

Processing the STAAR Assessed Curriculum

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Department of Curriculum and Instruction

SFDR CISD



Agenda

- **Planning Protocol**
 - ❑ Revised 5 Step Planning Protocol Document
 - ❑ TEA Updated Documents

- **Data Review**
 - ❑ Student Expectation Trends
 - ❑ What does the data indicate?

- **Vertical Alignment**
 - ❑ Collaboration and Creative Planning
 - ❑ Group Presentation

LUNCH 12:00-1:30

- **District Assessments**
 - ❑ Frequency Distribution Chart



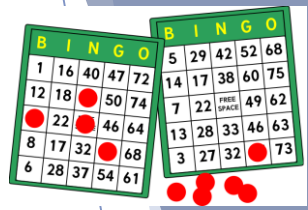
Targets for Today

- ▶ Building a Shared Vision
- ▶ Shift of Mindset
- ▶ Dialogue and Discussion
- ▶ Create Team Learning

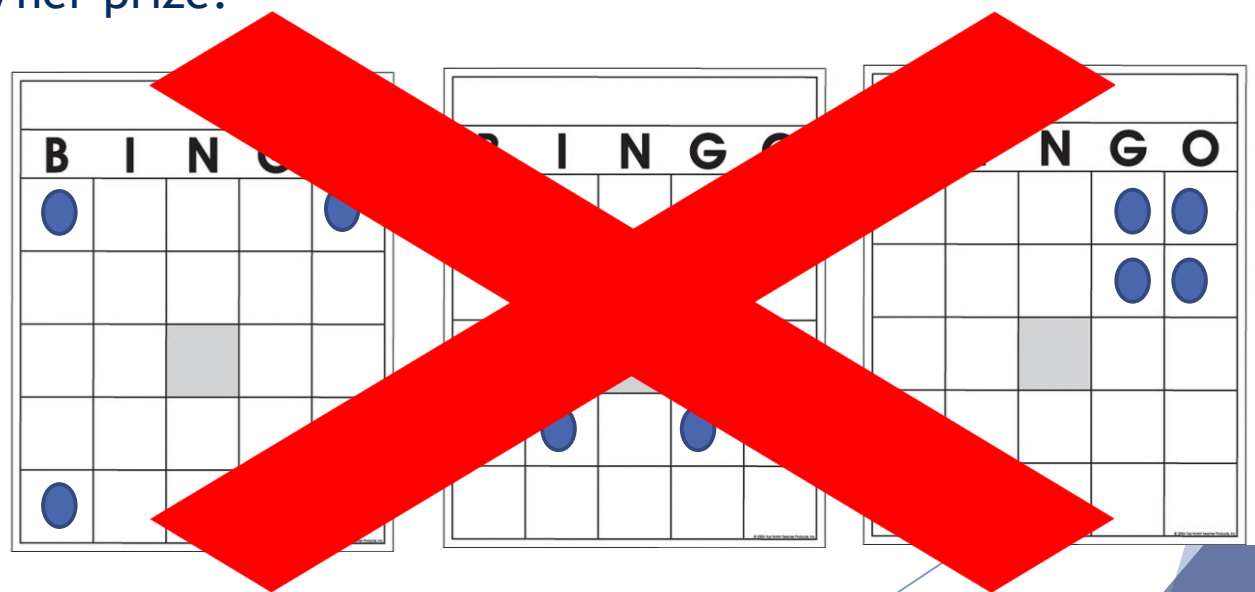
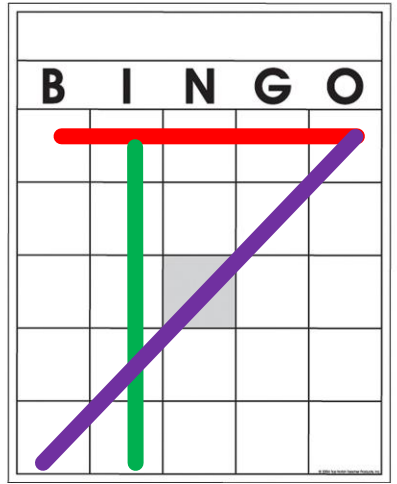


Before we begin, let's play *Find Someone Who BINGO!*

Rules of the Game



- Take this time to interact with other teachers beside those from your grade level.
- You may only ask 2 people from your grade level for answers.
- Have teachers sign their name on the space given after they share a response.
- The first person to complete a BINGO and ring the bell is the winner.
- The winner will claim his/her prize!



Planning Protocol



There are now 7 strands

- S1: Foundational Language Skills
- S2: Comprehension Skills
- S3: Response Skills
- S4: Multiple Genres
- S5: Author's Purpose and Craft
- S6: Composition
- S7: Inquiry and Research

Figure 19 Expectations

Integrated into general student expectations at each grade level.

How did the new ELAR TEKS impact our instruction?

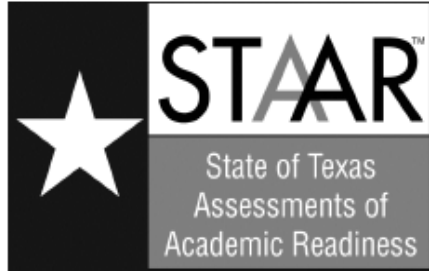
Vertical Alignment

K-8 2017 Student Expectations are aligned across grade levels.

Student Expectations

Listening, speaking, reading and writing must be central and explicit so that the skills are taught as both integrated and recursive.

TEA Updates




Grade 6 Reading Assessment

2019-2020 and 2020-2021

Eligible Texas Essential Knowledge and Skills

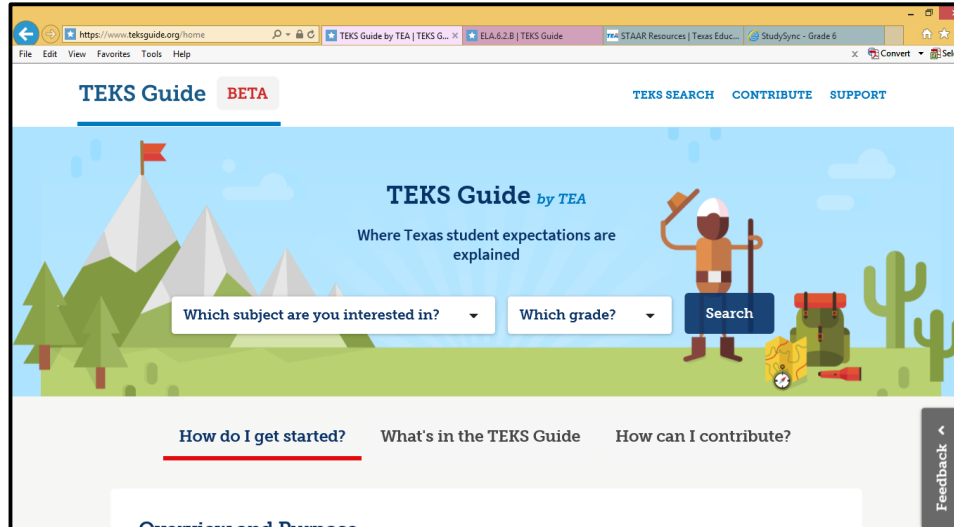
Texas Education Agency
Fall 2019

 **STAR**
State of Texas
Assessments of
Academic Readiness

STAAR Grade 6 Reading Blueprint

Reporting Categories	Number of Standards		Number of Questions	
	Readiness Standards	Supporting Standards		
Reporting Category 1: Understanding/Analysis Across Genres	Readiness Standards	4	8	
	Supporting Standards	4		
	Total	8		
Reporting Category 2: Understanding/Analysis of Literary Texts	Readiness Standards	4	17	
	Supporting Standards	10		
	Total	14		
Reporting Category 3: Understanding/Analysis of Informational Texts	Readiness Standards	5	15	
	Supporting Standards	7		
	Total	12		
Readiness Standards	Total Number of Standards	13	60%–70%	24–28
Supporting Standards	Total Number of Standards	21	30%–40%	12–16
Total Number of Questions on Test			40 Multiple Choice	

Texas Education Agency
Student Assessment Division
October 2016



Additional Resources - Lead4ward

lead4ward Snapshot – Grade 6 English Language Arts and Reading beginning with the 2019-20 school year

Literacy Routines (use during Word Study, Reading, and Writing to Improve Comprehension)
 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking
6.1 Oral language. The student develops oral language through listening, speaking, and discussion.

Application	Instructional Focus
6.1 communicate ideas effectively through speaking and discussion	6.1A(1) listen actively to interpret a message, ask clarifying questions, and respond appropriately 6.1B(1) follow and give oral instructions that include multiple action steps 6.1C(1) give a clear oral presentation such as a speech, debate and position, employing eye contact, speaking rate, volume, enunciation, natural gesture and appropriate nonverbal cues effectively 6.1D(1) participate in student-led discussions by listening and considering suggestions from other group members, taking notes, and identifying points of disagreement

Word Study
 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking
6.2 Vocabulary. The student uses newly acquired vocabulary expressively.

Application	Instructional Focus
6.2 use skills to support problem-solving by determining the meaning of unknown words while reading	6.2A(1) use print or digital resources to determine the meaning, relationships, word origins, and part of speech determining the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as multi/mul-, bene-, man-, and -ferous 6.2C(1)

*N/A for assessment on STAAR Source: Texas Education Agency (A) is used consistently when there is a FF connected to a MS. Italics = text adapted to emphasize the application concept. ☐ = long word concept v. 1.13.20 Page 2 of 4

lead4ward Snapshot – Grade 6 English Language Arts and Reading beginning with the 2019-20 school year

Shared Reading
 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking
6.2 Vocabulary. The student uses newly acquired vocabulary expressively.
6.2 Fluency. The student reads grade-level text with accuracy and comprehension.
6.2 Comprehension. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

Shared Reading	Tools to Know ☐
6.1A(1) submit annotations when reading assigned and self-selected texts 6.1B(1) analyze text content such as definition, analogy, and examples to clarify the meaning of words 6.1C(1) generate questions about text and after reading to deepen understanding and gain information 6.1D(1) create a list of questions about text to prepare to discuss 6.1E(1) monitor comprehension and make adjustments such as rereading, using background knowledge, and rephrasing ideas in other texts, and society 6.1F(1) make connections to personal experiences, and use evidence to support understanding 6.1G(1) evaluate details read to determine key ideas 6.1H(1) synthesize information to create new understanding	6.1A(1) make connections to personal experiences, and use evidence to support understanding 6.1B(1) evaluate details read to determine key ideas 6.1C(1) synthesize information to create new understanding

Ways to Show Thinking About the Meaning
 Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts
6.2 Fluency elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts.
6.2 Genre. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts.
6.2 Author's purpose.

Application	Instructional Focus	Fiction ☐	Poetry	Drama	Informational ☐	Argumentative	Multimedial/Digital
6.2/6.8/6.9 comprehend the author's purpose and message in increasingly complex texts in multiple genres, analyze the relationship among literary elements and structures and how they contribute to the overall meaning	Genre Characteristics 6.8A(1) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, fantasy, humor, and myths Overall Meaning 6.8A(1) explain the author's purpose and message within a text 6.8A(2) infer multiple themes within and across texts using text evidence Analyze for Deeper Meaning 6.8C(1) analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback 6.8C(2) analyze how the character's internal and external responses develop the plot 6.8C(3) analyze how the setting, including historical and cultural setting, influences character and plot development	6.8B(1) analyze the effect of meter and structural elements such as line breaks to access across a variety of poetic forms 6.8B(2) explain the author's purpose and message within a text 6.8B(3) infer multiple themes within and across texts using text evidence 6.8B(4) analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback 6.8B(5) analyze how the character's internal and external responses develop the plot 6.8B(6) analyze how the setting, including historical and cultural setting, influences character and plot development	6.8C(1) analyze how playwrights develop characters through dialogue and staging 6.8C(2) explain the author's purpose and message within a text 6.8C(3) infer multiple themes within and across texts using text evidence 6.8C(4) analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback 6.8C(5) analyze how the character's internal and external responses develop the plot 6.8C(6) analyze how the setting, including historical and cultural setting, influences character and plot development	6.8D(1) analyze how playwrights develop characters through dialogue and staging 6.8D(2) explain the author's purpose and message within a text 6.8D(3) infer multiple themes within and across texts using text evidence 6.8D(4) analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback 6.8D(5) analyze how the character's internal and external responses develop the plot 6.8D(6) analyze how the setting, including historical and cultural setting, influences character and plot development	6.8E(1) analyze characteristics and structural elements of informational text, including: (i) features such as introduction, forward, graphic, reference, or acknowledgments to gain background information 6.8E(2) explain the author's purpose and message within a text 6.8E(3) identify the claim and supporting evidence 6.8E(4) recognize how the author uses various types of evidence to support the argument	6.8F(1) analyze characteristics and structures of argumentative text 6.8F(2) explain the author's purpose and message within a text 6.8F(3) identify the claim and supporting evidence 6.8F(4) recognize how the author uses various types of evidence to support the argument	6.8G(1) analyze characteristics of multimedia and digital texts 6.8G(2) explain the author's purpose and message within a text

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ELAR TEKS Side-by-Sides

FOR TEACHERS

GRADES 6-8

© lead4ward

lead4ward Snapshot – Grade 6 English Language Arts and Reading beginning with the 2019-20 school year

Author's Craft: Thinking About the Writing
 The student uses critical inquiry to analyze the author's choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances.

Application	Instructional Focus	Fiction	Poetry	Drama	Informational	Argumentative	Multimedial/Digital
6.8 analyze the author's choices and how they influence meaning, apply author's craft purposefully in writing and speaking	Point of View 6.8B(1) analyze how the use of first structure contributes to the author's purpose 6.8B(2) analyze the author's use of print and graphic features to achieve specific purposes Structure 6.8C(1) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes 6.8C(2) analyze how the author's use of language contributes to mood and voice 6.8C(3) explain the differences between historical devices and logical fallacies	6.8B(1) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose 6.8B(2) analyze how the use of first structure contributes to the author's purpose 6.8B(3) analyze the author's use of print and graphic features to achieve specific purposes	6.8B(1) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose 6.8B(2) analyze how the use of first structure contributes to the author's purpose 6.8B(3) analyze the author's use of print and graphic features to achieve specific purposes	6.8B(1) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose 6.8B(2) analyze how the use of first structure contributes to the author's purpose 6.8B(3) analyze the author's use of print and graphic features to achieve specific purposes	6.8B(1) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose 6.8B(2) analyze how the use of first structure contributes to the author's purpose 6.8B(3) analyze the author's use of print and graphic features to achieve specific purposes	6.8B(1) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose 6.8B(2) analyze how the use of first structure contributes to the author's purpose 6.8B(3) analyze the author's use of print and graphic features to achieve specific purposes	6.8B(1) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose 6.8B(2) analyze how the use of first structure contributes to the author's purpose 6.8B(3) analyze the author's use of print and graphic features to achieve specific purposes
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Responding to Text (applied to both Shared Reading and Independent Reading)
 The student responds to an increasingly challenging variety of sources that are read, heard, or viewed.

Application	Ways to Show (Response Skills)
6.8(1) describe personal connections to a variety of sources, including self-selected texts	6.8E(1) write responses that demonstrate understanding of texts, including comparing sources within and across genres 6.8E(2) use text evidence to support an opinion 6.8E(3) compare and contrast sources in ways that demonstrate meaning and logical order 6.8E(4) respond using newly acquired writing skills, including: organizing, presenting, or illustrating 6.8E(5) discuss and write about the explicit or implied meanings of text 6.8E(6) discuss and write about the explicit or implied meanings of text 6.8E(7) respond orally or in writing with appropriate register, modality, tone, and voice 6.8E(8) reflect on and adjust responses as new evidence is presented

Independent Reading
 Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking. The student reads grade-appropriate texts independently.

Application	Instructional Focus
6.8(1) self-select text and read independently for a sustained period of time	6.12A(1) generate student selected and teacher-guided questions for formal and informal inquiry 6.12B(1) develop and revise a plan 6.12C(1) reflect the major research question, if necessary, guided by the answers to a secondary set of questions 6.12D(1) identify and gather relevant information from a variety of sources 6.12E(1) differentiate between paraphrasing and plagiarism when using source materials 6.12F(1) evaluate sources for: (i) reliability, credibility, and bias (ii) faulty reasoning such as hyperbole, emotional appeals, and stereotypes 6.12G(1) display academic citations and use source materials ethically 6.12H(1) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

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lead4ward Snapshot – Grade 6 English Language Arts and Reading beginning with the 2019-20 school year

Writing
 Composing: listening, speaking, reading, writing, and thinking using multiple texts
6.10 Writing process. The student uses the writing process recursively to compose multiple texts that are legible and use appropriate conventions.
6.11 Genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful.

Application	Tools to Know (Writing Process) ☐
6.11(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft	6.10(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests 6.10(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion (ii) developing an engaging idea reflecting depth of thought with specific facts and details 6.10(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety 6.10(D) edit drafts using standard English conventions, including: (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (ii) consistent, appropriate use of verb tenses (iii) conjunctive adverbs (iv) prepositions and prepositional phrases and their influence on subject-verb agreement (v) pronouns, including relative (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor (vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements (ix) correct spelling, including commonly confused terms such as it's/its, affect/effect, there/their/they're, and to/by/too 6.10(E) publish written work for appropriate audiences
6.11(B) compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft	6.10(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests 6.10(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion (ii) developing an engaging idea reflecting depth of thought with specific facts and details 6.10(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety 6.10(D) edit drafts using standard English conventions, including: (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (ii) consistent, appropriate use of verb tenses (iii) conjunctive adverbs (iv) prepositions and prepositional phrases and their influence on subject-verb agreement (v) pronouns, including relative (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor (vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements (ix) correct spelling, including commonly confused terms such as it's/its, affect/effect, there/their/they're, and to/by/too 6.10(E) publish written work for appropriate audiences
6.11(C) compose multi-paragraph argumentative texts using genre characteristics and craft	6.10(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests 6.10(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion (ii) developing an engaging idea reflecting depth of thought with specific facts and details 6.10(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety 6.10(D) edit drafts using standard English conventions, including: (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (ii) consistent, appropriate use of verb tenses (iii) conjunctive adverbs (iv) prepositions and prepositional phrases and their influence on subject-verb agreement (v) pronouns, including relative (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor (vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements (ix) correct spelling, including commonly confused terms such as it's/its, affect/effect, there/their/they're, and to/by/too 6.10(E) publish written work for appropriate audiences
6.11(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure	6.10(A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests 6.10(B) develop drafts into a focused, structured, and coherent piece of writing by: (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion (ii) developing an engaging idea reflecting depth of thought with specific facts and details 6.10(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety 6.10(D) edit drafts using standard English conventions, including: (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments (ii) consistent, appropriate use of verb tenses (iii) conjunctive adverbs (iv) prepositions and prepositional phrases and their influence on subject-verb agreement (v) pronouns, including relative (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor (vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements (ix) correct spelling, including commonly confused terms such as it's/its, affect/effect, there/their/they're, and to/by/too 6.10(E) publish written work for appropriate audiences

Research (embedded skills throughout Reading and Writing)
6.12 Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes.

Application	Instructional Focus
6.12 use research skills to plan and present a written, oral, or multimodal form	6.12A(1) generate student selected and teacher-guided questions for formal and informal inquiry 6.12B(1) develop and revise a plan 6.12C(1) reflect the major research question, if necessary, guided by the answers to a secondary set of questions 6.12D(1) identify and gather relevant information from a variety of sources 6.12E(1) differentiate between paraphrasing and plagiarism when using source materials 6.12F(1) evaluate sources for: (i) reliability, credibility, and bias (ii) faulty reasoning such as hyperbole, emotional appeals, and stereotypes 6.12G(1) display academic citations and use source materials ethically 6.12H(1) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

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lead4ward Grade 6 ELAR | TEKS 2019-2020

6.5 Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. Students are expected to:

Change	2017 Student Expectation	2009 Student Expectation	Cognitive Change	Content Change
	6.5(A) establish purpose for reading assigned and self-selected texts	6.5.19(A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension	Added • ask to generate	Added • assigned and self-selected texts
	6.5(B) generate questions about text before, during, and after reading to deepen understanding and gain information	6.5.19(B) ask literal, interpretive, and evaluative questions of text	Changed • ask to generate	Removed • literal, interpretive, evaluative, questions Added • before, during, and after reading Impact Students use questioning as a tool to support comprehension instead of a focus on levels of questioning.
	6.5(C) make and correct or confirm predictions using text features, characteristics of genre, and structures	6.5.19(C) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions)	Removed • monitor and adjust	Added • deepen comprehension
	6.5(D) create mental images to deepen understanding	6.5.19(D) monitor and adjust comprehension (e.g., using background knowledge, creating sensory images, rereading a portion aloud, generating questions)	Removed • synthesize	Added • personal experiences • ideas in other texts • society Impact Students make connections as a tool to support comprehension. The focus will be on the three types of connections and not just text to text. TEA Assessment Note • The aligned standards require students to either make connections within or across texts or synthesize information within a text to support understanding. 6.10(1) • The aligned standards focus on making connections across multiple texts. 6.10(1)(F)
	6.5(E) make connections to personal experiences, ideas in other texts and society	6.5.19(E) READINESS STANDARD synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres 6.5.19(F) READINESS STANDARD make connections (e.g., thematic links, author analysis) between literary and informational texts with similar ideas and provide textual evidence	Removed • synthesize	Added • personal experiences • ideas in other texts • society Impact Students make connections as a tool to support comprehension. The focus will be on the three types of connections and not just text to text. TEA Assessment Note • The aligned standards require students to either make connections within or across texts or synthesize information within a text to support understanding. 6.10(1) • The aligned standards focus on making connections across multiple texts. 6.10(1)(F)

moved standard deleted standard new
 (1)(F) indicates part of standard deleted

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STEP 1

1

You have 10 seconds to individually write the revised title for Step 1 and the documents we use for this first step.

Now turn to a partner and compare lists and add as needed.



STEP 1

1

District Planning
Documents

&

STAAR

Utilize the District Planning Documents and TEA STAAR Assessed Curriculum:

- Identify TEKS eligible for assessment
- Analyze the 2017 TEKS Student Expectation
- Identify the number of questions per Reporting Category (*TEA Blueprint*)



STEP 2

2

You have 10 seconds to individually write the revised title for Step 2 and the documents we use for this second step.

Now turn to a partner and compare lists and add as needed.



STEP 2



*Scope and
Sequence*

*Side by Side
TEKS Guide*

ELPS

Utilize the Unit Scope and Sequence to:

- Determine the TEKS eligible for assessment that will be taught and the suggested time for instructional delivery.
- To develop a logical sequence and time frame for teaching
- Make adjustments to the roadmap (based on campus calendar)

Utilizing the Side by Side TEKS Guide:

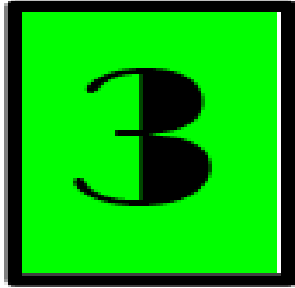
- To analyze the cognitive and content change.

Understand that Language Objectives (ELPS) correspond to Learning Targets:

- Must be implemented as an integral part of the lesson
- Important for ALL learners



STEP 3

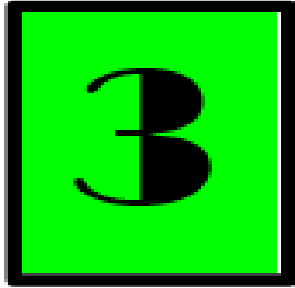


You have 10 seconds to individually write the revised title for Step 3 and the features it offers to support ELAR Instruction.

Now turn to a partner and compare lists and add as needed.



STEP 3



www.teksguide.org

Utilize www.teksguide.org to:

- Explore the TEKS Overview to determine how to assess proficiency of the Student Expectation.
- To review Vertical Alignment to understand grade level expectations.
- Review SE Specific and Related Resources
- Review correlated TEKS video , if available

Identify the Learning Target for each concept:

- Write a learning target in *student friendly language* to meet 2017 Student Expectation.
- Identify/create the Language Objective (ELPS) that correlates with each concept.



STEP 4

4

You have 10 seconds to individually write the title and a summary of Step 4 of the Revised Planning Protocol Document.

Now turn to a partner and discuss.



STEP 4

4

Instructional Planning & Resources

Develop lessons that include:

- TEKS that will be taught and tested (Planning Protocol Steps 1-3)
- A variety of short, frequent formative assessments
- The components of bell to bell instruction for 90 min. ELA Block
- Strategies and guiding questions that promote critical thinking and student engagement

Resources:

- Utilize ELA Adoption



STEP 5

5

*Support all
Learners*

**You have 10 seconds to answer the following questions :
Who are we differentiating for? How are we differentiating?**

Now turn to a partner and discuss.



STEP 5

5

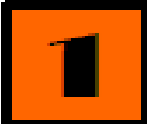

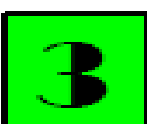
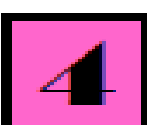
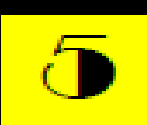
*Support all
Learners*

Plan for Differentiation by:

- Determining difficulties students may have and plan strategically to successfully meet individual student needs.
- Utilizing accessibility features and designated supports as allowed.
- Determining how students will be grouped for instruction based on student performance data.



SFDR-CISD Planning Protocol ELAR 6-8

	<p>District Planning Documents & STAAR</p>	<p>Utilize the District Planning Documents and TEA STAAR Assessed Curriculum:</p> <ul style="list-style-type: none"> Identify TEKS eligible for assessment Analyze the 2017 TEKS Student Expectation Identify the number of questions per Reporting Category (TEA Blueprint)
	<p>Scope and Sequence Side by Side TEKS Guide ELPS</p>	<p>Utilize the Unit Scope and Sequence to:</p> <ul style="list-style-type: none"> Determine the TEKS eligible for assessment that will be taught and the suggested time for instructional delivery. To develop a logical sequence and time frame for teaching Make adjustments to the roadmap (based on campus calendar) <p>Utilizing the Side by Side TEKS Guide:</p> <ul style="list-style-type: none"> To analyze the cognitive and content change. <p>Understand that Language Objectives (ELPS) correspond to Learning Targets:</p> <ul style="list-style-type: none"> Must be implemented as an integral part of the lesson. Important for ALL learners.
	<p>www.teksguide.org</p>	<p>Utilize www.teksguide.org to:</p> <ul style="list-style-type: none"> Explore the TEKS Overview to determine how to assess proficiency of the Student Expectation. To review Vertical Alignment to understand grade level expectations. Review SE Specific and Related Resources Review correlated TEKS video, if available <p>Identify the Learning Target for each concept:</p> <ul style="list-style-type: none"> Write a learning target in student-friendly language to meet 2017 Student Expectation. Identify/create the Language Objective (ELPS) that correlates with each concept.
	<p>Instructional Planning & Resources</p>	<p>Develop lessons that include:</p> <ul style="list-style-type: none"> TEKS that will be taught and tested (Planning Protocol Steps 1-3) A variety of short, frequent formative assessments The components of bell to bell instruction for 90 min. ELA Block Strategies and guiding questions that promote critical thinking and student engagement <p>Resources:</p> <ul style="list-style-type: none"> Utilize ELA Adoption
	<p>Support all Learners</p>	<p>Plan for Differentiation by:</p> <ul style="list-style-type: none"> Determining difficulties students may have and plan strategically to successfully meet individual student needs. Utilizing accessibility features and designated supports as allowed. Determining how students will be grouped for instruction based on student performance data.

How does Planning Protocol
impact instructional practices in
our classroom ?



Planning Protocol Gallery Walk

- Collaborative Groups:
6th, 7th and 8th Grade Teachers in a group
- As a group , you will move around the room adding discussion questions that would guide conversations during an effective Planning Protocol session.
- You will rotate as a group when the timer goes off.
- Select a spokesperson for the group.



<https://www.online-stopwatch.com/countdown-timer/>



Showcase



TIME FOR A
BREAK



Data Review



Domain 2

STAAR READING

Performance Levels	2018-2019	2019-2020
Approaches	68%	Spring 2020
Meets	39%	Spring 2020
Masters	23%	Spring 2020

Performance Levels	2018-2019	2019-2020
Approaches	66%	Spring 2020
Meets	33%	Spring 2020
Masters	14%	Spring 2020

Performance Levels	2018-2019	2019-2020
Approaches	79%	Spring 2020
Meets	38%	Spring 2020
Masters	15%	Spring 2020



TEKS Eligible for Assessment

Student Performance 2019 STAAR Reading



Grade Level	2019 READING STAAR 2009 SE	STAAR Assessed Curriculum 2017 SE	Mastery
6 th	6.2B	6.2B	68%
7 th	7.2B	7.2B	77%
8 th	8.2B	8.2B	67%

Grade Level	2019 READING STAAR 2009 SE	STAAR Assessed Curriculum 2017 SE	Mastery
6 th	6.2E	6.2A	69%
7 th	7.2E	7.2B	80%
8 th	8.2E	8.2B	69%

Grade Level	2019 READING STAAR 2009 SE	STAAR Assessed Curriculum 2017 SE	Mastery
6 th	6.6A	6.7C	42%
7 th	7.6A	7.2B	62%
8 th	8.6A	8.2B	67%

Grade Level	2019 READING STAAR 2009 SE	STAAR Assessed Curriculum 2017 SE	Mastery
6 th	Fig. 19E	6.6D	49%
7 th	Fig. 19E	7.2B	70%
8 th	Fig. 19E	8.2B	54%



Grade Level	2019 READING STAAR 2009 SE	STAAR Assessed Curriculum 2017 SE	Mastery
6 th	6.10	6.6D	55%
7 th	7.10	7.6D	55%
8 th	8.10	8.6D	47%

Grade Level	2019 READING STAAR 2009 SE	STAAR Assessed Curriculum 2017 SE	Mastery
6 th	6.10A	6.6D	60%
7 th	7.10A	7.6D	62%
8 th	8.10A	8.6D	63%

Grade Level	2019 READING STAAR 2009 SE	STAAR Assessed Curriculum 2017 SE	Mastery
6 th	6.10C	6.8Diii	66%
7 th	7.10C	7.8Diii	61%
8 th	8.10C	8.8Diii	42%

Grade Level	2019 READING STAAR 2009 SE	STAAR Assessed Curriculum 2017 SE	Mastery
6 th	6.10D	6.5E	66%
7 th	7.10D	7.5E	62%
8 th	8.10D	8.5E	57%



Vertical Alignment



Vertical Alignment Goals

- ▶ Focus on Learning and Results.
- ▶ Increase achievement for all students.
- ▶ Improve communication between grade levels .



ELA.6.2.B

use context such as definition, analogy, and examples to clarify the meaning of words; and

ELA.7.2.B


use context such as contrast or cause and effect to clarify the meaning of words; and

ELA.8.2.B

use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words; and



Context Clues 6.2B, 7.2B and 8.2B

TEKS	Alignment	Instructional Practices
6.2B	Use context as definition, analogy and examples to clarify meaning of words	
7.2B	Use context as definition, analogy, examples and use context contrast or cause or effect to clarify meaning of words	
8.2B	Use context as definition, analogy, examples, contrast or cause or effect and use context beyond or within a paragraph to clarify the meaning of words.	 The logo for San Felipe del Rio Consolidated I.S.D. is located in the bottom right corner of the table. It features a circular emblem with the letters 'SFDR' in the center, surrounded by the text 'SAN FELIPE DEL RIO' at the top and 'CONSOLIDATED I.S.D.' at the bottom. The emblem is set against a white background with a blue outline.

Creative Planning

➤ Collaborative Groups

- 6th, 7th and 8th Grade Teachers

➤ Analyze assigned TEKS

- Alignment - www.teksguide.org
- Discuss Instructional Practices that impact all Learners
- Laptops are available for each group

➤ Group Presentations

- The representative from each grade level will share information pertaining to their content .



<https://www.online-stopwatch.com/countdown-timer/>



Showcase



12:00 p.m. - 1:30 p.m.

TIME FOR LUNCH



Welcome Back!



Kahoot!

<https://create.kahoot.it/share/elar-review/dbd0c5e8-b177-47ee-8abf-814147e6dc13>



District Assessments



District Assessments

- ▶ Are our District Assessments align to the TEA STAAR Assessed Curriculum ?
- ▶ What tool can we use to review our District Assessments?



www.teksguide.org

▶ Assessment

Frequency Distribution Chart - lead4ward

▶ Questions displayed per Standard by year

Investigating the Question- lead4ward

▶ Questions Stems by TEKS



Frequency Distribution: Grade 6 Reading (new TEKS side-by-side)

Questions per Standard by Year (STAAR)

Readiness Standards

2017 TEKS	2009 TEKS	STAAR								Total
		2012	2013	2014	2015	2016	2017	2018	2019	
6.2(C)	6.2(A)	1	0	2	0	1	1	1	1	7
6.2(B)	6.2(B)	5	3	3	5	4	1	2	1	24
6.2(A)	6.2(E)	1	3	1	1	1	2	1	2	12
6.7(C)	6.6(A)	3	2	3	3	2	1	2	1	17
6.9(D)	6.8(A)	0	1	2	1	2	1	1	1	9
6.6(D), 6.8(D) (i)	6.10(A)	4	3	4	2	5	3	4	3	28
6.8(D) (iii)	6.10(C)	4	3	2	2	0	2	2	1	16
6.5(E), 6.5(H)	6.10(D)	2	1	2	3	1	3	1	2	15

Supporting Standards

2017 TEKS	2009 TEKS	STAAR								Total
		2012	2013	2014	2015	2016	2017	2018	2019	
6.7(D)	6.3(C)	0	0	0	0	0	0	0	0	0
	6.7(A)	0	0	0	0	0	0	0	0	0
6.9(A)	6.9(A)	0	0	0	0	0	0	0	0	0
	6.11(A)	0	0	0	0	0	0	0	0	0
6.7(A)	6.3(A)	1	1	0	0	0	0	2	1	5
6.8(C)	6.5	<i>tested with Figure 19(D)</i>								
	6.6(B)	0	0	0	0	0	0	1	0	1
6.9(E)	6.6(C)	0	1	0	1	1	1	1	0	5
	6.10(B)	2	2	0	0	0	1	0	0	5
6.9(D)	6.4(A)	1	1	0	2	2	1	1	0	8
	6.11(B)	0	0	0	0	1	0	0	0	1
6.8(A)	6.3(B)	0	0	0	0	0	0	0	0	0
6.9(A)	6.13(A)	1	1	0	1	0	0	0	0	3
	6.13(B)	0	0	0	0	0	0	0	0	0
6.9(C)	6.12(B)	1	0	0	0	0	1	1	1	4

Figure 19

2017 TEKS	2009 TEKS	STAAR								Total
		2012	2013	2014	2015	2016	2017	2018	2019	
	6.6 Fig.19(D)	3	4	4	3	3	2	2	1	23
	6.10 Fig.19(D)	3	3	1	5	2	2	4	4	23
	6.4 Fig.19(D)	4	5	3	2	2	3	4	4	25
	6.5 Fig.19(D)	0	4	0	0	0	3	0	0	7
	6.7 Fig.19(D)	4	0	3	5	0	0	0	5	21
	6.11 Fig.19(D)	0	4	0	4	0	0	0	0	8
	6.3 Fig.19(D)	1	0	1	1	2	2	1	1	9
	6.8 Fig.19(D)	0	1	0	1	2	1	2	2	8
	6.13 Fig.19(D) [2]	0	0	1	0	0	0	0	0	2
	6.9 Fig.19(D)	2	3	2	3	1	2	2	2	16
	6.12 Fig.19(D)	0	0	0	1	0	0	0	0	1
	6.13 Fig.19(D) [3]	0	1	2	1	2	1	0	2	9
6.5(F), 6.6(C)	Figure 19(D) - Across All	5	19	24	20	23	15	14	21	152
	6.6 Fig.19(E)	1	1	0	1	1	1	1	1	7
	6.10 Fig.19(E)	2	0	1	0	1	1	1	0	6
	6.4 Fig.19(E)	0	0	0	0	0	0	0	0	0
	6.5 Fig.19(E)	0	1	0	0	0	1	0	0	2
	6.7 Fig.19(E)	0	0	1	0	0	0	0	0	2
	6.11 Fig.19(E)	0	0	0	0	0	0	0	0	0
6.6(D)	Figure 19(E) - Across All	3	3	1	3	1	3	2	1	17
6.5(E)	6.19(F)	4	4	4	4	4	4	4	4	31

48 questions 2012-2016
 40 questions 2017-2019
<http://www.tea.state.tx.us/student-assessment/staar/exptested/>

Frequency Distribution Chart - lead4ward

- ▶ Item Counts by Sub cluster



STAAR Frequency Distribution: Grade 8 Reading

Item Counts by Subcluster

Instructional Component — Cluster subcluster	2017 TEKS	2009 TEKS	item counts								TOTAL
			STAAR								
			2012	2013	2014	2015	2016	2017	2018	2019	
Word Study — Foundational Language Skills											
Vocabulary	8.2(A)	8.2(E)	2	0	0	1	2	0	1	1	7
	8.2(C)	8.2(A)	0	2	1	1	1	1	1	0	7
Shared Reading — Reading											
Tools to Know: Reading Process											
	8.2(B)	8.2(B)	3	3	4	3	2	3	1	3	22
Tools to Know: Comprehension	8.5(E)	Figure 19(F)	5	5	5	5	5	4	5	4	38
	8.5(E)	8.9(A)	0	0	0	0	0	0	0	0	0
	8.5(E), 8.5(H)	8.10(D)	2	3	2	2	1	1	1	2	14
	8.5(F), 8.6(C), 8.9(A)	Figure 19(D)	<i>item counts included in Response Skills</i>								
Ways to Show: Thinking about Meaning	8.7(A)	8.3(A)	0	0	0	0	0	0	0	0	0
	8.7(B)	8.6(B)	1	3	2	1	3	1	2	0	13
	8.7(C)	8.6(A)	2	3	4	2	4	3	2	1	21
	8.7(D)	8.3(C)	0	0	0	0	0	1	0	0	1
	8.8(B)	8.4(A)	0	0	2	0	0	0	0	0	2
	8.6(D), 8.8(D) (i)	8.10(A)	6	4	4	7	2	3	5	6	37
	8.8(D) (iii)	8.10(C)	5	3	1	1	1	2	2	3	18
	8.5(F), 8.6(C), 8.9(A)	Figure 19(D)	<i>item counts included in Response Skills</i>								
Author's Craft: Thinking about the Writing	8.9(C)	8.12(B)	1	1	0	0	0	0	1	0	3
	8.9(C)	8.13(A)	0	0	0	0	0	0	0	0	0
	8.9(D)	8.8(A)	1	4	0	2	1	1	1	2	12
	8.9(E)	8.6(C)	1	0	1	1	1	0	2	0	6
Response Skills*	8.5(F), 8.6(C), 8.9(A)	Figure 19(D)	14	18	21	23	21	22	17	19	155
	8.6(D)	Figure 19(E)	7	1	2	2	2	2	2	3	21
	8.6(D), 8.8(D) (i)	8.10(A)	<i>item counts included in Ways to Show: Thinking about Meaning</i>								

Note: refer to the lead4ward Reading TEKS Snapshots for bundling of Student Expectations within Instructional Components, Clusters, and subclusters

* Response Skills applied with Shared Reading

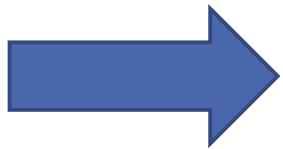
Let's Practice



6th Grade- 4th SW Exam

- 2 The organizational pattern the speaker mainly uses in paragraph 2 is —
- A cause and effect
 - B advantages and disadvantages
 - C definition
 - D classification

6.8(D)(iii)
6.10C



2012 to 2019
16 times



Review
Question
Stem



Investigating
the Question
Document

6th Grade- 4th SW Exam

The organizational pattern the speaker mainly uses in paragraph 2 is —

- A cause and effect
- B advantages and disadvantages
- C definition
- D classification

The organizational pattern the speaker mainly uses in paragraph 2 is —

- A to show the effects of how playing team sports helps build relationships with others.
- B to explore the advantages and disadvantages of how playing team sports helps build relationships with others.
- C to explain the meaning of team sports and how it helps build relationships with others.
- D to classify team sports and how it helps build relationships with others.

7th Grade- 2nd Semester Exam

24. Why does the playwright include the sensory language in paragraph 43?

- F.** To show the reader that Lonnie is overreacting to the situation
- G.** To allow the reader to better visualize the style of the haircut
- H.** To help the reader understand how distraught Lonnie feels
- J.** To tell the reader that Lonnie puts a lot of thought into her hairstyle

7.8A
7.3B



2012 to 2019
Not Tested



Review
Question
Stem



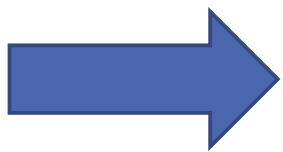
Investigating
the Question
Document

8th Grade- 2nd Semester Exam

2 Which sentence marks the story's turning point?

- F *One afternoon Jimmy Valentine and his suitcase climbed out of the mail-hack in Elmore, a little town five miles off the railroad down in the blackjack country of Arkansas.*
- G *Jimmy Valentine looked into her eyes, forgot what he was, and became another man.*
- H *Jimmy went to the Planters' Hotel, registered as Ralph D. Spencer, and engaged a room.*
- J *At the end of a year the situation of Mr. Ralph Spencer was this: he had won the respect of the community, his shoe store was flourishing, and he and Annabel were engaged to be married in two weeks.*

8.7C
8.6A



2012 to 2019
21 times



Review
Question
Stem



Investigating
the Question
Document

Grade Level Activity

- **Work Collaboratively as an ELA Team by Grade Level**
- **Participate in a Planning Protocol Session led by ELA Dept. Head**
- **Follow 5 Step Planning Protocol Document - Focus Step 4**
- **Utilize STAAR Assessed Curriculum and Frequency Distribution Chart**
- **Verify District Assessment correlates with 2019-2020 TEKS Eligible for Assessment**
- **Modify Exam Questions, if needed**



Questions



**DEAR FRIDAY,
I LOVE YOU.
SINCERELY,
A TIRED TEACHER**

