

## What's your purpose for teaching – APPLY or ANALYZE?

*"I want my students to students to..."*

Compare similarities and differences with explanations

Classify information based on attributes

Rehearse processes and skills

Revise for improvement and correction

Develop support for assertions and claims

Abstract information to make generalizations and patterns

Infer unknown concepts, principles or generalizations

Use concepts, principles or generalizations to infer unknown conclusions

Analyze theirs or others' work for errors in thinking

Analyze multiple perspectives and the logic of perspectives

RESULT OF LEARNING

*"So my learning objective could be..."*

Contrast details to find the differences between interactions

Classify the features of interactions to create groups

Execute steps of a well-structured text-based analysis

Edit details of the explanation to correct analysis

Illustrate information with text-based claims to explain

Find coherence in the details to create a generalization

Use details to infer a generalization about interactions

Integrate elements of concepts to draw conclusions about interactions

Analyze the elements of the explanation to identify faulty thinking

Discriminate features of multiple ideas to present the logic of thought

SAMPLE OBJECTIVE STEMS

*"I could organize the order of the lesson like this..."*

1. Help students understand the appropriate cognitive process (compare, contrast, classify, rehearse, revise, develop support, abstract, induce, deduce, analyze)
2. Provide visual instructions for executing the appropriate process (the visual instructions could ensure independence and supports diverse learners)
3. Allow students to practice using the appropriate process with the content (interactions between individuals, events and/or ideas in the text)
4. Support students with executing the process (coach/facilitate understanding while students work independently or with peers)
5. Allow students to visually present the results of the process (supports diverse learners and demonstrates learning)
6. Ask students to reflect on the process to share their insights (deepen students' learning)

ORDER OF LEARNING

*"And the evidence of learning will be..."*



The Differences



The Groups



The Written Analysis



The Revised Explanation



The Text-based Claims



The Generalization



The Generalization



The Conclusion



The Identified Errors



The Elements of Thought

EVIDENCE OF LEARNING