

Educator Effectiveness Academy

English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Summer 2011 Day 3

Educator Effectiveness Academy

English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Day 3 Activity 1

Reading Anchor Standards Reading Sample Performance Tasks ELA Reading Frameworks

EEA Summer 2011: Outcomes

Participants will develop an understanding of :

- **the structure of the Common Core State Standards (CCSS) for English Language Arts, including the College and Career Ready Anchor Standards, the grade-specific standards, and the appendices.**
- **the Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects. (Grades 6-12)**
- **the writing types defined in Writing Standards 1, 2, and 3 of the CCSS for English Language Arts & the CCSS for Literacy in History/Social Studies, Science, and Technical Subjects.**
- **the Maryland Common Core State Curriculum (CCSC) Framework for English Language Arts.**

Reading Anchor Standards

The Reading Anchor Standards can be found in the front of the grade specific standards for literature and informational text. Take a look at the reading anchor standards that are listed on both pages 10 and 35 of the Common Core.

What do you notice about the reading anchor standards?

What stands out for you?



Reading Anchor Standards

Reading Anchor Standard 1

Cluster: Key Ideas and Details

RL1 & RI 1 CCR Anchor Standard

Read closely to determine what the **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**.**

Reading Anchor Standards

Reading Anchor Standard 10

Cluster: Range of Reading and Level of Text Complexity

RL10 & RI 10 CCR Anchor Standard

Read and comprehend **complex** literary and informational text **independently and proficiently.**

Grades 6 & 7 RI 10

By the end of the year, read and comprehend literary nonfiction **in the grades 6-8** text complexity band **proficiently, with scaffolding as needed at the high end of the range.**

Grade 8 RI 10

By the end of the year, read and comprehend literary nonfiction **in the high end of grades 6-8** text complexity band **independently and proficiently.**

Sample Performance Tasks for Reading

The *Common Core State Standards* contain Sample Performance Tasks in Appendix B.

• With your group, **examine** the Sample Performance Tasks in your envelope.

• **Rank** them in order of difficulty and **estimate** the grade band for each one:

• Grades K-1

• Grades 2-3

• Grades 4-5

Grades 6-8

Grades 9-10

Grades 11-12



Sample Performance Tasks for Reading

- **Now take a look at the answer key and examine where the performance tasks fit into the reading standards.**



- **Briefly discuss your observations with your group.**

Reading Frameworks

With your group, examine either the reading literature framework or the reading informational text framework in more depth.



Focus Question:

What implications for instruction do you see in the Reading Standards, Sample Performance Tasks, and Frameworks?

Gallery Walk

Take a walk and review your colleagues' thoughts.



Rank the implications for instruction that are most relevant for you.

Educator Effectiveness Academy

English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Day 3, Activity 2 Text Complexity

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- **the Common Core State Standards for Literacy in History/Social Studies, Science, and Technical Subjects. (Grades 6-12)**
- **the writing types defined in Writing Standards 1, 2, and 3 of the CCSS for English Language Arts & the CCSS for Literacy in History/Social Studies, Science, and Technical Subjects.**
- **the Maryland Common Core State Curriculum (CCSC) Framework for English Language Arts.**

Text Complexity Matters

“Being able to read **complex text** independently and proficiently **is essential** for high achievement in college and the workplace and important in numerous life tasks.”



**From Appendix A, page 4 of the Common Core State Standards for English Language Arts.*

Why Text Complexity Matters



According to the 2006, ACT, Inc., report *Reading Between the Lines*, the biggest differentiator between students who met the reading benchmark and those who didn't was students' ability to answer questions associated with complex texts.

***From Appendix A, page 2 of the *Common Core State Standards for English Language Arts*.**

Why Text Complexity Matters

Over the last 50 years, the complexity of college and workplace reading has increased, while text complexity in K-12 have remained stagnant:

- **Research indicates that the demands that college, careers, and citizenship place on readers have either held steady or increased over roughly the last fifty years.**
- **The difficulty of college textbooks has increased since 1962.**
- **Students in college are expected to read complex texts with substantially greater independence than are students in typical K–12 programs.**

**Adapted from Appendix A, page 2 of the *Common Core State Standards for English Language Arts*.*

Why Text Complexity Matters

Type of college and workplace reading has become more complex:

- **A 2005 College Board study found that college professors assign more readings from periodicals than do high school teachers.**
- **The word difficulty of scientific journals and magazines from 1930 to 1990 has increased.**
- **Workplace reading, measured in Lexiles, exceeds grade 12 complexity significantly, although there is considerable variation.**

**Adapted from Appendix A, page 2 of the *Common Core State Standards for English Language Arts*.*

Recommended Lexile Levels

Text Complexity Grade Band in CCSS	Old Lexile Ranges	Lexile Ranges Aligned to CCR Expectations
K-1	N/A	N/A
2-3	450-725	450-790
4-5	645-845	770-980
6-8	860-1010	955-1155
9-10	960-1115	1080-1305
11-12	1070-1220	1215-1355

***Lexile ranges are from MetaMetrics and reported in Appendix A, page 8 of the *Common Core State Standards for English Language Arts*.**

Where are students really reading?

Typical Reader Lexile Scores*

Grade	Mid-Year 25 th to 75 th percentiles
1	Up to 300L
2	140L to 500L
3	330L to 700L
4	445L to 810L
5	565L to 910L
6	665L to 1000L
7	735L to 1065L
8	805L to 1100L
9	855L to 1165L
10	905L to 1195L
11 and 12	940L to 1210L

*Based upon a 2009 national study by MetaMetrics® reported in *The Lexile Framework for Reading*

Combined Lexile Charts

Text Complexity Grade Band in CCSS	Old Lexile Ranges	Lexile Ranges Aligned to CCR Expectations	Typical Reader Lexile Scores 25 th -75 th percentiles
K-1	N/A	N/A	Up to 300
2-3	450-725	450-790	140-700
4-5	645-845	770-980	445-910
6-8	860-1010	955-1155	665-1100
9-10	960-1115	1080-1305	855-1195
11-12	1070-1220	1215-1355	940-1210

Why Text Complexity Matters

	Lexile Score
CD-DVD Instructions	1080
USA Today	1100
College Textbooks	1215
Baltimore Sun	1250
W4 Forms	1260
Applications for Student Loans	1270
Wall Street Journal	1320
Washington Post	1350

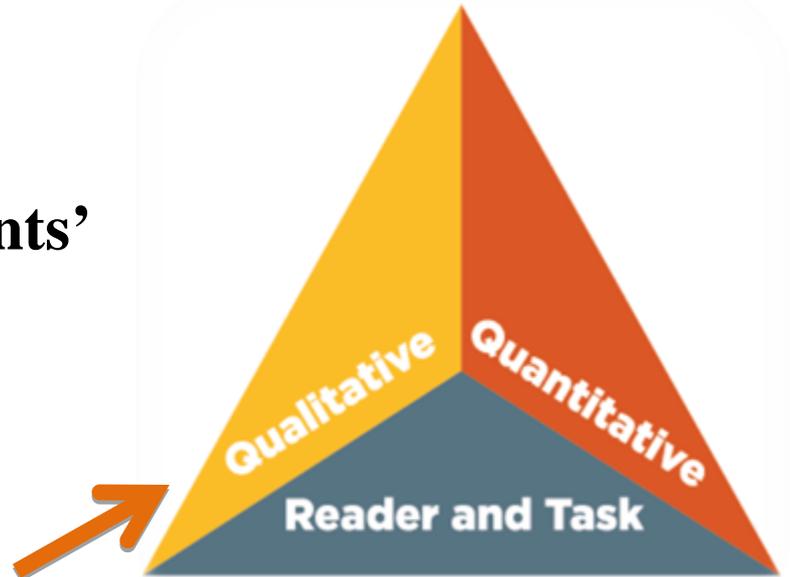


***Scores listed are averages**

The Common Core and Text Complexity

The Common Core Reading Standards address the intertwined issues of what and how students read through:

- increasing sophistication in students' reading comprehension ability
- increasing text complexity in successive school years
- a three-part model for determining the difficulty of a particular text



**Adapted from Appendix A, page 4 of the Common Core State Standards for English Language Arts.*

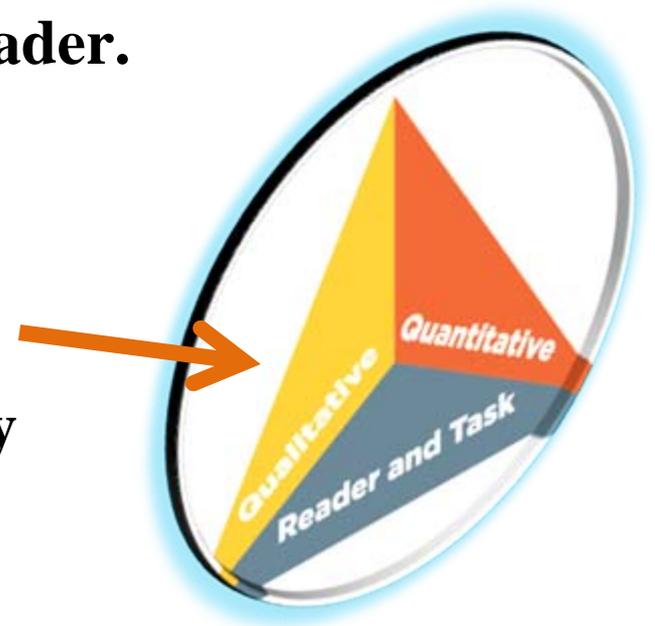
Three Part Model for Text Complexity

(1) Qualitative Dimensions of Text Complexity

These are best measured by a human reader.

Examples:

- Levels of meaning or purpose
- Structure
- Language conventionality and clarity
- Knowledge demands



**Adapted from Appendix A, page 4 of the Common Core State Standards for English Language Arts.*

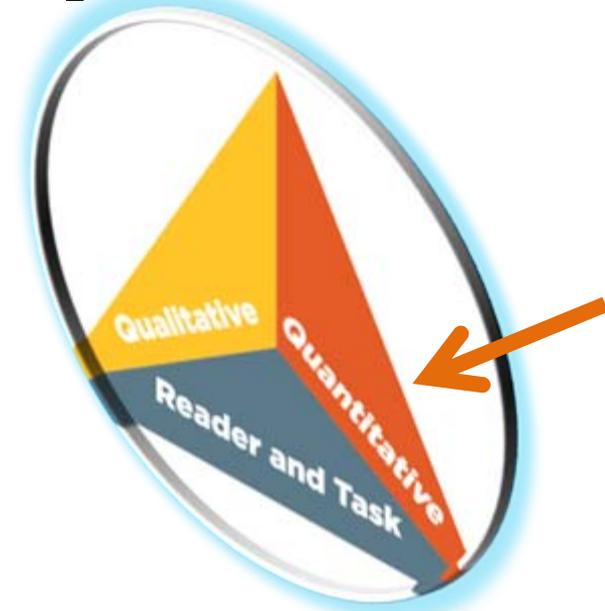
Three Part Model for Text Complexity

(2) Quantitative Dimensions of Text Complexity

These are typically measured by computer software.

Examples:

- Word length
- Word frequency
- Sentence length
- Text cohesion



**Adapted from Appendix A, page 4 of the Common Core State Standards for English Language Arts.*

Three Part Model for Text Complexity

(3) Reader and Task Considerations

These deal with variables specific to particular readers and/or to particular tasks. They are best made by teachers employing their professional judgment, experience, and knowledge of their students and the subject.

Examples of variables specific to readers:

- Motivation
- Knowledge
- Experiences

Examples of variables specific to tasks:

- Purpose
- Complexity



*Adapted from Appendix A, page 4 of the *Common Core State Standards for English Language Arts*.

Determining Text Complexity

- Recall that a Lexile text measure is determined by word frequency and sentence length.
- Many other factors affect text complexity, including the structure of the text, language usage, and sentence structures.
- Additional considerations in determining text complexity are the levels of meaning, the appropriateness of the content, and the age and interests of the reader.
- When choosing appropriate texts, **the Lexile score is a good starting point, but other factors must be considered.**



Determining Text Complexity

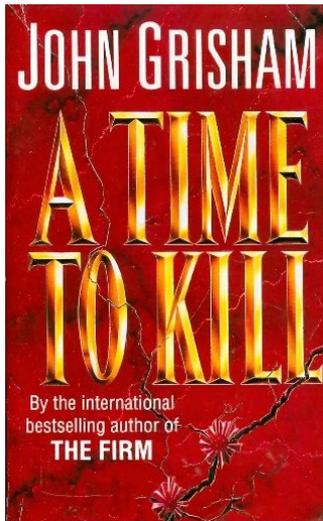
*All Lexile Scores are not
created equally!*



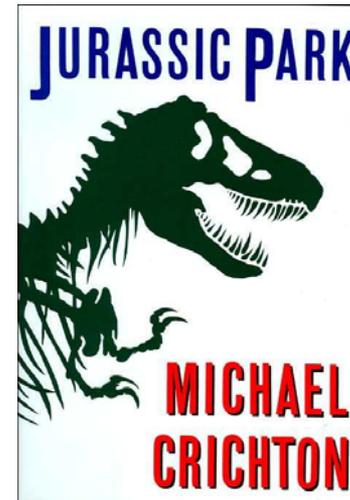
All Lexile Scores are not created equally!

Compare these lexile scores . . .

Lexile 770



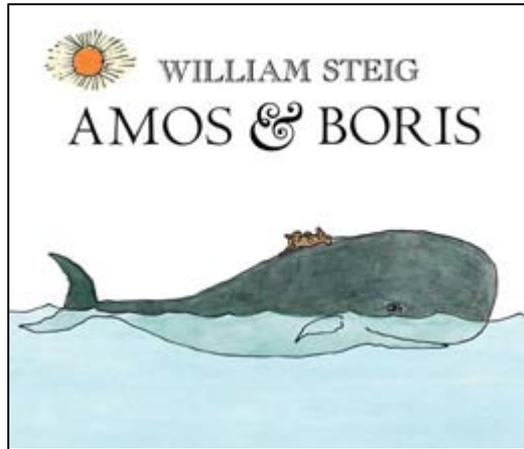
Lexile 710



All Lexile Scores are not created equally!

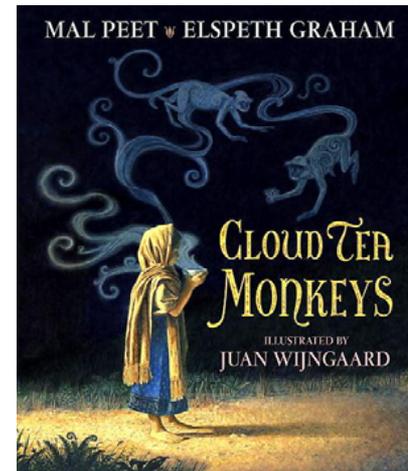
Compare . . . to these!

Lexile 810



Recommended for ages 4-8

Lexile 850

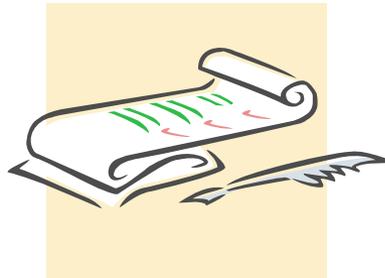


Recommended for ages 5-9

Texts Illustrating the Complexity, Quality, and Range of Student Reading

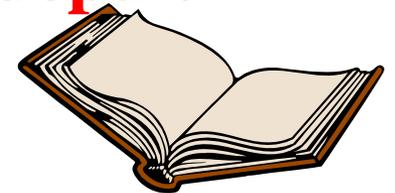
The *Common Core State Standards* contain lists of **sample texts** that demonstrate text complexity in the different grade bands. These lists can be found in the CCSS; additional titles may be found in Appendix B.

*It is important to note that these are examples only and should not be considered comprehensive lists.



Texts Illustrating the Complexity, Quality, and Range of Student Reading

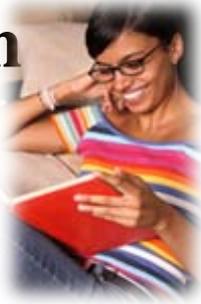
“Given space limitations, the illustrative texts listed are meant only to show individual titles that are **representative** of a wide range of topics and genres . . . At a curricular or instructional level, within and across grade levels, **texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth.**”



**From the Common Core State Standards for English Language Arts, page 32.*

A Word of Caution . . .

Students should not be interacting **independently** with complex text that is above their **independent reading level**.



When using complex text on a student's **instructional reading level**, apply **scaffolding as needed**. This is the “stretch” level.

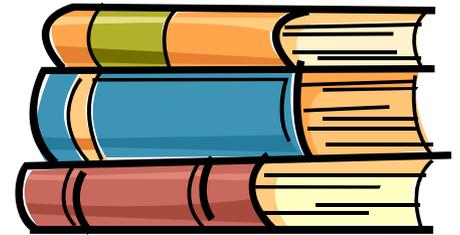


Text on a student's **frustration reading level** should **not** be used. Research has shown that students' reading ability does not improve when interacting with text on a frustration level.

The CCSS and Text Types

Narrative Text

- In elementary grades this includes stories and poetry for both read alouds and independent reading. Read alouds include chapter books, even at the kindergarten level.
- In secondary grades this includes short stories, novels, poetry, and drama.



Informational Text and Literary Non-fiction

For both elementary and secondary grades this includes exposition, historic non-fiction, biographies, auto-biographies, speeches, historical documents, and technical documents. However, **informational text that does not have literary merit, does not belong in the secondary language arts classroom**; it belongs in the specific content area.

Criteria for Determining text Complexity!

	Characteristics of Simple Text	Characteristics of Complex Text	Instructional Strategies/Examples/Differentiation
Literary Text Structure	<p>Simple text structures</p> <p>Explicit</p> <p>Conventional</p> <p>Events related in chronological order</p> <p>Simple graphics/text features</p> <p>Graphics/text features unnecessary or merely supplementary to understanding the text</p>	<p>Complex text structures</p> <p>Implicit</p> <p>Unconventional</p> <p>Events related out of chronological order</p> <p>Sophisticated graphics/text features</p> <p>Graphics/text features essential to understanding the text and may provide information not otherwise conveyed in the text</p>	
Language Conventinality and Clarity	<p>Literal</p> <p>Clear</p> <p>Contemporary and/or familiar language usage</p> <p>Conversational language</p> <p>Simple vocabulary</p> <p>Simple sentence structures</p>	<p>Figurative, ironic, or allegorical</p> <p>Ambiguous or purposefully misleading</p> <p>Archaic or otherwise unfamiliar language usage</p> <p>General academic and domain-specific language</p> <p>Multi-meaning, connotative, and conceptual vocabulary</p> <p>Complex sentence structures</p>	
Levels of Meaning	<p>Simple theme</p> <p>Single theme</p> <p>Common, everyday experiences or fantastical situations clearly</p> <p>Single perspective</p> <p>Perspectives like one's own</p> <p>Low intertextuality (few references/allusions to other texts)</p>	<p>Complex or sophisticated themes</p> <p>Multiple themes</p> <p>Experiences distinctly different from one's own</p> <p>Multiple perspectives</p> <p>Perspectives unlike or in opposition to one's own</p> <p>High intertextuality (many references/allusions to other texts)</p>	
Knowledge Demands	<p>Everyday knowledge</p> <p>Familiarity with genres</p>	<p>Cultural knowledge</p> <p>Literary knowledge</p>	

Criteria for text Complexity

Time to collaborate !



Your group will accomplish one of the following:

- **brainstorm instructional strategies/resources for using complex text**
- **brainstorm differentiation strategies for using complex text**
- **examine sample texts for text complexity**

Criteria for Text Complexity

What did we discover?



Educator Effectiveness Academy

English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Day 3 Activity 3

Literacy in History/Social Studies, Science, and Technical Subjects

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- **the writing types defined in Writing Standards 1, 2, and 3 of the CCSS for English Language Arts & the CCSS for Literacy in History/Social Studies, Science, and Technical Subjects.**
- **the Maryland Common Core State Curriculum (CCSC) Framework for English Language Arts.**

Standards for Literacy in History/Social Studies, Science, and Technical Subjects

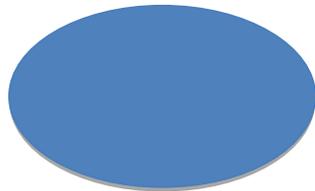
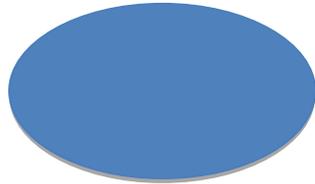
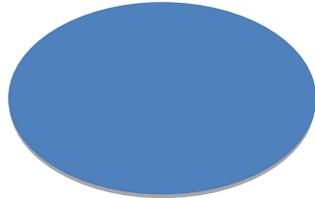
Place the **ELA Standards for Reading and Writing** next to the **Literacy Standards for Reading and Writing**

In your group, **identify the similarities and differences** and record your findings on a graphic organizer.....

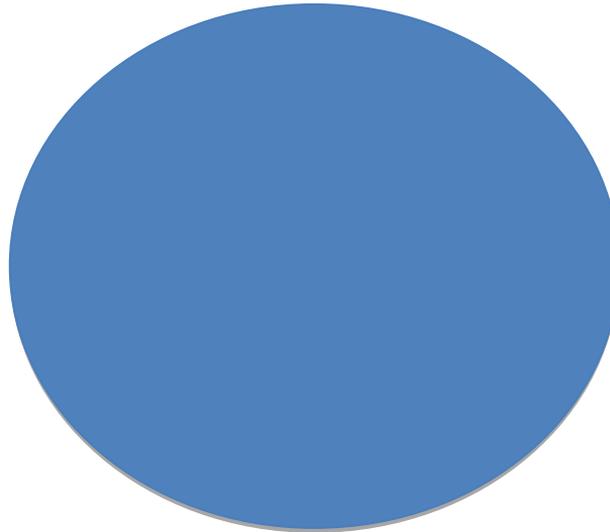


Standards for Literacy in History/Social Studies, Science, and Technical Subjects

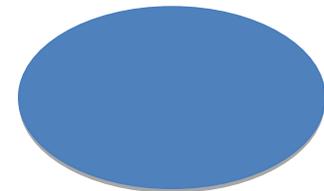
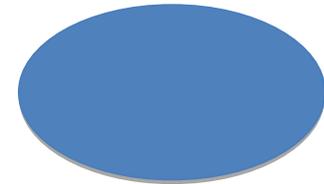
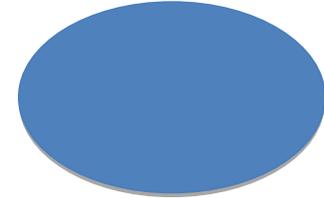
ELA



BOTH



Literacy



Standards for Literacy in History/Social Studies, Science, and Technical Subjects

What did we discover?

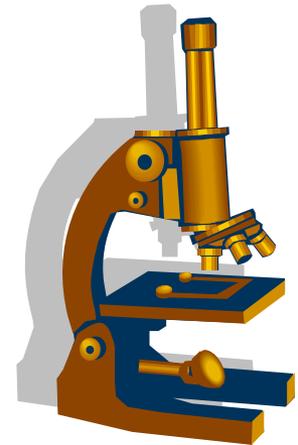


Standards for Literacy in History/Social Studies, Science, and Technical Subjects

- **Let's examine a text exemplar from Appendix B of the ELA Standards:**

“The Great Fire”

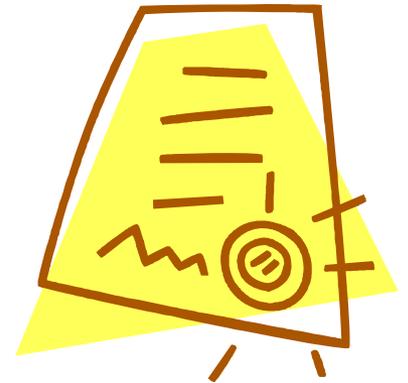
- **Take a few minutes to read the sample**
- **Look at the performance task and standard it matches**



Standards for Literacy in History/Social Studies, Science, and Technical Subjects

Identify in the text exemplar words or phrases that reveal the author's purpose.

Discuss your decisions within your group.



Standards for Literacy in History/Social Studies, Science, and Technical Subjects

•Let's examine a text exemplar from Appendix B
of the ELA Standards:

“Amusement Park Physics”

•Take a few minutes to read the sample

•Look at the performance task and standard it
matches



Standards for Literacy in History/Social Studies, Science, and Technical Subjects

Determine how the author clarifies the phenomenon of acceleration, accurately summarizing his conclusions regarding the physics of roller coasters and tracing how supporting details are incorporated in his explanation.

Discuss your decisions within your group.



Standards for Literacy in History/Social Studies, Science, and Technical Subjects

Think About:

Based on this example and your group's discussion, how will the literacy standards affect instruction in your school?



Educator Effectiveness Academy

English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Day 3 Activity 4

Standards for Speaking and Listening

EEA Summer 2011: ELA and Literacy

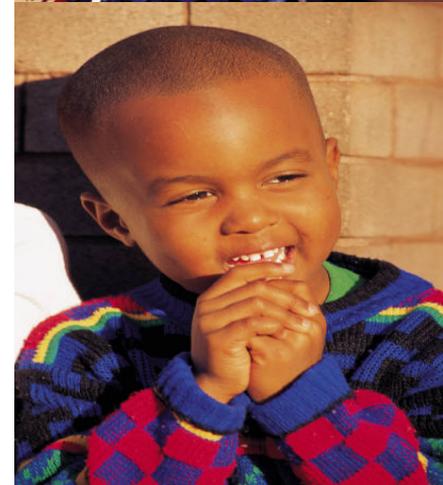
Outcomes for Activity 4

Participants will develop an understanding of :

- the Common Core State Standards (CCSS) for English Language Arts**
- the Maryland Common Core State Curriculum Frameworks for Speaking and Listening and Language**

Oral language development precedes and is the foundation for written language development; in other words, oral language is primary and written language builds on it.

Appendix A, Common Core State Standards for English Language Arts



Speaking and Listening

- **Based upon your observations, discuss the current speaking and listening capabilities of students in grades 6-8.**
- **Record key points on your group chart.**



Speaking and Listening

- **Based upon your observations, discuss the current speaking and listening capabilities of students in grades 9-12.**
- **Record key points on your group chart.**



College and Career Readiness Anchor Standards for Speaking and Listening: ELA K-5, p. 23; ELA 6-12, 49

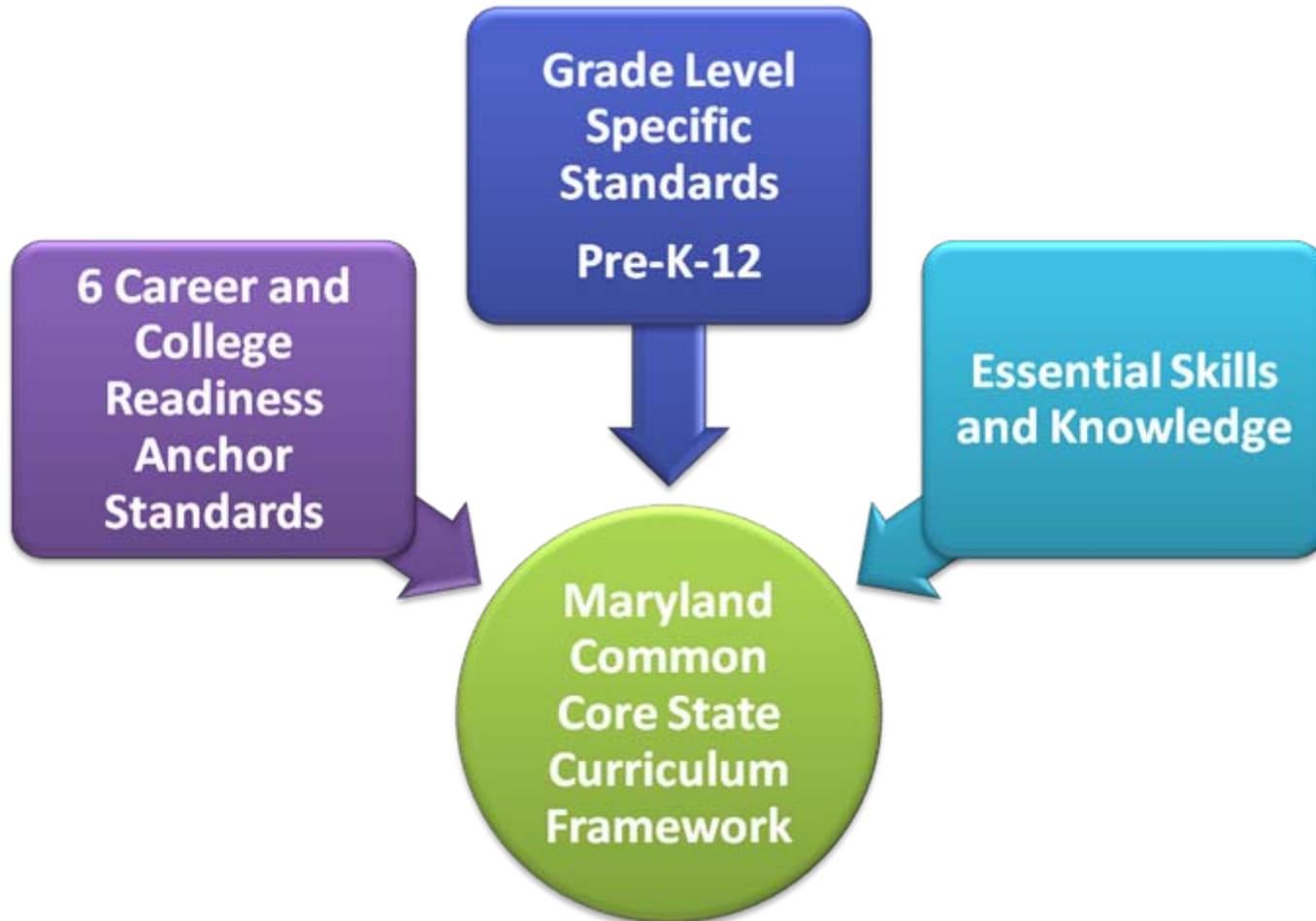
Comprehension and Collaboration Presentation of Knowledge and Ideas

The standards require students to:

- work together**
- express and listen carefully to ideas**
- integrate information from oral, visual, quantitative, and media sources**
- evaluate what they hear**
- use media and visual displays strategically**
- adapt speech to context and task**

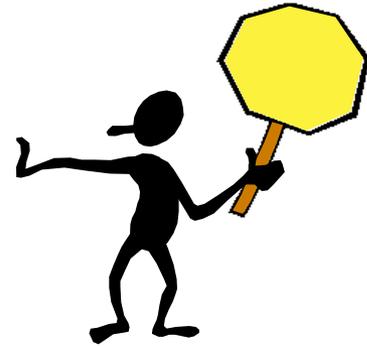


Speaking and Listening Curriculum Framework



Don't forget to provide feedback.

**As we continue through
this session and examine
the frameworks, please
remember to provide feedback
on the appropriate charts posted
in the room.**



Thank you!

Speaking and Listening Curriculum Framework

- **Read the Framework for grades 6-8.**
- **Discuss the CCSS expectations for Speaking and Listening.**
- **Record key ideas on your group chart.**



Speaking and Listening Curriculum Framework

- **Read the Framework for grades 9-12.**
- **Discuss the CCSS expectations for Speaking and Listening.**
- **Record key ideas on your group chart.**



Turn and Talk!

Discuss with a partner...

What are some instructional implications of the Speaking and Listening standards?



Educator Effectiveness Academy

English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Day 3 Activity 5

Standards for Language

In the twenty-first century, students must be able to communicate effectively in a wide range of print and digital texts, each of which may require different grammatical and usage choices to be effective.

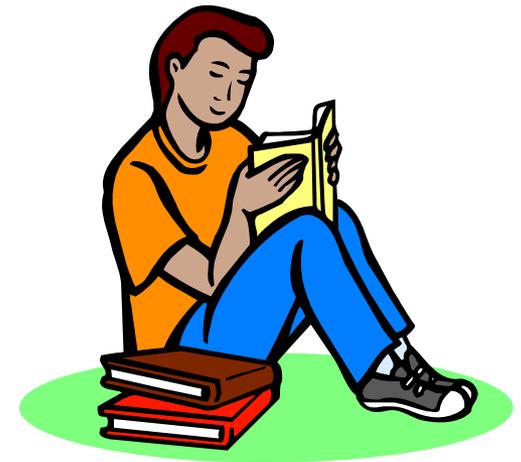
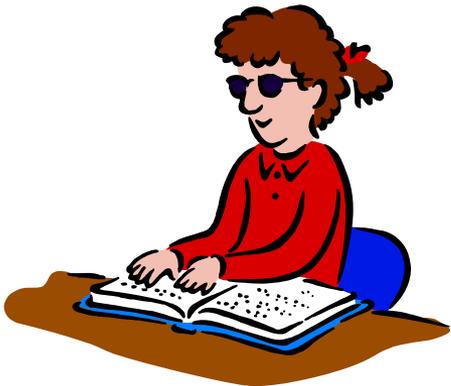
Appendix A, *Common Core State Standards for English Language Arts*



Common Core State Standards (CCSS) for Language

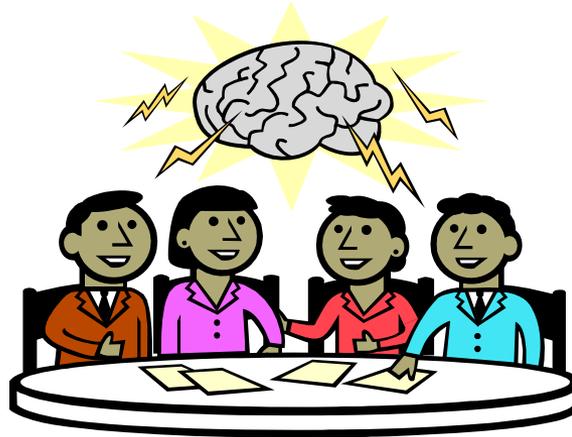
Researchers recommend that students be taught to use knowledge of grammar and usage, as well as knowledge of vocabulary, to comprehend complex academic texts (Garcia & Beltran, 2003; Short & Fitzsimmons, 2007; RAND Reading Study Group, 2002).

Appendix A, Common Core State Standards for English Language Arts



**Common Core State Standards (CCSS)
for
Language**

Read each Language standard...



Guess the grade!

Conventions of Standard English (6-12)

L1d: Recognize and correct vague pronouns. * (Grade 6)

L1a: Use parallel structure. * (Grades 9-10)

L2b: Use an ellipsis to indicate an omission. (Grade 8)

L1c: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. * (Grade 7)

L2a: Use punctuation to set off nonrestrictive/parenthetical elements. * (Grade 6)

L2a: Use a semicolon to link two or more closely related independent clauses. (Grades 9-10)

L1b: Choose among simple, compound, complex, and compound/complex sentences to signal differing relationships among ideas. (Grade 7)

L1c: Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. (Grade 8)



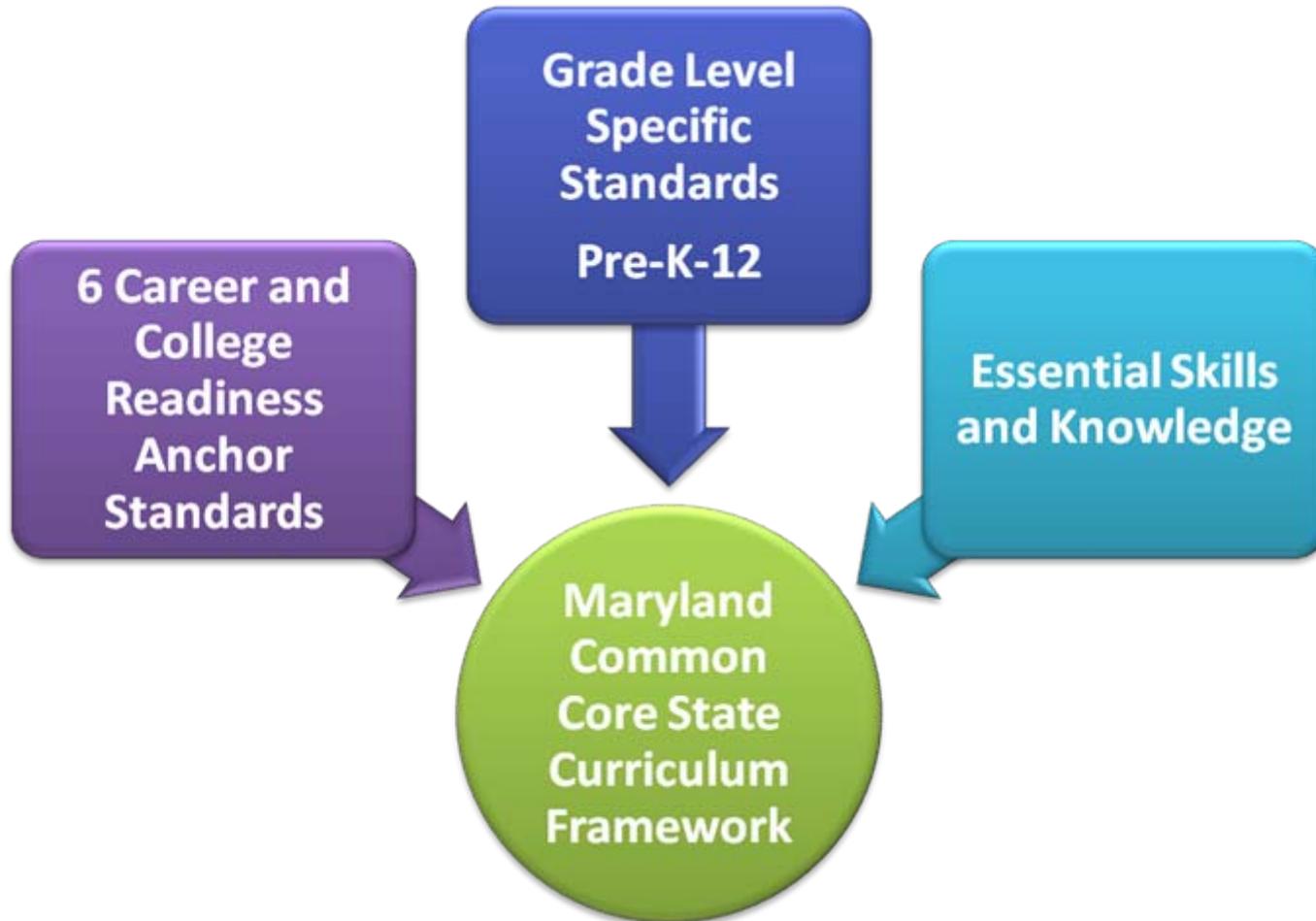
College and Career Readiness Anchor Standards for Language ELA K-5, p. 25; ELA 6-12, p. 52

The Language Anchor Standards include the essential “rules” of standard written and spoken English, but they also approach language as a matter of craft and informed choice among alternatives.

The vocabulary standards focus on understanding words and phrases, their relationships, and their nuances and on acquiring new vocabulary, particularly general academic and domain-specific words and phrases.

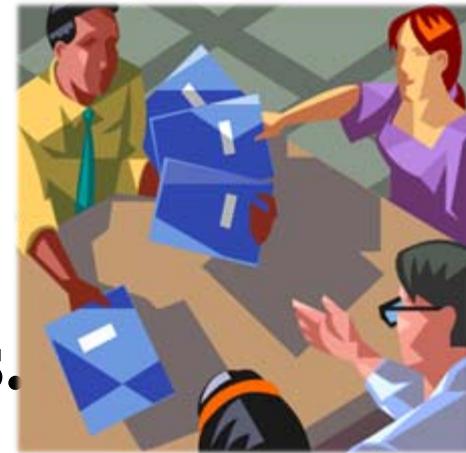


ELA Language Curriculum Framework



A Look at the Frameworks

- **Read standards 1-3 of the Language Framework in your assigned grade.**
- **Look for ideas or skills that are familiar and those that are new.**
- **List important ideas or skills on post-its.**
- **Place post-its on grade level charts.**



Educator Effectiveness Academy

English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Day 3 Activity 6

Standards for Language: Vocabulary

Words are not just words. They are the nexus-the interface-between communication and thought.

Marilyn Jager Adams (2009, p. 180)



Vocabulary Acquisition and Use

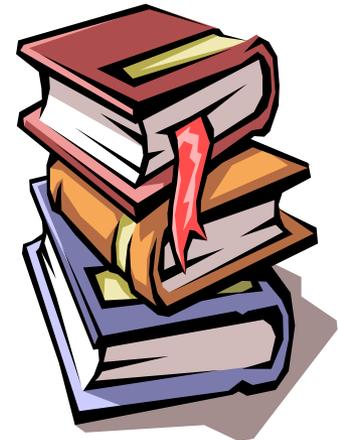
Standards 4-6

General academic words and phrases (Tier Two Words)-Vocabulary common to written texts but not commonly used in speech

Domain-specific words and phrases (Tier Three Words)-Vocabulary specific to a particular field of study(domain) and key to understanding a new concept within a text

Tier Two words are frequently encountered in complex written text.

Appendix A, *Common Core State Standards for English Language Arts*



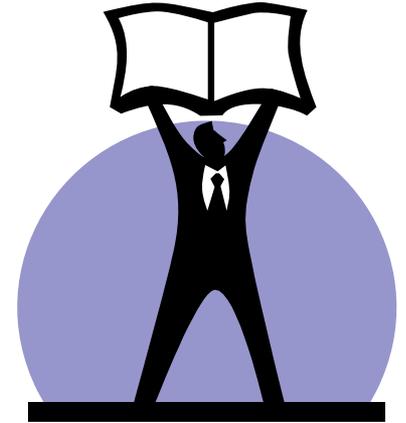
It's Academic!

Read the excerpt on the handout.

Identify 3 *general academic* words or phrases.

Identify 3 *domain specific* words or phrases.

Identify the grade level Text Complexity Band for the text.



It's Academic!

Excerpt: *Freedom Walkers* (Grades 6-8 Text Complexity Band)

General academic

determined

worship

literacy

Domain-specific

racial segregation

discriminated

poll tax



Dance with the ELA stars!

Discuss with a partner...

What are some instructional implications of the Language standards?



MARYLAND COMMON CORE STATE CURRICULUM FRAMEWORKS

An Integrated Model of Literacy

