

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 Elementary 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 Readiness 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.**

Grade 1

RI 10

With prompting and support, read Informational texts **appropriately complex for grade 1.**

Grade 5

RI 10

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the **high end of the grades 4-5 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

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 Readiness 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.**

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 ← 1210
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.*

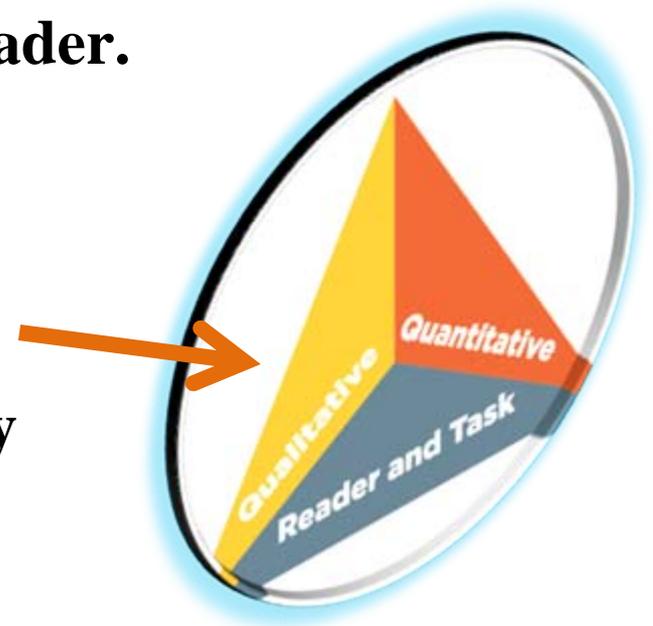
Three Part Model for Text Complexity

(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.*

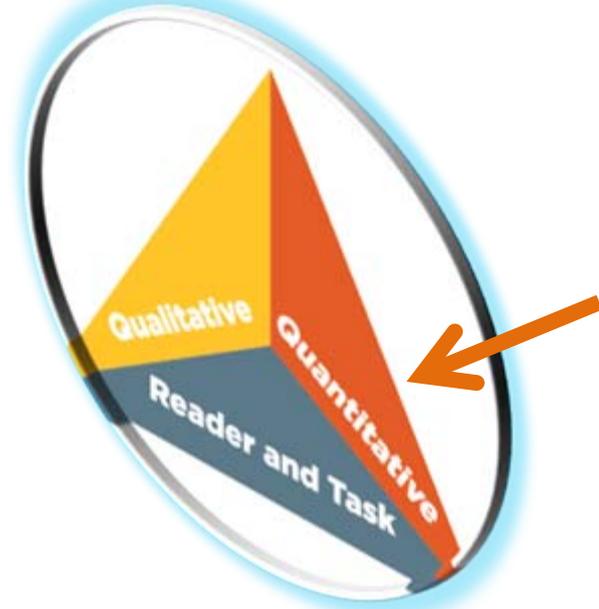
Three Part Model for Text Complexity

(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

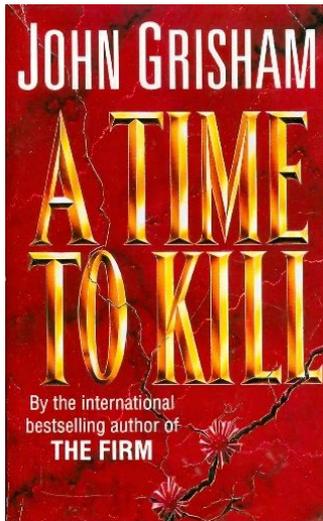
*All Lexile Scores are not
created equally!*



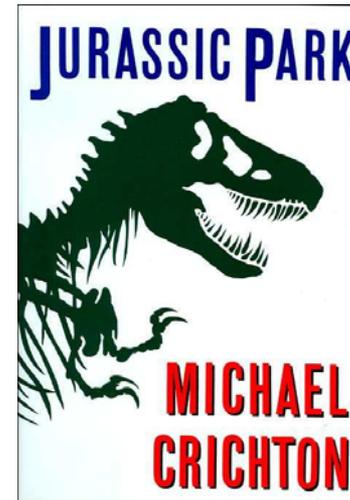
All Lexile scores are not created equally!

Compare these lexile scores . . .

Lexile 770



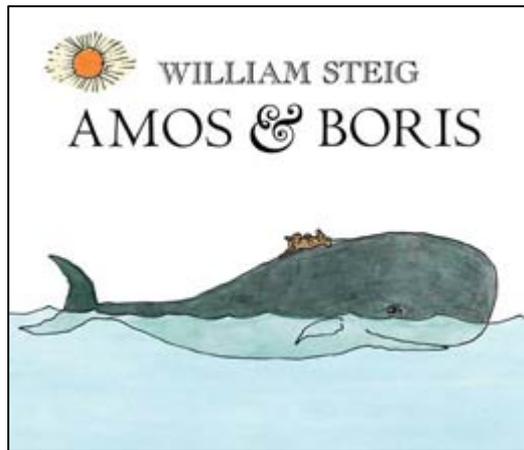
Lexile 710



All Lexile scores are not created equally!

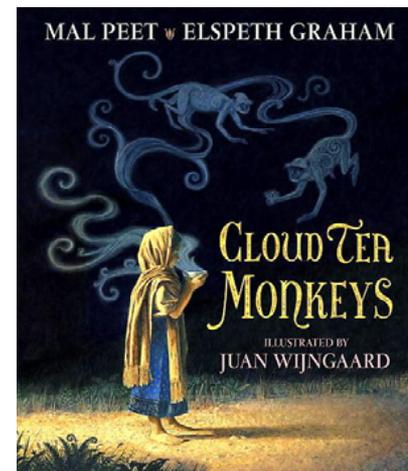
Compare . . . to these!

Lexile 810



Recommended for ages 4-8

Lexile 850

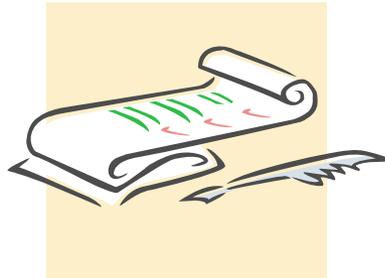


Recommended for ages 5-9

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

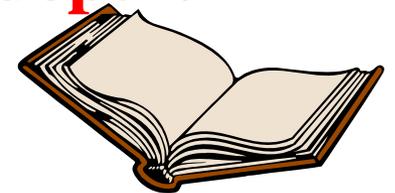
The *Common Core State Standards* contain lists of **sample texts** that demonstrate text complexity in the different grade bands. These lists can be found in the CCSS; additional titles may be found in Appendix B.

*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.

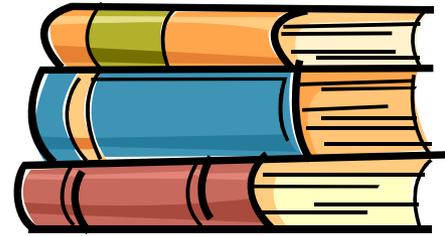


Text on a student's **frustration reading level** should **not** be used. Research has shown that students' reading ability does not improve when interacting with text on a frustration level.

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.



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.

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

Foundational Skills PK-5

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 Readiness 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.**

Participants Will Develop an Understanding of:

**1. Common Core State Standards for
Reading Foundational Skills**

Grades: Pre K- 5

**2. Maryland Common Core State Curriculum
Framework for Foundational Skills**

Grades: Pre K-5

3. Instructional considerations for using

Complex Texts

Grades: PreK-5



Standards for Foundational Skills K-5

Where are They?

CCSS

pages

15-17

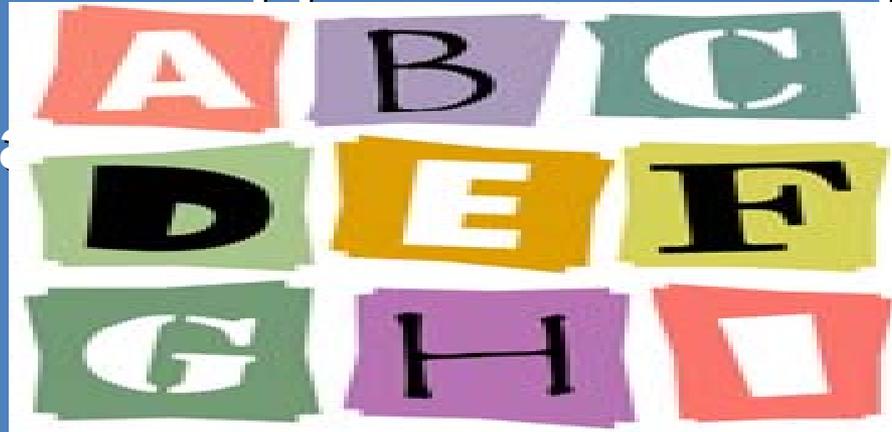
Appendix A Supplements

pages

17-22

Bibliography

page 37



Standards for Foundational Skills

	Pre K	K	1	2	3	4	5
Print Concepts	X	X	X				
Phonological Awareness	X	X	X				
Phonics and Word Recognition	X	X	X	X	X	X	X
Fluency	X	X	X	X	X	X	X

Frameworks

Foundational Skills Pre K-5

Activity

- **Divide into 4 groups:**

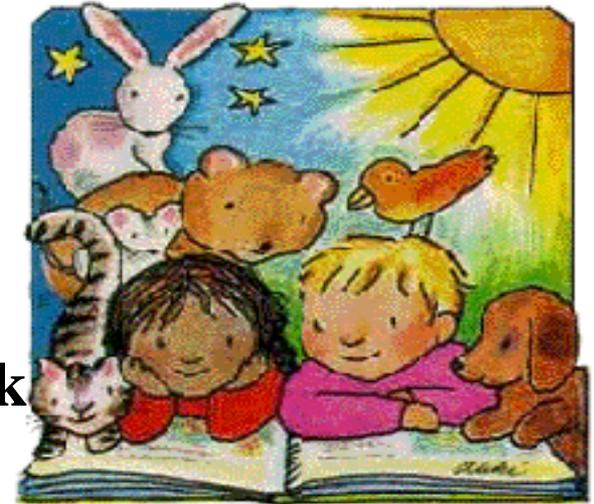
1. Print Concepts
2. Phonological Awareness
3. Phonics and Word Recognition
4. Fluency.

- **Read** the assigned section of the framework

- **Reflect** on the following:

- a. Summarize the assigned section of the Framework.
- b. What are the similarities to what is covered now?
- c. What are the differences compared to what is covered now?

- **Share** the findings of your small group with the whole group



Essential Understandings of Foundational Skills Pre K-Grade 5

“These standards are directed toward fostering students’ understanding and **working knowledge of concepts of print, the alphabetic principle, and other basic conventions of the English writing system.**”



**From the Common Core State Standards for English Language Arts, page 15.*

Essential Understandings of Foundational Skills Pre K-Grade 5

These foundational skills are not an end in and of themselves; rather they are necessary and important components of an effective, comprehensive reading program designed to develop proficient readers with the capacity to comprehend texts across a range of types and disciplines.”



**From the Common Core State Standards for English Language Arts, page 15.*

Essential Understandings of Foundational Skills Pre K-Grade 5

Instruction should be differentiated: good readers will need much less practice with these concepts than struggling readers will. The point is to teach the students what they need to learn and not what they already know-to discern when particular children or activities warrant more or less attention



**From the Common Core State Standards for English Language Arts, page 15.*

How should R/ELA Skills, including Foundational Skills, be taught?

Literacy Instruction:

- **should be integrated into the other standards/content areas.**
- **should not take place at the expense of science and social studies instruction!**



How should R/ELA Skills including Foundational Skills be taught?

Take a look at:

Building Knowledge Systematically in English Language Arts K-5 CCSS p. 33

Activity:

•In pairs read over page 33 and discuss the implications for teachers at your school site.



Tools for Integrated Instruction

Complex Text: Pre K-Grade 5

“K-1 texts are not amenable to quantitative measure. Furthermore, students in those grades are acquiring the code at varied rates. Hence, the Standards’ text complexity requirements begin formally with grade 2.”

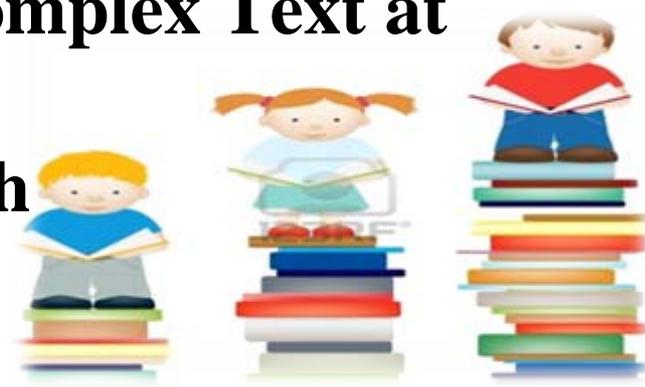
**From the Common Core State Standards for English Language Arts, Appendix A, page 10.*



What is the role of “leveled” text?

When students are learning to decode and comprehend text the proper ‘tool’ is leveled text at the students’ instructional reading level.

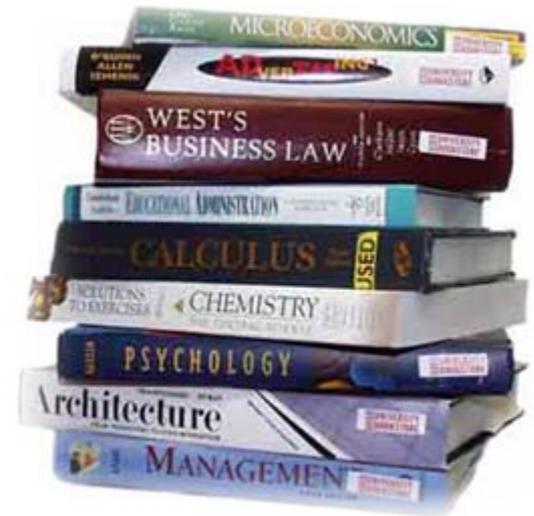
However, until students can independently read Complex Text they need to be engaged with Complex Text at their grade level with the assistance and scaffolding of the teacher through Interactive Read Alouds.



The necessity of teaching elementary students how to read and use exposition

Currently, “students are asked to read very little expository text” in the lower grades. However, “expository text makes up the vast majority of the required text in college and the workplace.”

**From the Common Core State Standards for English Language Arts, Appendix A, page 3.*

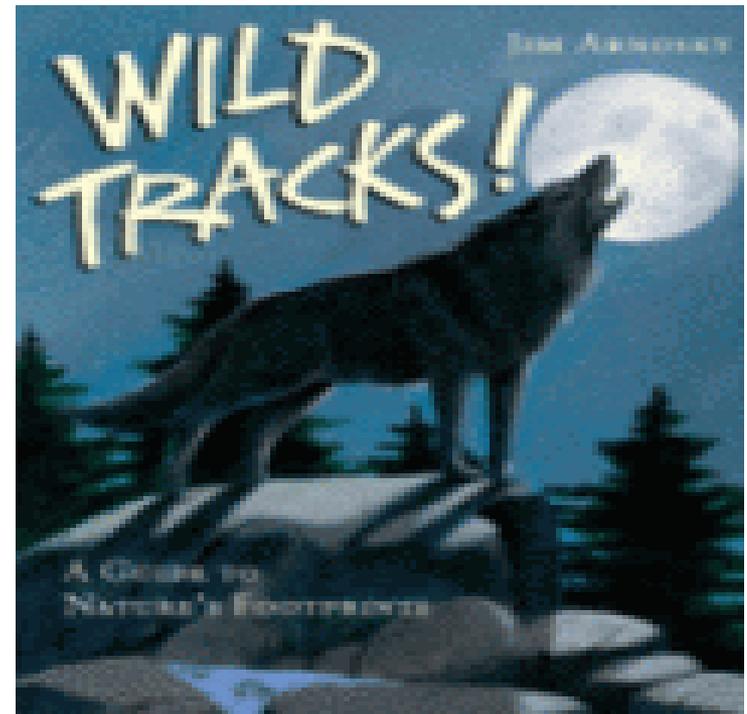
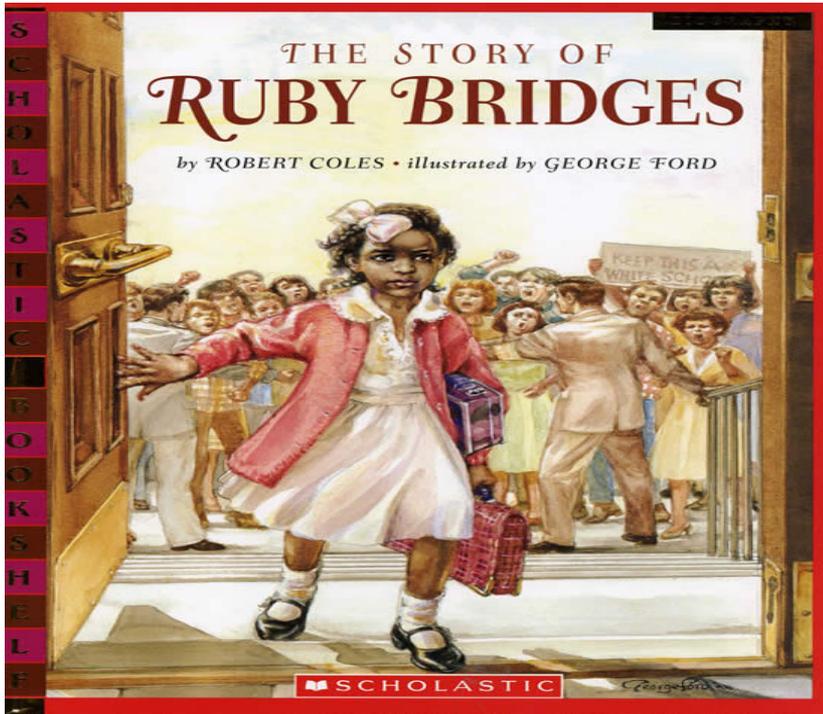


The necessity of teaching students to read and use exposition

Recommendations from NAEP (2009) Percent of Text Structure Type by Grade Level

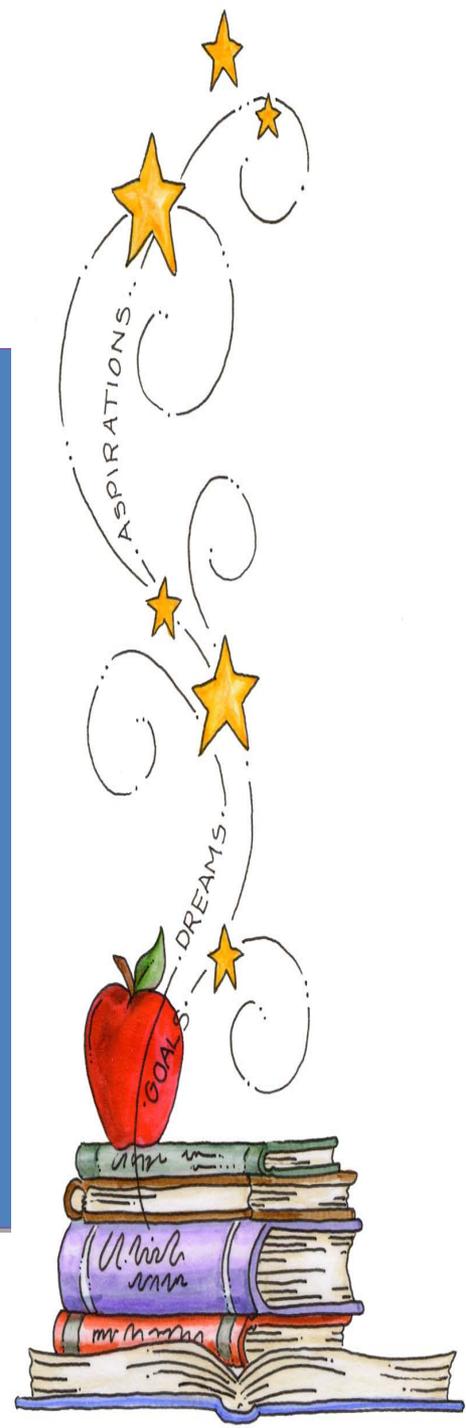
Grade	% Literary Text	% Informational/ Expository Text
4	50	50
8	45	55
12	30	70

Examination of Grade 2-3 Read Aloud Informational Text



Activity

- Take out the text you brought from your school.
- With a partner at your tables characterize your text with 2 words.
(consider the structure of the text.)
- Discuss how you could use this text to teach Foundational Skills.



In Summary: Implications of Complex Text for PreK-Grade 5 Teachers

- **It is important for teachers to make ‘smart’ decisions about the complex text they select: provide a balance of structures and a wide variety of types and genres.**
- **Leveled text at the students’ instructional reading level should be used as a stepping stone toward independent reading of grade-level complex text.**



In Summary: Implications of Complex Text for PK-Grade 5 Teachers

- **All students need to be engaged in close reading of complex texts.**
- **It is important to maintain the goal of all students reading grade-level complex text independently.**
- **Interactive Read Alouds of texts that increase in complexity are essential until all students can independently read grade-level complex texts....students of all grades benefit from Interactive Read Alouds.**



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

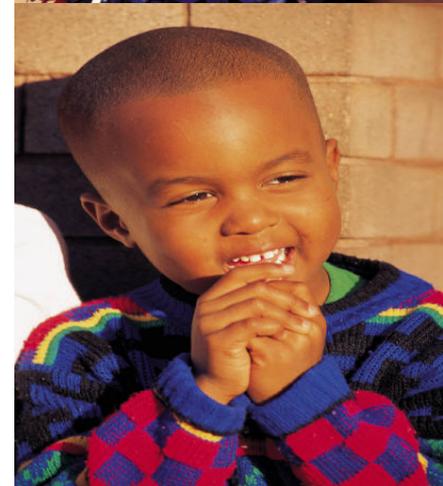
Outcomes for Session 3

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 3-5.**
- **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

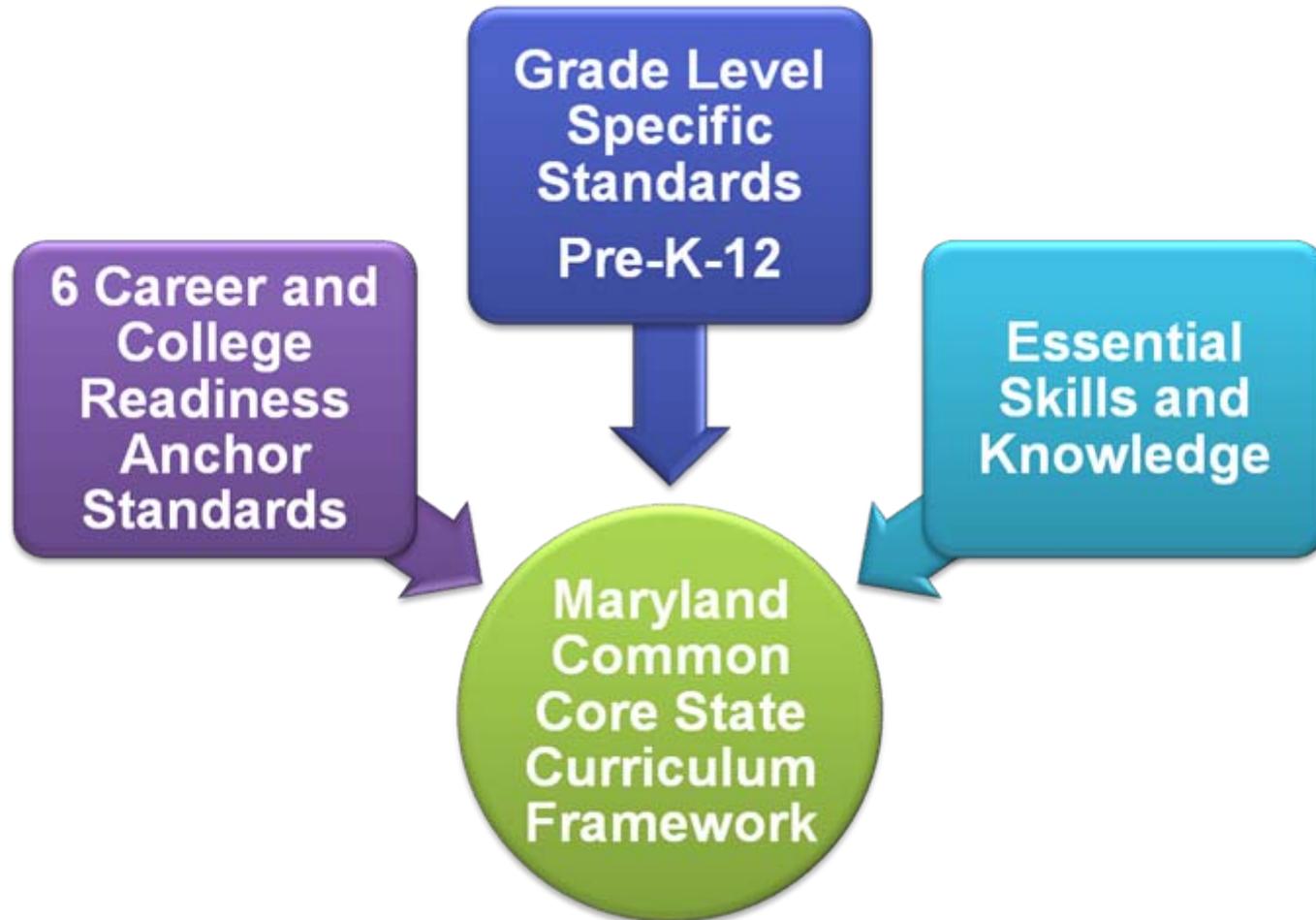
Comprehension and Collaboration Presentation of Knowledge and Ideas

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

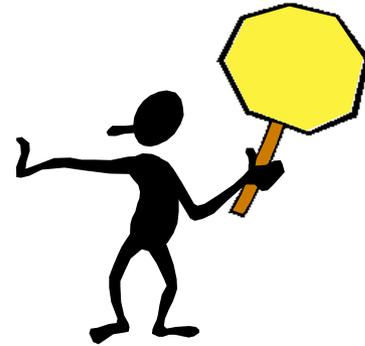


Speaking and Listening Curriculum Framework



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 3-5.**
- **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.

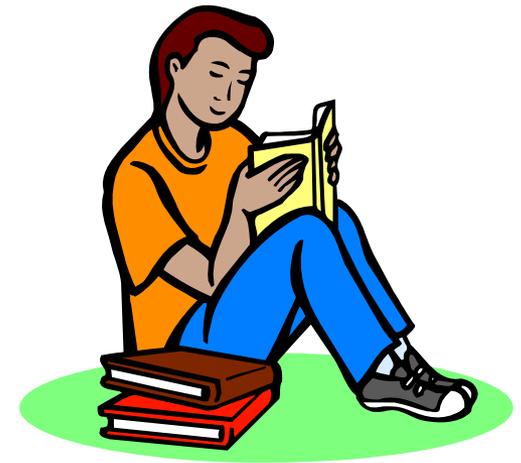
Appendix A, Common Core State Standards for English Language Arts



Common Core State Standards (CCSS) for Language

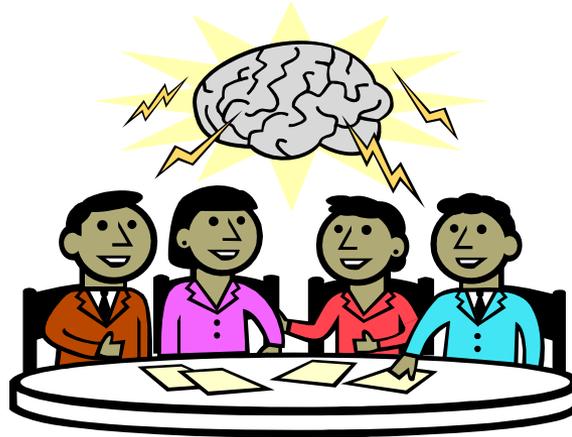
Researchers recommend that students be taught to use knowledge of grammar and usage, as well as knowledge of vocabulary, to comprehend complex academic texts (Garcia & Beltran, 2003; Short & Fitzsimmons, 2007; RAND Reading Study Group, 2002).

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 (Pre-K-5)

L1d: Recognize and correct inappropriate shifts in verb tense. * (Grade 5)

L1a: Print all upper- and lowercase letters. (Grade 1)

L2b: Use commas in greetings and closings of letters. (Grade 2)

L1c: Use modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions. (Grade 4)



L2a: Capitalize the first word in a sentence and the pronoun *I*. * (Grade K)

L1f: Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. * (Grade 4)

L1c: Develop understanding of forming regular plural nouns orally by adding /s/ or /es/ (e.g., dog, dogs; wish, wishes). (Pre-K)

L1g: Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified. (Grade 3)

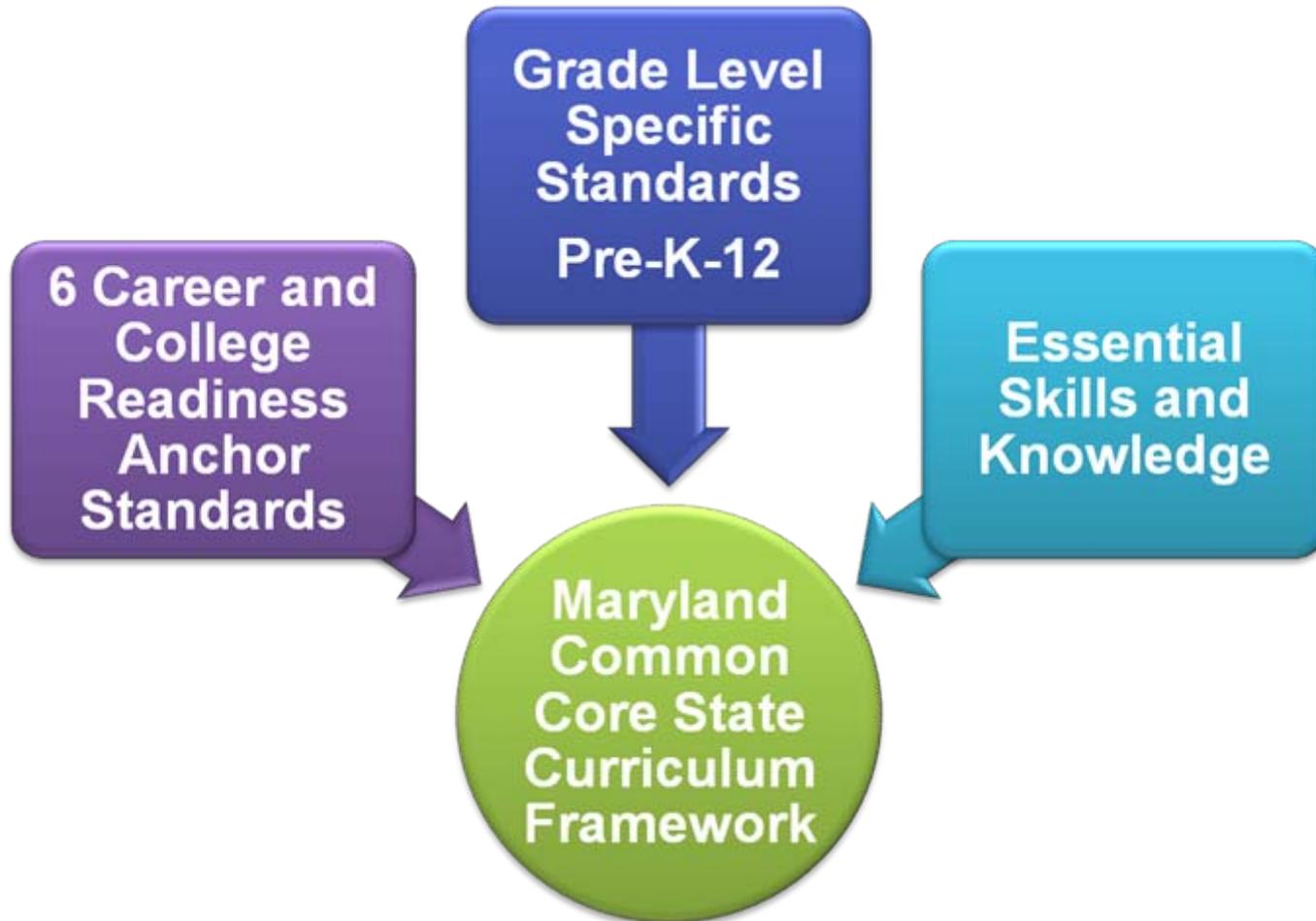
College and Career Readiness Anchor Standards for Language ELA K-5, p. 25; ELA 6-12, p. 52

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

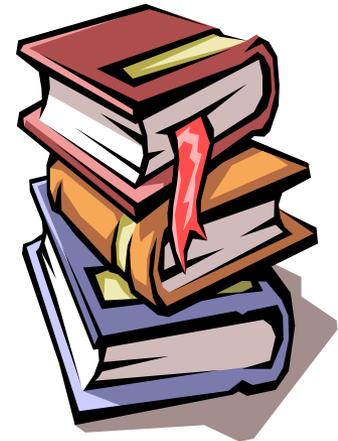
Standards 4-6

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: *Volcanoes*

(Grades 4-5 Text Complexity Band)

General academic

layers

spouted

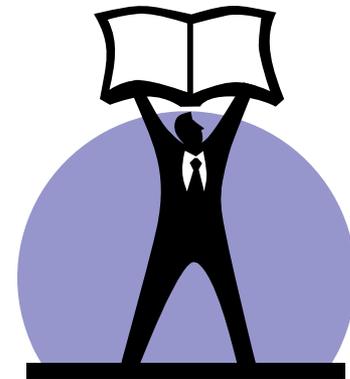
surface

Domain-specific

volcano

mantle

lava



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

