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Teacher Training on the Revised ELA Standards

ELA 6-8

TN

Welcome & Introductions

Agenda Day 1

Time	Content
8–11:15 (includes break)	Part 1: The Standards • M1: Standards Review Process • M2: TN Academic Standards • M3: ELA Strand Design
11:15–12:30	Lunch (on your own)
12:30–4:00 (includes break)	Part 2: Diving into the Standards • M4: Know-Do-Understand Part 3: Instructional Shifts • M5: Role of Text • M6: Text Complexity

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Agenda Day 2

Time	Content
8–11:15 (includes break)	Part 4: Assessment & Instructional Materials • M7: Connecting Standards and Assessment
11:15–12:30	Lunch (on your own)
12:30–4:00 (includes break)	• M8: Evaluating Instructional Materials Part 5: Putting it All Together • M9: Instructional Planning

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Norms

- Keep students at the center.

- Be present and engaged.

- Be reflective and solutions oriented.

- Challenge ideas with respect.

- Monitor airtime.

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Introductions

- Make a name tent
  - Top left corner: # of ★ = how many years you have taught
  - Top right corner: where you're from
  - Bottom left corner: your favorite hobby
  - Bottom right corner: the name of a student who inspires you to learn and improve

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Today's Goals

- Learn about the standards review process.

- Review overarching revisions to the ELA standards.

- Discuss and reflect on how the five ELA standards work together to support literacy development.

- Analyze standards and determine what students need to know and do to demonstrate understanding.

- Discuss the role of text and text complexity in the ELA classroom.

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Appointments with Peers

- Create an appointment with four fellow participants by having them sign your manual.

- Participant partners will meet together during the training to discuss content.

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Key Ideas

Strong Standards	High Expectations
Instructional Shifts	Aligned Materials and Assessments

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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.

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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.

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Part 1: The Standards

Key Ideas

Strong Standards

High Expectations

Instructional Shifts

Aligned Materials and Assessments

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Module 1: Standards Review Process

Standards Review Process

Public Comment Period – November 2014

Educator Advisory Teams Review – April 2015

Standards Review and Development Committee – Fall 2015

Revised Standards Released for Public Comment – October 2015

Standards Recommendation Committee – January 2016

State Board of Education Approval – April 2016

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Educator Advisory Team Members

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Standards and Assessment Timeline

Subject	Standards Proposed to State Board for Final Read	LEAs: New Standards in Classrooms	Aligned Assessment
Math	April 2016	2017-18	2017-18
ELA	April 2016	2017-18	2017-18
Science	October 2016	2018-19	2018-19
Social Studies	July 2017	2019-20	2019-20

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Standards Revision Key Points

- The instructional shifts remain the same and are still the focus of the standards.

- The revised standards represent a stronger foundation that will support the progression of rigorous standards throughout the grade levels.

- The revised standards improve connections:

  – within a single grade level, and

  – between multiple grade levels.

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Turn & Talk

- What is your role in ensuring that all students are college and career ready?

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Module 2:
Tennessee ELA
Academic Standards

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Goals

- Reinforce the continued expectations of the Tennessee English language arts academic standards.

- Revisit the three instructional shifts and their continued *and* connected role in the revised standards.

- Review the overarching changes of the revised Tennessee English language arts academic standards.

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Exploring the Standards

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Turn & Talk

- Discuss your observations with your table partners.

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Setting the Stage

- Read and annotate the *General Introduction* to the Tennessee ELA Standards (pages 2–3).

- After reading and annotating the two parts, write the most important sentence or phrase in your manual on page #.

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What Has <u>Not</u> Changed

The Focus on the Student

Focus of the Three 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

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The Focus of Progression of Skill Building

K–5 The standards lay a solid foundation for reading and writing.

6–8 The standards reinforce this foundation while increasing the complexity of texts and tasks.

9–12 The standards build on sophistication and style.

What <u>Has</u> Changed

Revisions to ELA Standards

Specific to K–5

- New foundational literacy strand in which the foundational standards are embedded

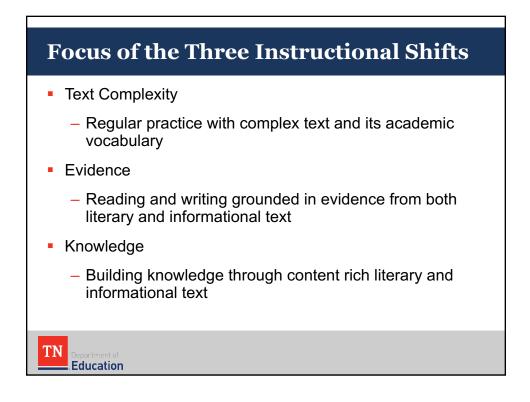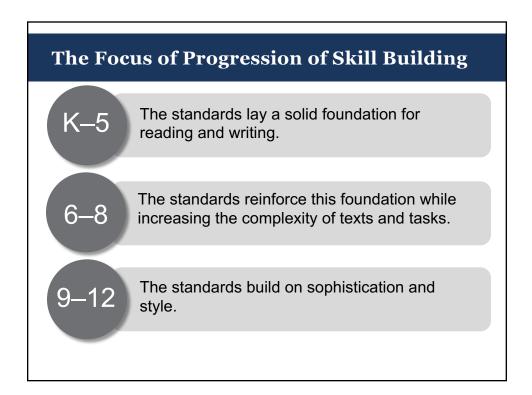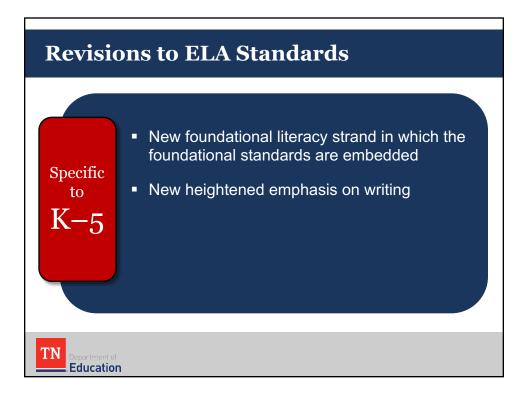- New heightened emphasis on writing

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Foundational Literacy

Previous K–5 Standards

Foundational Skills Standards
- Print concepts
- Phonological awareness
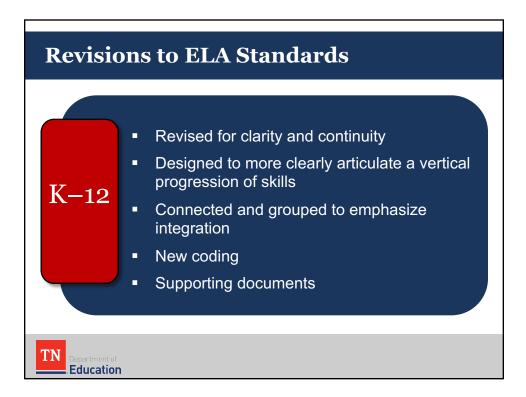- Phonics and word recognition
- Fluency

Language Standards
- Conventions of standard English
- Knowledge of language
- Vocabulary

Current K–5 Standards

Foundational Literacy Standards
- Print concepts
- Phonological awareness
- Phonics and word recognition
- Word composition
- Fluency
- Sentence composition
- Vocabulary acquisition

The standards should be taught in <u>integration</u>, not isolation.

Revisions to ELA Standards

K–12

- Revised for clarity and continuity
- Designed to more clearly articulate a vertical progression of skills
- Connected and grouped to emphasize integration
- New coding
- Supporting documents
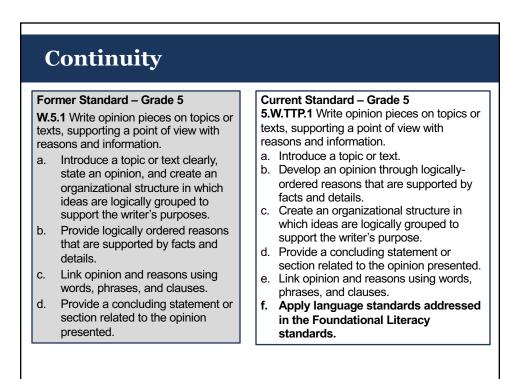
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Clarity

Former Standard

RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

Current Standard

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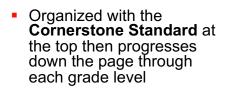
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Continuity

Former Standard – Grade 5	Current Standard – Grade 5
W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purposes. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses. d. Provide a concluding statement or section related to the opinion presented.	**5.W.TTP.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text. b. Develop an opinion through logically-ordered reasons that are supported by facts and details. c. Create an organizational structure in which ideas are logically grouped to support the writer's purpose. d. Provide a concluding statement or section related to the opinion presented. e. Link opinion and reasons using words, phrases, and clauses. **f. Apply language standards addressed in the Foundational Literacy standards.**

Vertical Progression of Skills

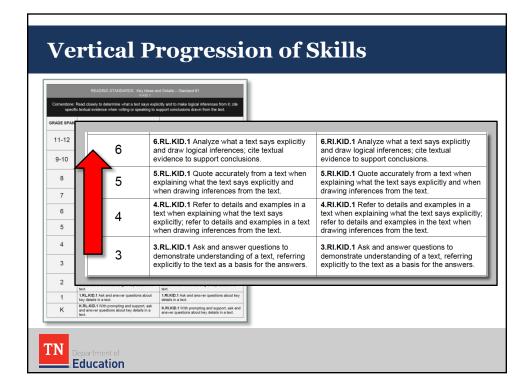| WRITING STANDARDS: Production and Distribution of Writing – Standard #4 W.PDW.4 |
|---|
| Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. |

GRADE SPAN	STANDARDS
11-12	**11-12.W.PDW.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
9-10	**9-10.W.PDW.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
8	**8.W.PDW.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
7	**7.W.PDW.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
6	**6.W.PDW.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
5	**5.W.PDW.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
4	**4.W.PDW.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
3	**3.W.PDW.4** With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
2	**2.W.PDW.4** With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
1	**1.W.PDW.4** With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
K	**K.W.PDW.4** With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

- Organized with the **Cornerstone Standard** at the top then progresses down the page through each grade level

- Makes it easy to see how each standard **builds** throughout the grade levels

- Uses consistent **language and terminology** throughout grade levels

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Vertical Progression of Skills

READING STANDARDS: Key Ideas and Details – Standard #1 R.KID.1
Cornerstone: Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

	RL.KID.1	RI.KID.1
6	**6.RL.KID.1** Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.	**6.RI.KID.1** Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.
5	**5.RL.KID.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	**5.RI.KID.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
4	**4.RL.KID.1** Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.	**4.RI.KID.1** Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in the text when drawing inferences from the text.
3	**3.RL.KID.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.	**3.RI.KID.1** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.
1	**1.RL.KID.1** Ask and answer questions about key details in a text.	**1.RI.KID.1** Ask and answer questions about key details in a text.
K	**K.RL.KID.1** With prompting and support, ask and answer questions about key details in a text.	**K.RI.KID.1** With prompting and support, ask and answer questions about key details in a text.

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Connected and Grouped

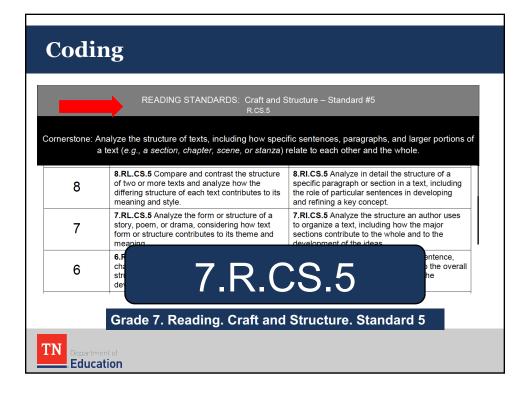- The **Reading Standards** for both literature and informational text are now organized to appear **side-by-side**.

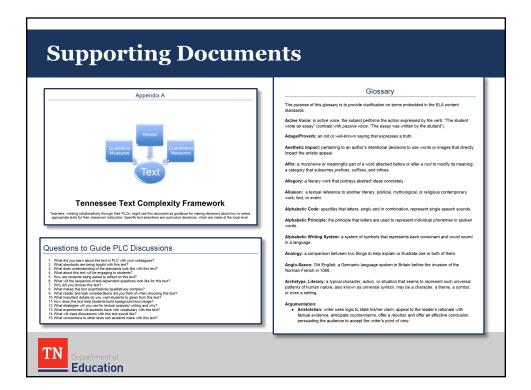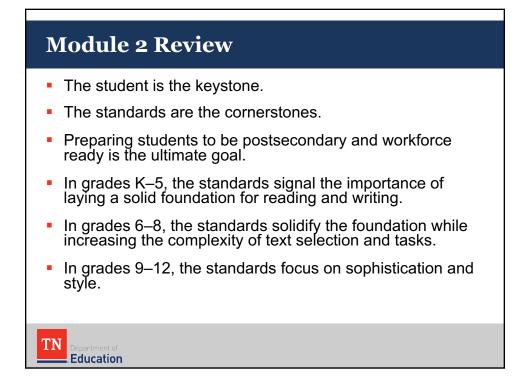- Educators can **make connections** when selecting literary and informational text for instruction.

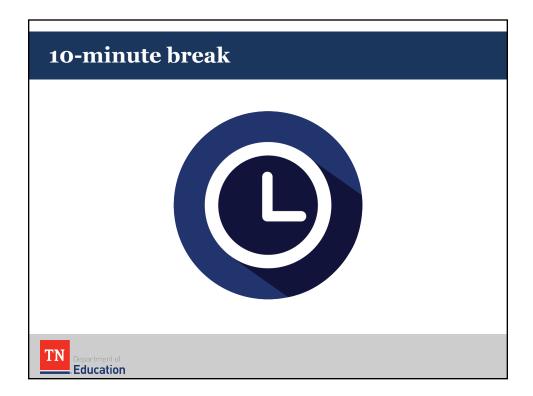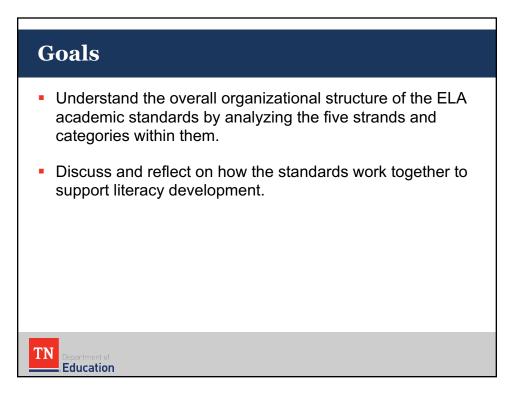
Connected and Grouped

- The **Speaking and Listening Standards** emphasize integration and include a separate column linking standards from the four other strands for planning purposes.

Coding

READING STANDARDS: Craft and Structure – Standard #5
R.CS.5

Cornerstone: Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (*e.g., a section, chapter, scene, or stanza*) relate to each other and the whole.

8	**8.RL.CS.5** Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	**8.RI.CS.5** Analyze in detail the structure of a specific paragraph or section in a text, including the role of particular sentences in developing and refining a key concept.
7	**7.RL.CS.5** Analyze the form or structure of a story, poem, or drama, considering how text form or structure contributes to its theme and meaning.	**7.RI.CS.5** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
6	6.R... cha... str... de...	...entence, ...to the overall ...he

7.R.CS.5

Grade 7. Reading. Craft and Structure. Standard 5

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Supporting Documents

Appendix A

Reader

Qualitative Measures — Quantitative Measures

Text

Tennessee Text Complexity Framework

Teachers, working collaboratively through their PLCs, might use this document as guidance for making decisions about how to select appropriate texts for their classroom instruction. Specific text selections are curriculum decisions, which are made at the local level.

Questions to Guide PLC Discussions

1. What did you learn about this text in PLC with your colleagues?
2. What standards are being taught with this text?
3. What does understanding of the standards look like with this text?
4. What about this text will be engaging to students?
5. How are students being asked to reflect on this text?
6. What will the sequence of text-dependent questions look like for this text?
7. Why did you choose this text?
8. What makes this text quantitatively/qualitatively complex?
9. What reader and task considerations did you think of when choosing this text?
10. What important details do you want students to glean from this text?
11. How does this text help students build background knowledge?
12. What strategies will you use for textual analysis/ writing and why?
13. What experiences will students have with vocabulary with this text?
14. What will class discussions with this text sound like?
15. What connections to other texts can students make with this text?

Glossary

The purpose of this glossary is to provide clarification on terms embedded in the ELA content standards.

Active Voice: in *active voice*, the subject performs the action expressed by the verb: "The student wrote an essay" (contrast with *passive voice*: "The essay was written by the student").

Adage/Proverb: an old or well-known saying that expresses a truth.

Aesthetic Impact: pertaining to an author's intentional decisions to use words or images that directly impact the artistic appeal.

Affix: a *morpheme* or meaningful part of a word attached before or after a *root* to modify its meaning; a category that subsumes *prefixes*, *suffixes*, and infixes.

Allegory: a literary work that portrays abstract ideas concretely.

Allusion: a textual reference to another literary, political, mythological, or religious contemporary work, text, or event.

Alphabetic Code: specifies that letters, singly and in combination, represent single speech sounds.

Alphabetic Principle: the principle that letters are used to represent individual *phonemes* in spoken words.

Alphabetic Writing System: a system of symbols that represents each consonant and vowel sound in a language.

Analogy: a comparison between two things to help explain or illustrate one or both of them.

Anglo-Saxon: Old English; a Germanic language spoken in Britain before the invasion of the Norman French in 1066.

Archetype, Literary: a typical character, action, or situation that seems to represent such universal patterns of human nature; also known as universal symbol, may be a character, a theme, a symbol, or even a setting.

Argumentation:
- **Aristotelian:** writer uses logic to state his/her *claim*, appeal to the reader's rationale with factual *evidence*, anticipate *counterclaims*, offer a *rebuttal*, and offer an effective conclusion persuading the audience to accept the writer's *point of view*.

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Module 2 Review

- The student is the keystone.

- The standards are the cornerstones.

- Preparing students to be postsecondary and workforce ready is the ultimate goal.

- In grades K–5, the standards signal the importance of laying a solid foundation for reading and writing.

- In grades 6–8, the standards solidify the foundation while increasing the complexity of text selection and tasks.

- In grades 9–12, the standards focus on sophistication and style.

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10-minute break

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Module 3:
ELA Strand Design

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Goals

- Understand the overall organizational structure of the ELA academic standards by analyzing the five strands and categories within them.

- Discuss and reflect on how the standards work together to support literacy development.

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TN ELA Academic Standards: Five Strands

1 K–5 Foundational Literacy

2 6–12 Language

3 K–12 Reading (Literature & Informational text)

4 K–12 Speaking and Listening

5 K–12 Writing

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Five Strands Jigsaw

- One group per strand

- Read and highlight key information

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Five Strands Jigsaw

- Number off 1 – 5
  - 1 – Foundational Literacy (pp. 4-5)
  - 2 – Language (p. 17)
  - 3 – Reading (p.25)
  - 4 – Speaking and Listening (p. 40)
  - 5 – Writing (p. 49)
- Read & highlight key information
- Complete the Z chart

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Z Chart

Title the chart.

List the three most important points.

Create a graphic that illustrates a central idea.

Choose one powerful quotation from the text.

Five Strands Stop and Swap

- Divide jigsaw groups among the Z Charts – one of each number at each Z Chart. This group is your *Stop and Swap* group

- Report on your Z Chart to your *Stop and Swap* group

- Rotate (Swap) to next Z Chart and Repeat

- Continue process until you have rotated back to your starting point

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Foundational Literacy Key Takeaways

- Our former standards separately list the **foundational skills** and **language**. This leads to instructional practices that isolate these skills instead of **integrating** them.

- The most noticeable revision in the revised standards occurs with the **compilation** of foundational skills and language into the **Foundational Literacy Standards**.

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Language Key Takeaways

- The revised Language 6–12 standards **build directly on the foundational literacy** standards while **expanding** on vocabulary, syntax, conventions, and command of the English language.

- In the middle grades, the standards **solidify the foundation** and give students the space to think flexibly about communication.

- In high school, students focus on **understanding the nuances** of language while building sophistication and style needed for post-secondary readiness.

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Reading Key Takeaways

- In the **elementary** grades, **reading** is embedded in the **foundational skills**.

- In the **middle** grades, the focus is on solidifying the reading foundation while **building stamina** with increasingly **complex text**.

- In **high school,** the focus is on the ability to recognize and analyze **archetypal patterns**, **nuances of language**, and **inter-textual connections**.

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The Importance of Speaking & Listening

Students' oral language serves as a bridge to building reading comprehension.

LC = Listening Comprehension
RC = Reading Comprehension

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Speaking & Listening Key Takeaways

- The Speaking and Listening standards **serve as a bridge** between reading and writing skills.

- Speaking and listening skills **aid in reading comprehension** and encourage engagement with texts and ideas.

- Effective **speaking and listening skills are necessary** in today's job market.

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Writing Key Takeaways

- Students understand better what they read **when they write** about it.

- **Writing is an avenue** students can use to explore who they are and to influence others.

- Effective **written communication skills are necessary** in today's job market.

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Appointments with Peers

| 1 | 2 |
| 3 | 4 |

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Module 3 Review

- The overall organizational structure of the ELA Academic Standards remains the same.

- All standards are organized under one of five strands: K–5 Foundational Literacy, 6–12 Language, K–12 Reading for both literature and information text, K–12 Speaking and Listening, and K–12 Writing.

- Each strand is broken down into categories to assist in clarity and the ease of integration within and among standards.

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Part One

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.

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Lunch Break: 1 hour 15 minutes

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Please Sign-In!

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Brainstorming Carousel

- What does each stakeholder need to know?
  - Parent
  - Teacher
  - Admin
  - Students
  - Community

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Part 2:
Diving into the Standards

Key Idea

Strong Standards	High Expectations
Instructional Shifts	Aligned Materials and Assessments

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Module 4: A Deeper Dive into 6-8 ELA

Goals

- Determine the English Language Arts and Literacy goals in order to guide planning, assessment and instruction

- Develop a means for deconstructing standards to help guide planning, assessment, and instruction

- Determine what students need to know, understand, and do within the standards

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Decision: The Expected Results

- What standards are we teaching?

- What do students need to know, understand, and do (KUD)?

- What are the essential questions?

- What should instruction and assessment look like?

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6.RL.KID.2 and 7.R.KID.2

Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.

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8.RL.KID.2

Determine a theme or central idea of a text and analyze its development over the course of the text **including its relationship to the characters, setting, and plot**; provide an objective summary.

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What do students need to KNOW?

- Analyze…

  – what students need to **KNOW** (facts, vocabulary).

- Record your information on the chart.

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What do students need to KNOW?

Determine a **theme** or **central idea** of a text and analyze its **development** over the course of the text; provide an **objective summary**.

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What is a theme?

- A **theme** is an implicit, recurrent idea or motif; author's message. It may be a lesson about life that can be widely applicable to *many* situations.

- Consider Charlotte's Web by E.B. White

  – In this beloved book, a theme might be "Friendship can endure challenges" or "Friendship often requires privileges as well as responsibilities."

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What is a central idea?

- A **central idea** is the *focused* idea of a specific text.

- Consider Charlotte's Web by E.B. White

  – The central idea of Charlotte's Web is something more akin to "Charlotte and Wilbur forge an unlikely friendship which ultimately saves Wilbur's life."

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What is development?

- The techniques the author uses to express and convey the implicit, recurrent messages and ideas in a text.

- Consider Charlotte's Web by E.B. White

  – Central idea: Charlotte saves Wilbur's life.

  – Development through plot events: Charlotte's weaving continuous praises for Wilbur in her web for the humans to see.

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What is an objective summary?

- A conveying of the main ideas of a text (or part of a text) that remains neutral and unbiased (does not convey the writer's opinion).

- Consider Charlotte's Web. By E.B. White

  – "After having his life spared by Fern, pet-pig Wilbur grows up in uncle Zuckerman's barn where he meets a spider named Charlotte who becomes his friend and ultimately saves his life."

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What do students need to DO?

- Analyze…

  - what students need to be able to **DO** (skills, tasks) to demonstrate mastery.

- Record your information on the chart.

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What do students need to DO?

Determine a theme or central idea of a text and **analyze** its development over the course of the text; **provide** an objective summary.

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What does is mean for students to *determine?*

- To **discover** and **synthesize** based on the text.

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What does it mean for students to *analyze?*

- To look **closely** and **critically** at the small parts of a text to see how they affect the whole.

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What does it mean for students to *provide?*

- To **supply** or **generate** a thought or idea.

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What else is important?

Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.

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Conjunctions and Punctuation

Determine a theme **or** central idea of a text **and** analyze its development over the course of the text**;** provide an objective summary.

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What do students need to UNDERSTAND?

Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.

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What do students need to UNDERSTAND?

- Analyze…

  – what students need to be able to UNDERSTAND to demonstrate mastery.

- Record your information on the chart.

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What do students need to UNDERSTAND?

- Theme and central idea differ

- Authors use techniques to develop the theme or central idea

- Small parts in a text contribute to the whole

- An objective summary includes paraphrasing, objectivity, and evaluating details for main idea (what's important vs. superfluous)

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What do students need to UNDERSTAND?

Essential Questions:

- What is a central idea from Charlotte's Web?

- How does the central idea develop over the course of the story?

- How would you summarize the book for someone who has never read it?

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What does this look like?

Instruction should require students to…

- Apply close reading and comprehension strategies to the texts

- Make inferences to determine the theme

- Analyze the techniques used by writers to convey theme/central ideas

- Develop a neutral and unbiased summary that conveys the main ideas of a text.

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SAMPLE Assessment items

- Exit slips
- Graphic organizers
- Identifying theme/central idea
- Discussion of theme/central idea
- Repeat task with different text
- TDQ's
- Writing prompt
- Summative Essay
- TnReady

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You try one

- Get into grade level groups and analyze the following standards…

  – 6.RL.CS.5

  – 7.RL.CS.5

  – 8.RL.CS.5

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Decision: The Expected Results

- What standards are we teaching?
- What do students need to know, understand, and do (KUD)?
  - Highlight the nouns, verbs, conjunctions, punctuation
- What are some possible essential questions?
- What should instruction and assessment look like?

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Gallery Walk

- Please go around the room and read the KUD for each standard

- Generate 'I notice' and 'I wonder' on sticky notes and place them on the chart paper

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Gallery Walk

- Please go around the room and read the KUD for each standard

- Generate 'I notice' and 'I wonder' on sticky notes and place them on the chart paper

- Return to your grade-level KUD and reflect on the comments left on your chart

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Gallery Walk Debrief

- In what ways did you experience new thinking?

- What do you think will be most challenging?

- What questions do you still have?

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Module 4 Review

- It is important to determine what students need to know, understand, and do

- Analyzing the standards guides and informs planning, assessment, and instruction

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Part Two

High expectations

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

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10-minute break

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Part 3:
Instructional Shifts

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Key Idea

Strong Standards

High Expectations

Instructional Shifts

Aligned Materials and Assessments

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Module 5: Role of Text

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Goals

- Examine how multiple texts on one topic build knowledge, vocabulary, and fluency for all students

- Model how to intentionally sequence texts based on complexity to build knowledge

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Setting the Stage

- What do you believe is the role of text in literacy instruction?

- How do you FEEL about the idea of giving students more challenging texts to read and "struggle" through?

- How does this idea fit within your beliefs and philosophy as an English language arts/literacy teacher? As a reader?

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The Reality

"Just giving students complex texts doesn't mean they will read and understand them."

-Doug Fisher, Nancy Frey. *Rigorous Reading.* 2013

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A simulation...

Anostraca (uh-noh-stri-ka)

- See if you can "make sense" of this text

- Pay attention to what you're doing to try and comprehend this text

- What if you read it more closely?

What makes this text so complex?

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What if this was Really Important?

- What if it was essential for students to read this text?

- What strategies would you use to teach it?

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Let's Try Another Idea...

- Read "Ephemeral Ponds."

- Read it once through for the central ideas.

- Then we will go back in together and look for specific information.

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Let's Try Another Idea...

- How long do ephemeral ponds in Florida usually last?

- What lives in ephemeral ponds? What happens to those species when the pond dries up?

- Why are ephemeral ponds important to the species that live there?

- What are some other names for ephemeral ponds? What then, do you think "ephemeral" means?

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Let's Try Another Idea...

- Read "Shrimpy Shrimp."

- Read it once through for the central ideas.

- Then we will go back in together and look for specific information.

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Keep Building…

- Where do fairy shrimp live?

- What happens to fairy shrimp when vernal pools dry?

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Let's Try Another Idea…

- Read "Dexteria Floridana."

- Read it once through for the central ideas.

- Then we will go back in together and look for specific information.

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But...really?!

- What is the "regular name" of Dexteria Floridana?

- What is happening to it? Why?

Let's Try Another Idea...

- Read "Two Florida Species Declared Extinct."

- Read it once through for the central ideas.

- Then we will go back in together to take on some key sections.

But...really?!

- What has likely happened to Dexteria Floridana?

Back to Anostraca

Anostraca

Phylum Arthropoda
Subphylum Crustacea
Class Branchiopoda
Number of families 8
Thumbnail description: Lower crustaceans with elongated bodies and paired eyes on stalks; the body lacks a carapace (hard or bony shell)

Life
Domain
Kingdom
Phylum
Class
Order
Family
Genus
Species

Dexteria Floridana ----------

Anostraca

Read this text again, highlighting areas where you now have clarity.

- Describe how the eggs of these organisms are adapted specifically to the habitat in which they are laid. Use specific details from the text to support your claim.

- What is threatening these organisms?

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Make An Inference

Debrief

- What did you notice about the rate of your reading of Anostraca the second time? Why did this happen?

- Why were you able to make such a strong inference from the cartoon? Why is this significant?

- What were the specific "teacher moves" that allowed you to make such rapid progress in your comprehension of the most challenging text?

- What did you notice about the texts themselves? About the questions?

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Role of Text Graphic Organizer

- Using the graphic organizer in your manual on page #, answer the following questions:

  – What about this experience is "pointing" you in a new direction?

  – What about this activity is "squaring" with your thinking?

  – What questions are still "circling" in your mind?
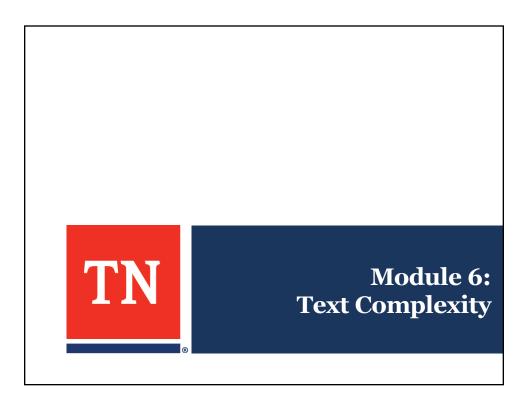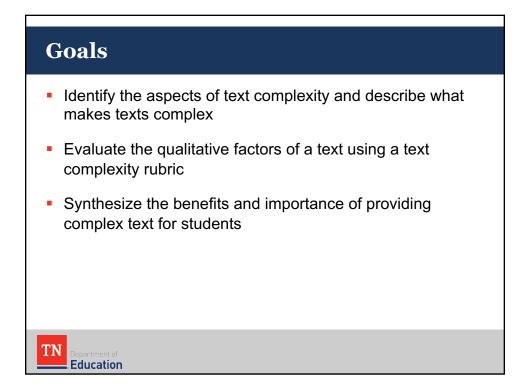
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Module 5 Review

- Sets of texts, arranged in a careful sequence and supported by strategic text-dependent questions, can rapidly build the knowledge students need to more independently experience success with a more complex text.
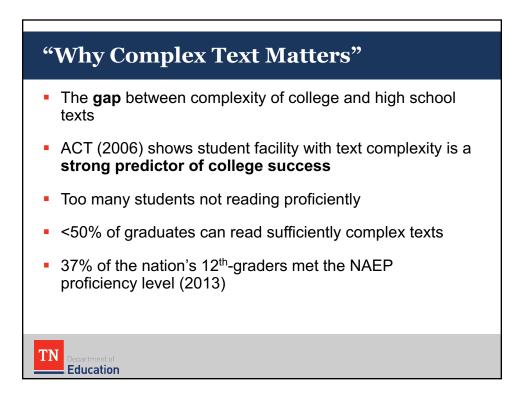
- Building knowledge impacts comprehension and fluency.

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References

Slide	Source
10	https://en.wikipedia.org/wiki/Anostraca
13	http://www.coastalplains.org/pdf/EP_Brochure.pdf
14	The Secret Pool, Raye, R. (2013) Tilbury House Nature Book
15	http://www.iucnredlist.org/details/6519/0
16	http://www.biologicaldiversity.org/news/press_releases/2011/florida-extinct-species-10-05-2011.html
22	http://www.aft.org/periodical/american-educator/spring-2006/what-do-reading-comprehension-tests-mainly

Image credits : Slide 1: Nick Lue. Slide 19: http://www.defendersblog.org/2011/07/cant-live-without-em-vernal-pool-fairy-shrimp/fairy-shrimp-cartoon/. Used with permission., Slide 35: Screenshot of EL Education website. www.eleducation.org, Slide 45: : http://rickbillings.com/water-is-life. Used with permission.

10-minute break

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Module 6:
Text Complexity

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Goals

- Identify the aspects of text complexity and describe what makes texts complex

- Evaluate the qualitative factors of a text using a text complexity rubric

- Synthesize the benefits and importance of providing complex text for students

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"Why Complex Text Matters"

- The **gap** between complexity of college and high school texts

- ACT (2006) shows student facility with text complexity is a **strong predictor of college success**

- Too many students not reading proficiently

- <50% of graduates can read sufficiently complex texts

- 37% of the nation's 12th-graders met the NAEP proficiency level (2013)
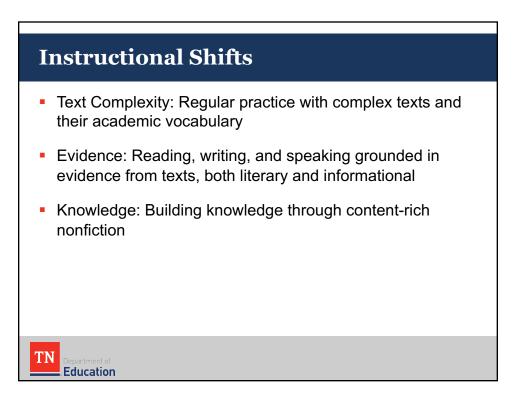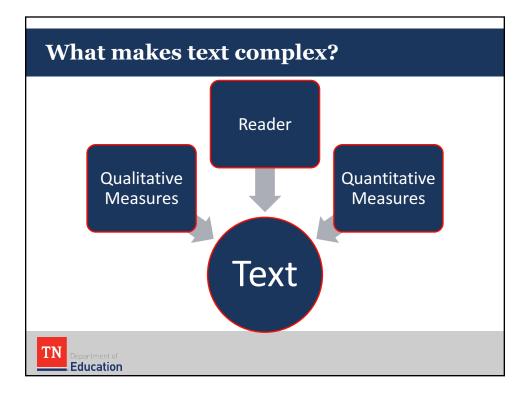
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"Why Complex Text Matters"

"Students arriving at school from less-educated families are disproportionally represented in many of these statistics. The stakes are high regarding complex text for everyone, but they are even higher for students who are largely disenfranchised from text prior to arriving at the schoolhouse door."

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Instructional Shifts

- Text Complexity: Regular practice with complex texts and their academic vocabulary

- Evidence: Reading, writing, and speaking grounded in evidence from texts, both literary and informational

- Knowledge: Building knowledge through content-rich nonfiction

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Analyzing Text Complexity

What makes text complex?

Reader

Qualitative Measures

Quantitative Measures

Text

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Quantitative Measures of Text Complexity

Lexile Measures by Grade Band

Grade 1	190L–530L
2–3 band	420L–820L
4–5 band	740L–1010L
6–8 band	925L–1185L
9–10 band	1050L–1335L
11–12 band	1185L–1385L

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Quantitative Analysis

- Word length and frequency
- Sentence length

680 Lexile   **680 Lexile**

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Quantitative Analysis

- Word length and frequency
- Sentence length

730 L   **750 L**

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Qualitative Measures of Evaluation

- Density and Complexity
- Figurative Language
- Purpose

- Genre
- Organization
- Narration
- Text Features
- Graphics

Levels of Meaning and Purpose

Structure

Knowledge Demands

Language Convention and Clarity

- Vocabulary
- Prior Knowledge
- Cultural Knowledge
- Background Knowledge

- Standard English and Variations
- Register

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Qualitative Complexity for Literature

	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
TEXT STRUCTURE	○ **Organization:** Is intricate with regard to such elements as point of view, time shifts, multiple characters, storylines and detail ○ **Use of Graphics:** If used, illustrations or graphics are essential for understanding the meaning of the text	○ **Organization:** May include subplots, time shifts and more complex characters ○ **Use of Graphics:** If used, illustrations or graphics support or extend the meaning of the text	○ **Organization:** May have two or more storylines and occasionally be difficult to predict ○ **Use of Graphics:** If used, a range of illustrations or graphics support selected parts of the text	○ **Organization:** Is clear, chronological or easy to predict ○ **Use of Graphics:** If used, either illustrations directly support and assist in interpreting the text or are not necessary to understanding the meaning of the text
LANGUAGE FEATURES	○ **Conventionality:** Dense and complex; contains abstract, ironic, and/or figurative language ○ **Vocabulary:** Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading ○ **Sentence Structure:** Mainly complex sentences with several subordinate clauses or phrases; sentences often contain multiple concepts	○ **Conventionality:** Fairly complex; contains some abstract, ironic, and/or figurative language ○ **Vocabulary:** Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic ○ **Sentence Structure:** Many complex sentences with several subordinate phrases or clauses and transition words	○ **Conventionality:** Largely explicit and easy to understand with some occasions for more complex meaning ○ **Vocabulary:** Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic ○ **Sentence Structure:** Primarily simple and compound sentences, with some complex constructions	○ **Conventionality:** Explicit, literal, straightforward, easy to understand ○ **Vocabulary:** Contemporary, familiar, conversational language ○ **Sentence Structure:** Mainly simple sentences
MEANING	○ **Meaning:** Multiple competing levels of meaning that are difficult to identify, separate, and interpret; theme is implicit or subtle, often ambiguous and revealed over the entirety of the text	○ **Meaning:** Multiple levels of meaning that may be difficult to identify or separate; theme is implicit or subtle and may be revealed over the entirety of the text	○ **Meaning:** Multiple levels of meaning clearly distinguished from each other; theme is clear but may be conveyed with some subtlety	○ **Meaning:** One level of meaning; theme is obvious and revealed early in the text.
KNOWLEDGE DEMANDS	○ **Life Experiences:** Explores complex, sophisticated or abstract themes; experiences portrayed are distinctly different from the common reader ○ **Intertextuality and Cultural Knowledge:** Many references or allusions to other texts or cultural elements	○ **Life Experiences:** Explores themes of varying levels of complexity or abstraction; experiences portrayed are uncommon to most readers ○ **Intertextuality and Cultural Knowledge:** Some references or allusions to other texts or cultural elements	○ **Life Experiences:** Explores several themes; experiences portrayed are common to many readers ○ **Intertextuality and Cultural Knowledge:** Few references or allusions to other texts or cultural elements	○ **Life Experiences:** Explores a single theme; experiences portrayed are everyday and common to most readers ○ **Intertextuality and Cultural Knowledge:** No references or allusions to other texts or cultural elements

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Text Complexity Analysis

- Add the information in the quantitative measures box.

- Add the information in the qualitative features box

- Add the information in the considerations for reader and task box.

- Consider the qualitative features and add the overall placement within the band.

- Based on the analysis, add the standards you could focus on for instruction.

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Analyze the Text

1. Familiarize yourself with the rubric.

2. **Read** the text carefully.

3. Notice and record the qualitative complexity features.

4. Place the text within the appropriate grade band.

5. Identify standards that could be the focus of your instruction.

6. Chart your discoveries in your manual and discuss with a partner.

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Thank You, M'am written by Langston Hughes
Estimated Lexile: 850L

Connections to Standards

- Let's determine…
  - Central idea/theme
  - Key details
  - Summary

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Turn & Talk

- What are some things you want to keep in mind as you engage in this same process with a second text?

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Module 6 Review

- Using complex text matters because it is shown to be a strong predictor of success in college.

- Text complexity involves both quantitative and qualitative features of a text and both measures must be considered when choosing a text.

- Evaluating a text for its qualitative features gives teachers an opportunity to analyze its inner workings and to use the text to meet the demands of the standards.

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Part Three

Shifts in Instructional Practice

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

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Appointments with Peers

1

2

3

4

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What to Expect: Day 2

- We'll take a look at alignment between standards and assessment in the classroom.

- We'll develop a process for evaluating instructional materials.

- We'll pull the pieces of our training together and do some instructional planning.

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For Tomorrow

- ✓ Standards document

- ✓ Participant manual

- ✓ A lesson plan

- ✓ Text set ideas

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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