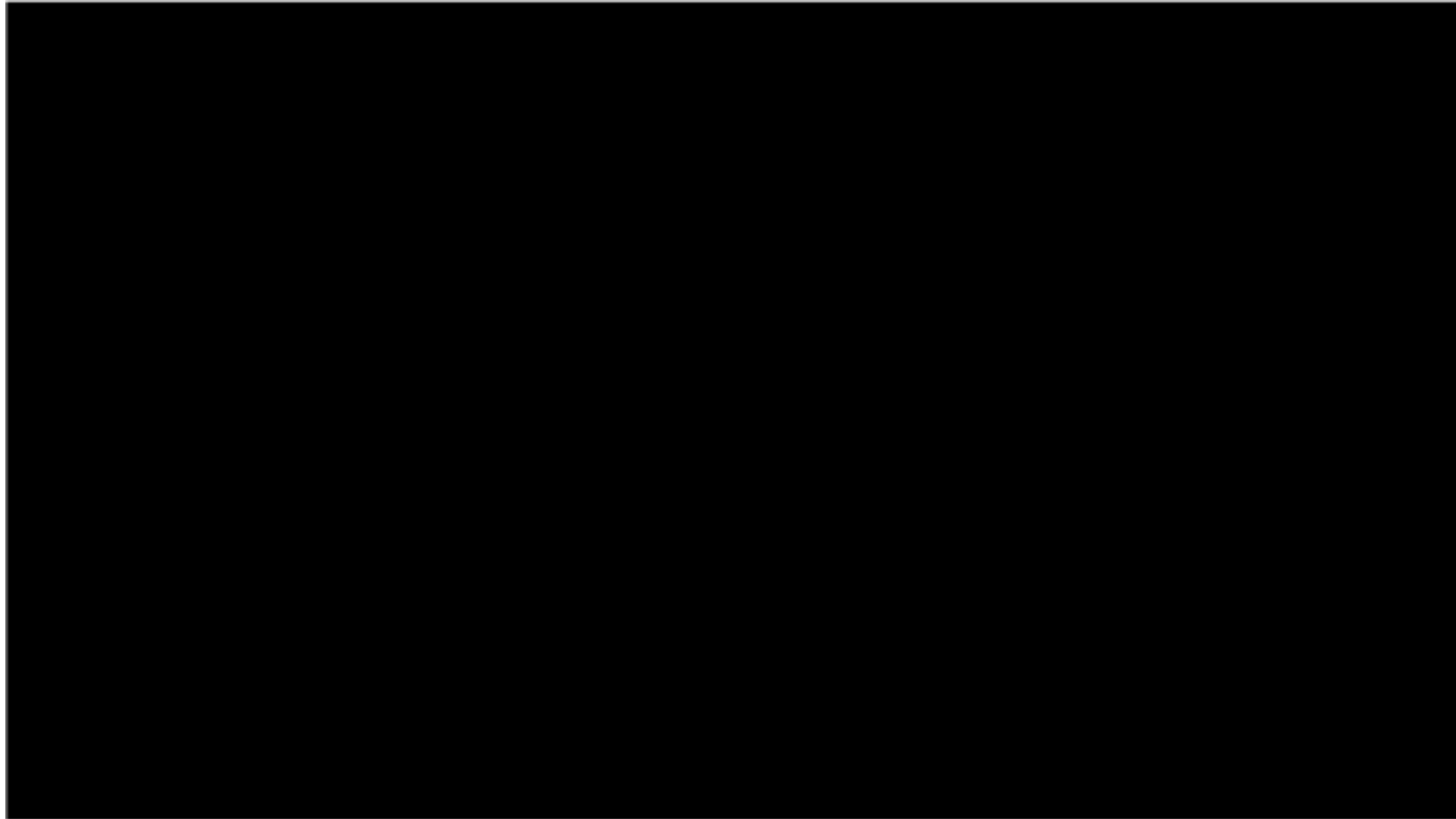


Learning Map Uses

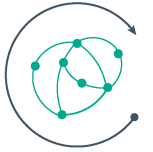




Learning Map Uses



Formative Assessment



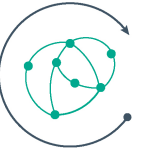
Formative Assessment

- A **process**, NOT a test
- Aims to reveal student thinking
- Occurs within instruction, moment-to-moment
- On going process
- Informs instructional decisions



Heritage, 2010.

Checking for Understanding Questions



CHECKING FOR UNDERSTANDING

Determine if the student can **IDENTIFY THE POINTS AND THE SUPPORTING REASONS AND EVIDENCE (ELA-1111)**:

- ▶ How is the reason related to the main point?
- ▶ How does the evidence support the main point?

Determine if the student is ready to **IDENTIFY THE POINTS THAT ARE EMPHASIZED IN AN INFORMATIONAL TEXT (ELA-1989)**:

- ▶ Which ideas does the author think are the most important?

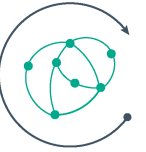
Resources



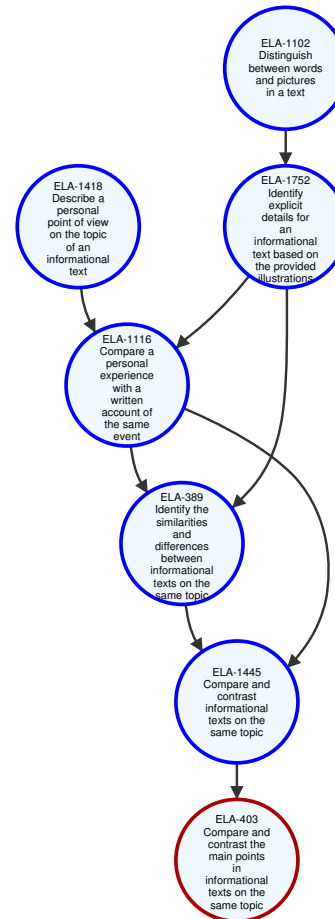
Research-Based Approach to Unit Design

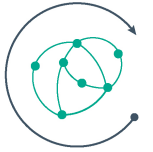
Provide intentional opportunities for...

1. Students to think, talk, and do & teachers to notice, listen, and give feedback
2. Higher-order thinking
3. Peer to peer and student to teacher collaboration
4. Gathering evidence of student thinking and progress
5. Interacting with engaging text (especially informational)



Learning Map Model

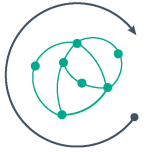




Teacher Notes

- Research-based
- Standards-based
- Provides targeted professional development
- Includes common student errors and misconceptions with strategies to address these
- Relate research to the learning map
- [ELA Teacher Notes Video](#)

Research Findings	Lesson Strategies, Approaches, or Activities
<p>Younger students have a difficult time making inferences about a text and explaining how concepts relate to one another. The main idea strategy helps students make inferences by breaking the process into steps:</p> <p>Step 1: Make the topic known. Step 2: Accent at least two essential details. Step 3: Ink out the clarifying details. Step 4: Notice how the essential details are related. Step 5: Infer the main idea.</p> <p>(Boudah, 2013)</p>	<p>The lessons walk students through discussing the topic, locating the details, discovering how the details are related, and determining the main idea.</p>
<p>Think-alouds help students see and hear how successful readers strategize and work through problems when they read.</p> <p>(Boudah, 2013; Davey, 1983)</p>	<p>During the lessons, the teacher models some of the steps in the main idea strategy using think-alouds.</p>
<p>Young children may have trouble comprehending because they cannot make inferences.</p> <p>(Cain & Oakhill, 1999).</p> <p>If students are struggling, assess their reading comprehension skills with a text that is below grade level.</p> <p>(Boudah, 2013)</p>	<p>Consider text complexity when choosing an informational text for this lesson set.</p>
<p>Summarization skills are an important step in becoming a good reader. Explicitly teaching the steps involved in writing a summary equips all readers with the skills needed to become a good reader. Good readers are skillful at ignoring irrelevant details, while noting important details and passage structure to develop a summary</p> <p>(Jitendra & Gairia, 2011)</p>	<p>Graphic organizers break down the summarization process for students and help them see how the topic and key details are related. Students use knowledge of the topic and key details to write a summary as the culminating activity of the unit.</p>



Instructional Activities

IDENTIFYING MULTIPLE POINTS OF VIEW

INSTRUCTIONAL ACTIVITY

RL.5.6, Lesson 1

LEARNING GOAL

In this lesson, students identify multiple characters' points of view and how the characters influence the events in a short story or drama.

STANDARD

RL.5.6 Describe how a narrator's or speaker's point of view influences how events are described.

PREPARATION

Before the lesson, find a story that contains at least three points of view that are clearly identifiable. A mystery, fairy tale, or play will work well. This unit includes a folktale, [THE RATS AND THEIR SON-IN-LAW](#), which you are free to copy. Follow all copyright restrictions and guidelines as they pertain to material you select for classroom use from any other source.

MATERIALS & HANDOUTS

- ▶ [PASSAGE: THE RATS AND THEIR SON-IN-LAW](#)
- ▶ [STUDENT HANDOUT: CHARACTER POINTS OF VIEW](#)
- ▶ white board or chart paper

IMPLEMENTATION

As a class, turn the learning goal into an I Can statement: "I can identify characters' points of view and how the characters influence the events in a story."

Introduce the story and ask the class to provide background on the type of story. **Discuss** the features that are important to that genre.

Review that characters are a key element in a story and that they tell the story as it happens in their eyes. **Define** point of view for students: "Your point of view is the way you see something and how you feel about it." **Remind** students that some stories tell what happens from one person's point of view, while other stories tell what happens from multiple people's points of view. **Say**, "Today, we will read a story that tells what happens from the points of view of several characters."

Pass out [STUDENT HANDOUT: CHARACTER POINTS OF VIEW](#) and go over the chart. **Instruct** students to pay attention to what the characters say and how they act toward the other characters. This will help students determine each character's point of view.

Read the story. Then **ask** students to recall the most important events and write the answers on the board or chart paper.

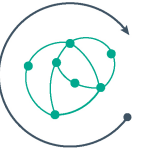
Next, choose an event on the chart and **ask** students which character is present during the event. **Model** how to enter the information for that character on the handout and direct students to follow along. Talk aloud as you write the character's name, a description of how the character feels, details from the story that show this feeling, and a description of the character's point of view based on the feeling.

Release students to work with a partner to complete the next section of the chart for a different character. While students work, **circulate** and ask the Checking for Understanding questions.

CHECKING FOR UNDERSTANDING	
<p>Determine if the student can IDENTIFY THE POINT OF VIEW OF CHARACTERS IN A STORY (ELA-1420):</p> <ul style="list-style-type: none"> ▶ What is the main character's point of view? ▶ What is another character's point of view? ▶ How do you know a character's point of view? 	<p>Determine if the student can IDENTIFY WORDS OR PHRASES THAT DESCRIBE OR DEMONSTRATE THE POINT OF VIEW OF A CHARACTER (ELA-2724):</p> <ul style="list-style-type: none"> ▶ What details in the story show how the character feels? ▶ What examples from the text show the point of view?

Ask students to share out the details they added to the handout. To end the lesson, **direct** students to pick another character to describe on the chart independently. **Collect** handouts.

For a discussion of the research that supports this instructional model, see the [TEACHER NOTES](#) for this lesson set.

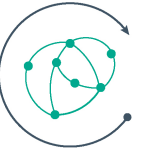


Checking for Understanding

- **Clarify** learning goals
- **Promote** effective learning by focusing on connections
- **Determine** where students are in their learning and **move** them forward

CHECKING FOR UNDERSTANDING		
Determine if the student can IDENTIFY KEY DETAILS FOR THE SUMMARY OF THEME OF A LITERARY TEXT (ELA-3016) :		
<ul style="list-style-type: none">▶ What happens in the beginning of the poem?▶ What happens in the middle of the poem?▶ What happens at the end of the poem?	<ul style="list-style-type: none">▶ What important words are used in the poem?▶ How does the poet or speaker feel about the important details in the poem?	<ul style="list-style-type: none">▶ Why does the speaker or poet include these details?▶ What is the lesson of the poem?

Questions?



Interested in learning more or participating in the project?

- Contact Enhanced Learning Maps project staff

EnhancedLM@ku.edu

www.enhancedlearningmaps.org

<https://elmap.us>

2018 KUCRL Learning Conference

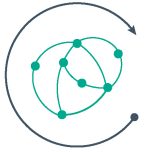


July 17-19, 2018
DoubleTree by Hilton
Lawrence, KS

Let us know your thoughts about this session!
Complete a session evaluation:

<https://www.surveymonkey.com/r/2018CRL>

or scan the evaluation QR code
(above or on your conference program).



Neal Kingston
Director of AAI
Principal Investigator
Enhanced Learning Maps



Marianne Perie
Director of Center for Assessment and
Accountability Research and Design
Co-Principal Investigator
Enhanced Learning Maps



The contents of this presentation were developed under a grant from the U.S. Department of Education administered by the Kansas State Department of Education. However, the contents do not necessarily represent the policy of either of these organizations and you should not assume endorsement by the federal government or the state of Kansas.

