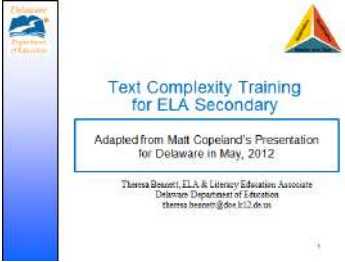


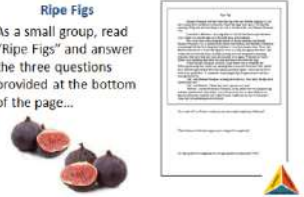




ELA Common Core Module: Text Complexity

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
 <p>Text Complexity Training for ELA Secondary</p> <p>Adapted from Matt Copeland's Presentation for Delaware in May, 2012.</p> <p>Theresa Brunetti, ELA & Literacy Education Associate Delaware Department of Education theresa.brunetti@doe.k12.de.us</p>	<p>Text Complexity Training for ELA Secondary Teachers</p>	<ul style="list-style-type: none"> Welcome! This module was created as part of a series of training for ELA CCSS. Matt Copeland, ELA Consultant, Kansas Dept. of Ed., presented in Delaware on Text Complexity in May of 2012. Check the materials list well in advance of completing or using this module for training. 	<ul style="list-style-type: none"> Module PPT Module Overview ELA CCSS (to include Appendices A &B) Appendix A, Supplemental Appendix A - Text Complexity, Appendix B Delaware's Guide to the Shifts Delaware's Guide to the 6 Shifts <i>Ripe Figs</i> and <i>The Gettysburg Address</i> Text Complexity Video CCSS Text Complexity Model (Text Complexity Triangle Appendix A) Visual Representation of the Range and Complexity of Text Questions for Reader and Task Consideration Template for Text Complexity Analysis and Recommended Placement Form Elmer Davis Slide 	<ul style="list-style-type: none"> Resources for Accessing Quantitative Measures of Text Quantitative Measures Ranges for Text Complexity Grade Bands Qualitative Measures Rubrics for Literary and Informational Reader & Task Considerations To Kill a Mockingbird Recommended Placement Form

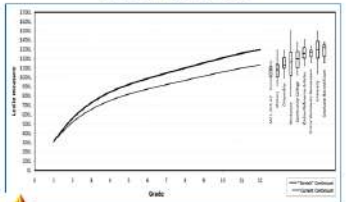
ELA Common Core Module: Text Complexity

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
<p style="text-align: center;">Outcomes</p> <ol style="list-style-type: none"> 1. Understand reading standard #10. 2. Understand the CCSS text complexity model. 3. Practice using the quantitative measures tools. 4. Practice using the qualitative rubrics for both literary and informational texts. 5. Analyze reader and task considerations and scaffolding possibilities for texts. 6. Practice generating a final recommendation form (i.e., the "placemat"). 7. Generate a list of possible next steps 	<p>Review outcomes with the participants.</p>	<p>The focus will be on CCR-Reading Standard 10 (CCR-R10) and the Text Complexity Model. Participants will be walked through the steps of evaluating and recommending a text for the appropriate grade-level text complexity band.</p>	<ul style="list-style-type: none"> • Copy of the PPT for note-taking 	<p>Whole Group</p>
<p style="text-align: center;">Materials</p> <p>Electronic copies of all of today's materials, including the handouts and PowerPoint, are available at the following URL:</p> <p>http://www.doe.k12.de.us/commoncore/ela/admin toolkit/hqpd.shtml</p> 		<ul style="list-style-type: none"> • Materials can be found on the DOE Common Core website behind the tab for HQPD (High Quality Professional Development). 	<ul style="list-style-type: none"> • Copy of the PPT for note-taking 	<p>Whole Group</p>
<p style="text-align: center;">Activity #1</p> <p>Ripe Figs As a small group, read "Ripe Figs" and answer the three questions provided at the bottom of the page...</p> 	<p>Evaluating the complexity of <i>Ripe Figs</i> and <i>The Gettysburg Address</i>.</p>	<ul style="list-style-type: none"> • Tell participants they are going to evaluate both <i>Ripe Figs</i> and <i>The Gettysburg address</i> based on the guiding questions and their background knowledge/expertise of text. • Encourage participants to share their findings with their table group. • Share out whole group; give participants the quantitative measure (Lexile levels) for later work. Participants may notice that their recommendation for grade level placement was different from the 	<ul style="list-style-type: none"> • Copy of the PPT for note-taking • <i>Ripe Figs</i> handout • <i>The Gettysburg Address</i> handout 	<p>Table Group and Whole Group</p>

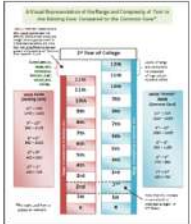
ELA Common Core Module: Text Complexity

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
<p style="text-align: center;">Discussion</p> <ul style="list-style-type: none"> On a scale of 1 to 10, how would you rate the overall complexity of this text? What features of this text support your rating of its complexity? At what grade level might this text be appropriate for instruction? Why? 		<p>Lexile level “placement” –tell them you will talk more about this in a few minutes.</p> <ul style="list-style-type: none"> “Ripe Figs” – Kate Chopin – 286 words – Lexile 1030 – upper end of Grade 6-8 band “The Gettysburg Address” 1340L 		
<p style="text-align: center;">Video Overview of Text Complexity</p> 	<p>Video overview of Text Complexity from EngageNY.</p>	<ul style="list-style-type: none"> http://www.youtube.com/watch?v=Q0uZwDP6cGo&feature=related The video will define text complexity, explain the 3 “legs” of the text complexity model, and give an example. 	<ul style="list-style-type: none"> Copy of the PPT for note-taking 	<p>Whole Group</p>



ELA Common Core Module: Text Complexity

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
<p>Text Complexity – Why is This Important?</p> <ul style="list-style-type: none"> Complexity of texts students are expected to read is below what is required to achieve college and career readiness: <ul style="list-style-type: none"> High school textbooks have <i>declined</i> in all subject areas over the last several decades Average length of sentences in K-8 textbooks has <i>declined</i> from 20 to 14 words Vocabulary demands have <i>declined</i> since the 1960s: <ul style="list-style-type: none"> 8th grade textbooks = former 5th grade texts 12th grade anthologies = former 7th grade texts Complexity of college and career texts has remained steady or increased, resulting in a gap 	<p>Discussion: Why is Text Complexity important?</p>	<ul style="list-style-type: none"> It is important to point out that the decline of textbooks has been happening for decades. Instead of us bringing kids up to meet the demands of the text, texts have been brought down. This has resulted in a gap in our students being prepared post high school for college and careers. 	<ul style="list-style-type: none"> Copy of the PPT for note-taking 	<p>Whole Group</p>
<p>Text Complexity Gap</p>  <p>The graph plots Lexile measures on the y-axis (ranging from 100 to 1500) against grade levels on the x-axis (ranging from 1 to 12). Two lines represent the 'Current Continuum' (bottom) and the 'Stretch Continuum' (top). The gap between the two lines widens significantly from grade 1 to grade 12, indicating that the current curriculum does not adequately prepare students for the complexity of college and career texts.</p>	<p>Discussion: Text Complexity Gap.</p>	<ul style="list-style-type: none"> This visual shows Lexiles on the left, grade levels across the bottom, and college and careers to the right. The bottom line is where our students are currently (current continuum) and the top line is where they need to be (stretch continuum). 	<ul style="list-style-type: none"> Copy of the PPT for note-taking 	<p>Whole Group</p>
<p>Why Should We Worry about This Gap?</p> <ul style="list-style-type: none"> Too many students are reading at too low a level (<50% of high school graduates can read sufficiently complex texts) The complexity of what students can read and comprehend is the single greatest predictor of success in college (ACT study) <ul style="list-style-type: none"> Question type (main idea, word meanings, details) is NOT the chief differentiator Question level (higher order vs. lower order; literal vs. inferential) is NOT the chief differentiator 	<p>Discussion: Why should we worry about this gap?</p>	<ul style="list-style-type: none"> The emphasis here is that text complexity is the single greatest predictor of success in college NOT question type or question level. We could give students a variety of question types at a variety of levels; but, if the text is too easy, or nonexistent, then we are not stretching our students and giving them an opportunity to grapple with complex text and are not preparing them to be CCR. 	<ul style="list-style-type: none"> Copy of the PPT for note-taking 	<p>Whole Group</p>




ELA Common Core Module: Text Complexity

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
<p>How Do We Address This Gap?</p> 	<p>Discussion: How do we address this gap?</p>	<ul style="list-style-type: none"> In this visual, the previous Lexile ranges were created from K-12 and left a gap between where students were leaving high school and entering into college and workplace. The current Lexiles are on the right and were back-mapped from college and career to Kindergarten to ensure that our students will be CCR. “Gary L. Williamson (2006) found a 350L (Lexile) gap between the difficulty of end-of-high school and college texts—a gap equivalent to 1.5 standard deviations and more than the Lexile difference between grade 4 and grade 8 texts” (Common Core, Appendix A, p.3). Note: The current Lexiles have changed slightly since this diagram was created; see the Supplement to Appendix A. The visual still works for this purpose. The handout has the correct Lexiles (slide 33). 	<ul style="list-style-type: none"> Visual Representation of the Range and Complexity of Text handout 	<p>Whole Group</p>


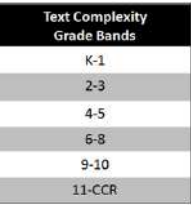


ELA Common Core Module: Text Complexity

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
<p>How Should Instruction Address Text Complexity?</p> <p>RAI RAI RAI Reading!</p>  <p>The diagram shows a green triangle representing the 'Gradual Release of Responsibility (I do, we do, you do)'. It is divided into three vertical sections: 'Read Aloud', 'Read Along', and 'Read Alone'. The y-axis is labeled 'Text Complexity' and the x-axis is labeled 'Gradual Release of Responsibility (I do, we do, you do)'. The 'Read Aloud' section is described as 'Modeling of decoding and fluency' with 'Heavy scaffolding for vocabulary and comprehension'. The 'Read Along' section is described as 'Some scaffolding, as needed for decoding, fluency, vocabulary, and comprehension'. The 'Read Alone' section is described as 'No specific, automatic reading' with 'Little to no scaffolding'. A small triangle icon is at the bottom right of the diagram.</p>	<p>Discussion: How should instruction address text complexity?</p>	<ul style="list-style-type: none"> • Discuss the model of Gradual Release of Responsibility, also known as, “I do-we do-you do.” • When students are working with complex text, they need explicit instruction and modeling – not assigned reading. • It is a myth that students should only need explicit instruction and modeling in elementary school. • Ex: Animal Farm has much more complex themes, vocabulary, and purposes than students would ever encounter in their elementary years. • Students need specialized instruction and modeling from their teachers on how to work with discipline-specific, complex text, each year, in every content area. 	<ul style="list-style-type: none"> • Copy of the PPT for note-taking 	<p>Whole Group</p>
<p>Areas of Emphasis for Instruction</p> <ol style="list-style-type: none"> 1. Building knowledge through a balance of literary and informational texts. 2. Reading, writing, and discussion grounded in evidence from text, both literary and informational. 3. Regular practice (“productive struggle”) with complex text and its academic vocabulary. 	<p>Discussion: Areas of Emphasis for Instruction.</p>	<ul style="list-style-type: none"> • Review the three big shifts in ELA & Literacy. Elaborate as needed depending on your audience; use the Delaware Guide to the Shifts for more information. http://www.doe.k12.de.us/commoncore/ela/files/ELAInstructionalShifts.pdf • Emphasis on <i>regular practice with complex text and its academic vocabulary.</i> 	<ul style="list-style-type: none"> • Copy of the PPT for note-taking 	<p>Whole Group</p>




ELA Common Core Module: Text Complexity

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
		<ul style="list-style-type: none"> Make sure participants understand the term <i>academic vocabulary</i>. See CCSS Appendix A for more information. 		
<p style="text-align: center;">Text Complexity</p> <p>Specifically, reading standard #10: Anchor Standard: R.CCR.10 Read and comprehend complex literary and informational texts independently and proficiently. Example Grade-level Standard (6th grade): RI.6.10 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. </p> <p style="text-align: center;">Activity #2: Discussion!</p> <p>With an elbow partner, interpret these two standard statements:</p> <ul style="list-style-type: none"> What does this mean to you? How does this affect instruction and student learning? <p>Be prepared to share your thoughts... </p>	<p>Discussion: Reading Standard 10.</p>	<ul style="list-style-type: none"> Allow small groups to interpret and report out on their understandings of each of these two standard statements. Note that 6th graders are expected to read <i>within the 6-8 text complexity band proficiently with scaffolding as needed at the high end of the range</i>. We do not see, “6th graders only read 6th grade text by the end of 6th grade” – that is how gaps are created. 	<ul style="list-style-type: none"> Copy of the PPT for note-taking 	<p>Table Group/Whole Group</p>
<p style="text-align: center;">Guiding Questions</p> <p style="text-align: center;"><i>So...</i></p> <p>What do the Common Core State Standards mean by <i>text complexity</i>? What is a <i>text complexity band</i>? <i>and</i> How do we ensure the texts our students are reading are in the appropriate <i>text complexity band</i>? </p>	<p>Guiding Questions</p>	<ul style="list-style-type: none"> Focus of our discussion moving forward. 	<ul style="list-style-type: none"> Copy of the PPT for note-taking 	<p>Whole Group</p>

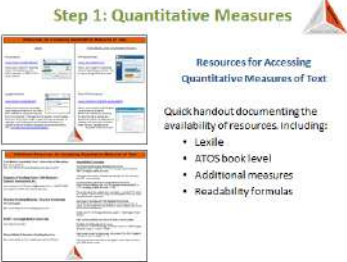


ELA Common Core Module: Text Complexity

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS							
<p>CCSS Text Complexity Model</p> <p>Text complexity is defined by:</p> <ol style="list-style-type: none"> 1. Quantitative measures—readability and other scores of text complexity often best measured by computer software. 2. Qualitative measures—texts of increasing structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader. 3. Reader and task considerations—background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment. 	CCSS Text Complexity Model	<ul style="list-style-type: none"> • Text complexity is defined by the three “legs”: quantitative, qualitative, and reader & task. • Quantitative is what most are familiar with - a readability formula typically done by computer software or web-based program. • Qualitative is what you used earlier when deciding the complexity of <i>Ripe Figs</i> and <i>The Gettysburg Address</i>. 	<ul style="list-style-type: none"> • CCSS Text complexity model – provide as a handout. 	Whole Group							
<p>CCSS Text Complexity Model</p>  <table border="1"> <thead> <tr> <th>Text Complexity Grade Bands</th> </tr> </thead> <tbody> <tr><td>K-1</td></tr> <tr><td>2-3</td></tr> <tr><td>4-5</td></tr> <tr><td>6-8</td></tr> <tr><td>9-10</td></tr> <tr><td>11-CCR</td></tr> </tbody> </table>	Text Complexity Grade Bands	K-1	2-3	4-5	6-8	9-10	11-CCR	CCSS Text Complexity Grade Bands	<ul style="list-style-type: none"> • Clarification of text complexity grade bands. • Lexile ranges are aligned to the CCSS’s text complexity bands that we see in Reading Standard 10. 	<ul style="list-style-type: none"> • Copy of the PPT for note-taking 	Whole Group
Text Complexity Grade Bands											
K-1											
2-3											
4-5											
6-8											
9-10											
11-CCR											
<p>Where Do We Find Texts in the Appropriate Text Complexity Band? We could....</p> <p>Choose an excerpt of text from Appendix B:</p>  <p>or...</p> <p>Use available resources to determine the text complexity of other materials on our own.</p> 	Where do we find texts in the appropriate text complexity band?	<ul style="list-style-type: none"> • CCSS Appendix B contains examples. • Caution: Choosing excerpts from Appendix B is less effective because it removes the reader and task considerations from the equation. • It is recommended to use the Text Complexity Model to determine texts in the appropriate text complexity band. 	<ul style="list-style-type: none"> • Copy of the PPT for note-taking 	Whole Group							


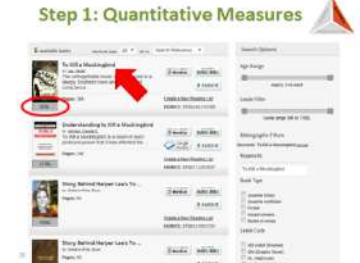

ELA Common Core Module: Text Complexity

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
<p>Determining Text Complexity</p> <p>A Four-step Process:</p> <ol style="list-style-type: none"> Determine the quantitative measures of the text. Analyze the qualitative measures of the text. Reflect upon the reader and task considerations. Recommend placement in the appropriate text complexity band. 	<p>Discussion: Determining Text Complexity</p>	<ul style="list-style-type: none"> Review the 4-step process Discuss the importance of using the model vs. a suggested list. [Teachers need to determine the purpose for using the text, reflect upon the reader and the task.] There are many variables to consider before recommended placement. 	<ul style="list-style-type: none"> Copy of PPT for note-taking 	<p>Whole Group</p>
<p>Step 1: Quantitative Measures</p>  <p>Measures such as:</p> <ul style="list-style-type: none"> Word length Word frequency Word difficulty Sentence length Text length Text cohesion 	<p>Discussion: Quantitative Measures</p>	<ul style="list-style-type: none"> Discuss the elements used for determining a quantitative measure. <ul style="list-style-type: none"> Word length Word frequency Word difficulty Sentence length Text length Text cohesion Further information can be found in CCSS Appendix A. 	<ul style="list-style-type: none"> Text Complexity Model handout 	<p>Whole Group</p>
<p>Step 1: Quantitative Measures</p> <p>The Quantitative Measures Ranges for Text Complexity: This document outlines the suggested ranges for each of the text complexity bands using:</p> <ol style="list-style-type: none"> Lexile Text Measures WECS Book Levels (Accelerated reader) 	<p>Discussion: Quantitative Measures</p>	<ul style="list-style-type: none"> Readability formulas, computer based (Fry, Chall), and web-based (Lexile, Atos) are quantitative measures. 	<ul style="list-style-type: none"> Quantitative Measures handout 	<p>Whole Group</p>

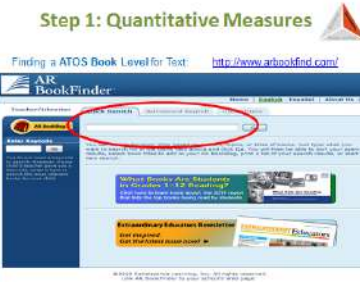


ELA Common Core Module: Text Complexity

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<p>Step 1: Quantitative Measures</p> 	Discussion: Quantitative Measures	<ul style="list-style-type: none"> Share the handout that outlines resources for quantitative measures 	<ul style="list-style-type: none"> Quantitative Measures handout 	Whole Group
<p>Step 1: Quantitative Measures</p> <p>Let's imagine we want to see where a text falls on the quantitative measures "leg" of the text complexity triangle, using either the Lexile text measure or the ATOS book level (or both).</p> <p>For illustrative purposes, let's choose Harper Lee's 1960 novel <i>To Kill a Mockingbird</i>.</p> 	Discussion: Quantitative Measures	<ul style="list-style-type: none"> Explain that we are going to examine quantitative measures of <i>To Kill a Mockingbird</i> by using Lexile and Atos. 	<ul style="list-style-type: none"> Copy of PPT for note-taking 	Whole Group
<p>Step 1: Quantitative Measures</p> <p>Finding a Lexile Measure for Text: https://www.lexile.com/findabook/</p> 	Discussion: Quantitative Measures	<ul style="list-style-type: none"> This slide shows where you fill in the book title on Lexile.com – find a book. 	<ul style="list-style-type: none"> Copy of PPT for note-taking 	Whole Group




ELA Common Core Module: Text Complexity

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 <p>Step 1: Quantitative Measures</p> <p>LEXILE The Lexile® Framework for Reading</p> <p>Find the Right Book for You!</p> <p>Click Book Search</p> <p>Find a Book</p>	<p>Discussion: Quantitative Measures</p>	<ul style="list-style-type: none"> This slide shows where you fill in the book title on Lexile.com – find a book. 	<ul style="list-style-type: none"> Copy of PPT for note-taking 	<p>Whole Group</p>
 <p>Step 1: Quantitative Measures</p> <p>To Kill a Mockingbird</p> <p>Lexile Score: 680L</p> <p>Lexile Measure: 680L</p>	<p>Discussion: Quantitative Measures</p>	<ul style="list-style-type: none"> <i>To Kill a Mockingbird</i> shows up in the query with the Lexile. 	<ul style="list-style-type: none"> Copy of PPT for note-taking 	<p>Whole Group</p>
<p>Step 1: Quantitative Measures</p> <p>For texts not in the Lexile database, consider using the Lexile Analyzer</p> <p>http://www.lexile.com/analyzer/</p> <ul style="list-style-type: none"> Registration is required (free) Allows user to receive an "estimated" Lexile score Accommodates texts up to 1000 words in length Texts of any length can be evaluated using the Professional Lexile Analyzer—educators can upgrade to this tool for free by requesting access 	<p>Discussion: Quantitative Measures</p>	<ul style="list-style-type: none"> If you cannot find a title in the Lexile data base, consider using the Lexile Analyzer. This is a free tool that requires registration. It can be used for excerpts, short passages – anything up to 1000 words. 	<ul style="list-style-type: none"> Copy of PPT for note-taking 	<p>Whole Group</p>



ELA Common Core Module: Text Complexity

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
<p>Step 1: Quantitative Measures</p> 	<p>Discussion: Quantitative Measures</p>	<ul style="list-style-type: none"> • ATOS is similar to Lexile.com – put the text you are looking for in the search box. 	<ul style="list-style-type: none"> • Copy of PPT for note-taking 	<p>Whole Group</p>
<p>Step 1: Quantitative Measures</p> 	<p>Discussion: Quantitative Measures</p>	<ul style="list-style-type: none"> • The text will show up in the query. 	<ul style="list-style-type: none"> • Copy of PPT for note-taking 	<p>Whole Group</p>
<p>Step 1: Quantitative Measures</p> 	<p>Discussion: Quantitative Measures</p>	<ul style="list-style-type: none"> • The text will show up in the query with the ATOS range. • Remind participants to look at the Quantitative Measures handout to see where the text complexity grade aligns with the Lexile and ATOS ranges. 	<ul style="list-style-type: none"> • Quantitative Measures handout 	<p>Whole Group</p>




ELA Common Core Module: Text Complexity

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS																					
<p>Step 1: Quantitative Measures</p> <p>For texts not in the AIR Bookfinder database, consider using The ATOS Analyzer: http://www.rantiana.com/calculator/atos/</p> <ul style="list-style-type: none"> No registration is required (however, you must provide an email address to receive results) Three methods of analysis are available: <ol style="list-style-type: none"> ATOS for Books – for submitting complete text of a book ATOS for Books with Estimated Word Count – does not require full text, just three 100-word passages ATOS for Text – works well for short, full-text submissions (print articles, magazine/newspaper articles, etc.) 	<p>Discussion: Quantitative Measures</p>	<ul style="list-style-type: none"> Explain that ATOS has an analyzer similar to the Lexile Analyzer. It is also free with registration. 	<ul style="list-style-type: none"> Copy of PPT for note-taking 	<p>Whole Group</p>																					
<p>Step 1: Quantitative Measures</p>  <p>Lexile Text Measure: 870L</p> <p>ATOS Book Level: 5.6</p> <p>In which of the text complexity bands would this novel fall?</p> 	<p>Discussion: Quantitative Measures</p>	<ul style="list-style-type: none"> <i>To Kill a Mockingbird</i> has an 870 Lexile and a 5.6 ATOS level. Which text complexity grade band does this novel fall? [4-5 grade band] 	<ul style="list-style-type: none"> Quantitative Measures Ranges for Text Complexity Grade Bands handout 	<p>Whole Group</p>																					
<p>Text Complexity Grade Bands and Associated Lexile Ranges</p> <table border="1"> <thead> <tr> <th>Text Complexity Grade Band (in the Standards)</th> <th>Old Lexile</th> <th>Lexile Range (per the CCSS Requirements)</th> </tr> </thead> <tbody> <tr> <td>K-1</td> <td>N/A</td> <td>N/A</td> </tr> <tr> <td>2-3</td> <td>420-725</td> <td>420-820</td> </tr> <tr> <td>4-5</td> <td>845-845</td> <td>740-1200</td> </tr> <tr> <td>6-8</td> <td>860-1010</td> <td>935-1185</td> </tr> <tr> <td>9-10</td> <td>960-1115</td> <td>1050-1335</td> </tr> <tr> <td>11-CCR</td> <td>1070-1200</td> <td>1185-1385</td> </tr> </tbody> </table>	Text Complexity Grade Band (in the Standards)	Old Lexile	Lexile Range (per the CCSS Requirements)	K-1	N/A	N/A	2-3	420-725	420-820	4-5	845-845	740-1200	6-8	860-1010	935-1185	9-10	960-1115	1050-1335	11-CCR	1070-1200	1185-1385	<p>Discussion: Quantitative Measures</p>	<ul style="list-style-type: none"> Discuss: Is this an appropriate placement for this text? Why or why not? Can quantitative measures be our only measure for determining appropriate placement of texts? No - 	<ul style="list-style-type: none"> Copy of PPT for note-taking 	<p>Table Group/Whole Group</p>
Text Complexity Grade Band (in the Standards)	Old Lexile	Lexile Range (per the CCSS Requirements)																							
K-1	N/A	N/A																							
2-3	420-725	420-820																							
4-5	845-845	740-1200																							
6-8	860-1010	935-1185																							
9-10	960-1115	1050-1335																							
11-CCR	1070-1200	1185-1385																							


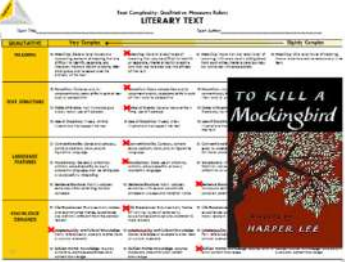

ELA Common Core Module: Text Complexity

TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
<p>Step 1: Quantitative Measures</p>  <p>Remember, however, that the quantitative measures is only the first of three "legs" of the text complexity triangle.</p> <p>Our final recommendation may be validated, influenced, or even over-ruled by our examination of qualitative measures and the reader and task considerations.</p>	Discussion: Quantitative Measures	<ul style="list-style-type: none"> • Pause here for questions regarding Step 1 • Now we will move onto the 2nd leg of text complexity – qualitative measures. 	<ul style="list-style-type: none"> • Copy of PPT for note-taking 	Whole Group
<p>Step 2: Qualitative Measures</p>  <p>Measures such as:</p> <ul style="list-style-type: none"> • Levels of meaning • Levels of purpose • Structure • Organization • Language conventionality • Language clarity • Prior knowledge demands 	Discussion: Qualitative Measures	<ul style="list-style-type: none"> • Review each of the Qualitative Measures (each of these are defined in Appendix A) <ul style="list-style-type: none"> ○ Levels of meaning ○ Levels of purpose ○ Structure ○ Organization ○ Language conventionality ○ Language clarity ○ Prior knowledge demands • Qualitative measures are what you discussed earlier with <i>Ripe Figs</i> and <i>The Gettysburg Address</i>. • This is where the teacher's knowledge of the text comes into play. • We will be focused on whether or not these measures are explicit or implicit; i.e. Is the purpose of the text explicit or is it implicit and will it need to be explicitly taught or will students need scaffolding to understand purpose? 	<ul style="list-style-type: none"> • Text Complexity Model handout 	Whole Group

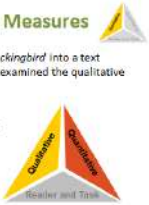


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<p>Step 2: Qualitative Measures</p> <p>The Qualitative Measures Rubrics for Literary and Informational Text:</p> <p>The rubric for literary text and the rubric for informational text allow educators to evaluate the important elements of text that are often missed by computer software that tends to focus on more easily measured factors.</p> 	<p>Discussion: Qualitative Measures</p>	<ul style="list-style-type: none"> The Qualitative Measures Rubrics have been created for Literary and Informational text These rubrics allow educators to evaluate the important elements of text that are often missed by computer software that tends to focus on more easily measured factors. 	<ul style="list-style-type: none"> Qualitative Measures Rubrics for Literary and Informational 	<p>Whole Group</p>
<p>Step 2: Qualitative Measures</p> <p>Because the factors for literary texts are different from information texts, these two rubrics contain different content. However, the formatting of each document is exactly the same.</p> <p>And because these factors represent continua rather than discrete stages or levels, numeric values are not associated with these rubrics. Instead, four points along each continuum are identified: high, middle high, middle low, and low.</p> 	<p>Discussion: Qualitative Measures</p>	<ul style="list-style-type: none"> There are two rubrics; one for literary text and one for informational text The criteria on the rubric represent continua rather than discrete stages or levels, numeric values are not associated with these rubrics. Instead, four points along each continuum are identified: high, middle high, middle low, and low. 	<ul style="list-style-type: none"> Qualitative Measures Rubrics for Literary and Informational 	<p>Whole Group</p>
<p>Step 2: Qualitative Measures</p> <p>Questions to Consider in Planning for Instructional Scaffolding</p> <p>On the back side of each rubric is list of springboard questions to help educators begin thinking about the kinds of instructional scaffolding the text may also require.</p> 	<p>Discussion: Qualitative Measures</p>	<ul style="list-style-type: none"> On the back side of each rubric is list of springboard questions to help educators begin thinking about the kinds of instructional scaffolding the text may also require. As you score, you will be noting if criteria is explicit or implicit. The more implicit, the more complex, the more scaffolding will be needed. [Note: Facilitator will need to make sure the questions are copied to the 	<ul style="list-style-type: none"> Qualitative Measures Rubrics for Literary and Informational 	<p>Whole Group</p>



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		back of each rubric.]		
<p>Step 2: Qualitative Measures</p> <p>So...</p> <p>How is the rubric used?</p> <p>And how would <i>To Kill a Mockingbird</i> fare when analyzed through the lens of the Literary Text Rubric?</p> 	Discussion: Qualitative Measures	<ul style="list-style-type: none"> We will be taking a look at how to use the rubric with <i>To Kill a Mockingbird</i> 	<ul style="list-style-type: none"> Copy of PPT for note-taking 	Whole Group
	Discussion: Qualitative Measures	<ul style="list-style-type: none"> Users read across the four columns for each row of checkboxes on the rubric, identifying which descriptors best match the text by marking a particular checkbox. The more complex the text, the more teachers will need to plan for explicit instruction and scaffolding. 	<ul style="list-style-type: none"> Literary rubric 	Whole Group
<p>Step 2: Qualitative Measures</p> <p>From examining the quantitative measures, we know:</p> <p>LevelText Measure: 870L</p> <p>ATOS Book Level: 5.6</p> <p>But after reflecting upon the qualitative measures, we believed:</p> 	Discussion: Qualitative Measures	<ul style="list-style-type: none"> We have reviewed the quantitative and qualitative measures for <i>To Kill a Mockingbird</i>. Quantitative: 870L Qualitative: Complex 	<ul style="list-style-type: none"> Copy of PPT for note-taking 	Whole Group



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<p>Step 2: Qualitative Measures</p>  <p>Our initial placement of <i>To Kill a Mockingbird</i> into a text complexity band changed when we examined the qualitative measures.</p> <p>Remember, however, that we have completed only the first two legs of the text complexity triangle.</p> <p>The reader and task considerations still remain.</p>	<p>Discussion: Qualitative Measures</p>	<ul style="list-style-type: none"> The placement of <i>To Kill a Mockingbird</i> has changed since we examined qualitative measures. We have examined the two of the three legs of the text complexity model. We still need to discuss the reader and task. 	<ul style="list-style-type: none"> Copy of PPT for note-taking and/or text complexity model 	<p>Whole Group</p>
<p>Step 2: Qualitative Measures</p>  <p>Activity #3: Your Turn!</p> <p>Using the rubrics for literary and informational text, analyze the qualitative measures of the following titles:</p> <ul style="list-style-type: none"> "Ripe Figs" (literary text)—1030L "The Gettysburg Address" (informational text)—1340L <p>Discuss your results as a small group. You will be sharing your marked rubric with the larger group.</p>	<p>Discussion: Qualitative Measures</p>	<ul style="list-style-type: none"> Split up the participants – half will use the literary rubric for <i>Ripe Figs</i> and the other half will use the informational rubric for <i>The Gettysburg Address</i> Participants can work in small groups/table groups Share out/debrief with the larger group – go through each column with feedback from the groups that evaluated each – get group consensus on qualitative measure. 	<ul style="list-style-type: none"> Appropriate rubric 	<p>Small group/table group/whole group</p>
<p>Step 3: Reader and Task Considerations</p>  <p>Considerations such as:</p> <ul style="list-style-type: none"> Motivation Knowledge and experience Purpose for reading Complexity of task assigned regarding text Complexity of questions asked regarding text 	<p>Discussion: Reader and Task Consideration</p>	<ul style="list-style-type: none"> Step 3 is when we consider the reader and the task: <ul style="list-style-type: none"> Motivation Knowledge and experience Purpose for reading Complexity of task assigned regarding text Complexity of questions asked regarding text 	<ul style="list-style-type: none"> Reader and Task Considerations handout 	<p>Whole Group</p>



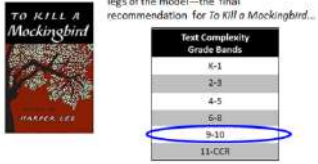
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TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
<p>Step 3: Reader and Task Considerations</p>  <p>Questions for Professional Reflection on Reader and Task Considerations:</p> <p>The questions provided in this resource are meant to spur teacher thought and reflection upon the text, students, and any tasks associated with the text.</p>	Discussion: Reader and Task Consideration	<ul style="list-style-type: none"> Review a few of the questions on the Reflection on Reader and Task Considerations 	<ul style="list-style-type: none"> Questions for Professional Reflection on Reader and Task Considerations handout 	Whole Group
<p>Step 3: Reader and Task Considerations</p>  <p>The questions included here are largely open-ended questions without single, correct answers, but help educators to think through the implications of using a particular text in the classroom.</p>	Discussion: Reader and Task Consideration	<ul style="list-style-type: none"> The questions are largely open-ended questions without single, correct answers, but help educators to think through the implications of using a particular text in the classroom. 	<ul style="list-style-type: none"> Questions for Professional Reflection on Reader and Task Considerations handout 	Whole Group
<p>Step 3: Reader and Task Considerations</p> <p>What aspects of the text will likely pose the most challenge for my students?</p> <ul style="list-style-type: none"> Content or theme concerns or challenges? Text structure challenges? Language feature challenges? Knowledge and experience demands? Motivation for and interest in the text? 	Discussion: Reader and Task Consideration	<ul style="list-style-type: none"> If time, take a closer look at a few of the questions for discussion. 	<ul style="list-style-type: none"> Questions for Professional Reflection on Reader and Task Considerations handout 	Table Group/Whole Group




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TOPIC	ACTIVITY	FACILITATOR TIPS	MATERIALS	GROUPINGS
<p>Step 3: Reader and Task Considerations</p> <p>What Common Core State Standards should I focus on when teaching this text?</p> <ul style="list-style-type: none"> • What are natural areas of focus for this text? • With what standards do my students need the most practice? <p>Will the complexity of any before, during and after reading tasks or the complexity of any questions asked about the text interfere with the reading experience?</p> <p>What supports do I need to provide so that all of my students (even those who are struggling readers) can access the text?</p>	<p>Discussion: Reader and Task Consideration</p>	<ul style="list-style-type: none"> • If time, take a closer look at a few of the questions for Reader and Task Considerations 	<ul style="list-style-type: none"> • Questions for Professional Reflection on Reader and Task Considerations handout 	<p>Table Group/Whole Group</p>
<p>How Should Instruction Address Text Complexity?</p> <p>RAI RAI RAI Reading!</p>  <p>Gradual Release of Responsibility (I do, we do, you do)...</p>	<p>Discussion: Gradual Release of Responsibility Model</p>	<ul style="list-style-type: none"> • Take another look at the Gradual Release of Responsibility Model – discuss the implications for teaching Ripe Fig and The Gettysburg Address using the guiding questions on the back. • What will need to be explicitly taught and modeled; what will need to be scaffolded; what can students do independently? 	<ul style="list-style-type: none"> • Appropriate rubric, rubric guiding questions 	<p>Table Group/Whole Group</p>
<p>Step 3: Reader and Task Considerations</p> <p>Based upon our examination of the Reader and Task Considerations, we have completed the third leg of the text complexity model and are now ready to recommend a final placement within a text complexity band.</p> 	<p>Discussion: Reader and Task Consideration</p>	<ul style="list-style-type: none"> • Discuss Reader and Task Considerations for the text that you evaluated – table groups • Debrief whole group 	<ul style="list-style-type: none"> • Appropriate rubric, rubric guiding questions, reader & task consideration questions 	<p>Table Group/Whole Group</p>

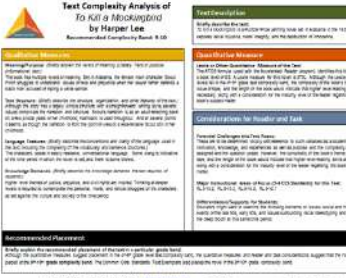
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<p>Step 4: Recommended Placement</p>  <p>After reflecting upon all three legs of the text complexity model we can make a final recommendation of placement within a text and begin to document our thinking for future reference.</p>	<p>Discussion: Recommended Placement</p>	<ul style="list-style-type: none"> Now that we have been through all three legs of the model, it is time to make a recommendation for placement of the text. 	<ul style="list-style-type: none"> Copy of the PPT for note-taking 	<p>Whole Group</p>
<p>Step 4: Recommended Placement</p> 	<p>Discussion: Recommended Placement</p>	<ul style="list-style-type: none"> Using this protocol, we progressed through each leg of the text complexity model: (1) quantitative measures, (2) qualitative measures, and (3) reader and task considerations. Now we are ready to review all three legs one last time and make a final recommendation for placement of this text into a text complexity grade band. 	<ul style="list-style-type: none"> Copy of the PPT for note-taking 	<p>Whole Group</p>
<p>Step 4: Recommended Placement</p>  <p>Based upon all the information—all three legs of the model—the final recommendation for <i>To Kill a Mockingbird</i>...</p>	<p>Discussion: Recommended Placement</p>	<ul style="list-style-type: none"> Based upon all three legs of the model, the most appropriate placement for the novel was grades 9-10. If time, look at the standards for grades 9-10; discuss which standards could be taught. 	<ul style="list-style-type: none"> Copy of the PPT for note-taking 	<p>Whole Group</p>

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<p>Step 4: Recommended Placement</p>  <p>In this instance, Appendix B confirms our evaluation of the novel, <i>To Kill a Mockingbird</i> is placed within the grade 9-10 text complexity band.</p>	<p>Discussion: Recommended Placement</p>	<ul style="list-style-type: none"> Validating our analysis, the Common Core Standards List of Exemplar Texts (Appendix B) came to this same conclusion. 	<ul style="list-style-type: none"> Copy of the PPT for note-taking 	<p>Whole Group</p>
<p>Step 4: Recommended Placement</p> <p>Template for Text Complexity Analysis and Recommended Placement Form.</p> <p>The one-page template provides an opportunity to record the thinking involved in recommending the placement of a specific text into a text complexity band.</p> <p>Keeping a record of such analysis and thinking might be useful documentation in the case that any questions arise in the future.</p> 	<p>Discussion: Recommended Placement</p>	<ul style="list-style-type: none"> Once the recommended placement has been decided upon, educators might also find it useful to document some the thinking that led them to their conclusion. 	<ul style="list-style-type: none"> Template for Text Complexity Analysis and Recommended Placement Form 	<p>Whole Group</p>
	<p>Discussion: Recommended Placement</p>	<ul style="list-style-type: none"> The template offers space to record information for each of the three legs of the model. 	<ul style="list-style-type: none"> Template for Text Complexity Analysis and Recommended Placement Form 	<p>Whole Group</p>

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 <p>Text Complexity Analysis of To Kill a Mockingbird by Harper Lee Recommended Complexity Level: 8-10</p> <p>Qualitative Measures</p> <p>Quantitative Measures</p> <p>Recommended Placement</p>	<p>Discussion: Recommended Placement</p>	<ul style="list-style-type: none"> An example of a completed template for To Kill a Mockingbird. 	<ul style="list-style-type: none"> To Kill a Mockingbird Recommended Placement Template 	<p>Whole Group</p>
<p>Step 4: Recommended Placement</p> <p>Activity #4: Your Turn!</p> <p>As a small group...</p> <ul style="list-style-type: none"> Use the text you have analyzed today, either <i>Ripe Fig</i> or <i>Gettysburg Address</i> Begin documenting a rationale for the recommended placement of that text on the recommended placement template. <p>You will be sharing your recommended placement form with the larger group.</p>	<p>Discussion: Recommended Placement</p>	<ul style="list-style-type: none"> As a small group... Use the text you have analyzed today, either <i>Ripe Fig</i> or <i>Gettysburg Address</i> Begin documenting a rationale for the recommended placement of that text on the recommended placement template. 	<ul style="list-style-type: none"> Template for Text Complexity Analysis and Recommended Placement Form 	<p>Table Group/Small Group/Whole Group</p>
<p>Step 4: Recommended Placement and Next Steps</p> <p>Activity #5: Discussion!</p> <p>As a small group...</p> <ul style="list-style-type: none"> How might classroom teachers make use of the recommended placement forms? How might administrators make use of the recommended placement forms? What steps can we take to ensure that students encounter appropriate grade-level complex text? <p>Be prepared to share your thoughts...</p>	<p>Discussion: Recommended Placement</p>	<ul style="list-style-type: none"> Think/pair/share the questions on this slide Debrief whole group 	<ul style="list-style-type: none"> Copy of the PPT for note-taking 	<p>Pairs/table group/whole group</p>

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<p>Elmer Davis, "If Hoover Fails," Harpers Monthly, March, 1929.</p> <p>Our prosperity is a quantity <i>unobtainable</i>... kind quarter <i>prosperity</i> inevitably entails its own purpose... When every family has become a two-car family, then <i>depends on automobile</i> people can be maintained, only by ensuring that it must become a three-car family. In just time, when people had bought all they could afford from the increased buying production standards, workers were paid all with the manufacturers, <i>surface</i> <i>reworked up</i>... It seems, have <i>observed</i> the business cycle, when people have bought all they can afford, they do or <i>brings a slow down</i> and the need to <i>earn payments</i> but I suspect that, we have only <i>deferred</i> payment, not escaped it, and that the bill will be at the larger amount, <i>finally</i> <i>due to the</i> <i>road</i>.</p> <p>Leah - 1100 (page 9, line 9) PR - 97</p> <p>© 2002 The DBO Project</p> <p><i>Purpose</i> Levels of <i>Meaning</i> - easily inferred but applied concepts <i>Structure</i> - linear but complex analysis, thesis, cause/effect as well as comparing then and now, explicitly stated conclusion <i>Language</i> - some unfamiliar and some abstract nouns, some sophisticated sentences <i>Knowledge</i> - prosperity is an abstract concept, examples would be more easily understood if they were within readers' experiences.</p>	<p>Optional Activity: Close Reading – gradual release</p>	<ul style="list-style-type: none"> If time, briefly model for teachers how to gradually release responsibility – do not click in the right-hand side text complexity information. 1) Ask participants to read the excerpt silently; 2) Give participants a text-dependent question: What is the central idea of this excerpt? Think about this as I read the excerpt aloud – please follow along; 3) Ask volunteers for central idea – by sharing several central ideas (with teacher clarification, if needed), we are giving more students access to this complex excerpt; 4) Next, ask participants what structure the author has used to organize the information in this excerpt – compare/contrast and/or cause/effect – reread the excerpt and underline evidence, be ready to discuss. By giving students a choice of structures, students will go back into the text and read closely looking for evidence vs. the teacher saying, “What is the structure of this excerpt?” Students would either spend time trying to think of the different 	<ul style="list-style-type: none"> Large slide copy of Elmer Davis excerpt 	<p>Table Group/Whole Group</p>



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		<p>structure types or give up rather quickly/skip the question.</p> <ul style="list-style-type: none"> • 5) Debrief evidence – participants should come to the conclusion that there is evidence for both structures. • 6) Ask participants to come up with a question they think may be answered with the next piece of this article. • 7) Teachers would then have students work in small group or pairs to start the process again. • 8) Students are essentially finding main ideas and key details by understanding the central idea and structure of the text. Eventually, students can continue to use text dependent questions, predictions, and rereading to continue reading chunks of this text on their own. • Show participants the information on text complexity to the right of the excerpt (it will click in) 		

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<p>Final Thoughts Sarah Wessling Brown</p> <ul style="list-style-type: none"> • How do we ramp up complexity? <ul style="list-style-type: none"> – Take a text that is used frequently and make the task more challenging. – Take a task that is typically challenging and scaffold it with more accessible (shorter) text. – Increase complexity by comparing text. 	Discussion: Final Thoughts	<ul style="list-style-type: none"> • At this point in the training, teachers have worked through the text complexity model thoroughly and made a recommended placement. • Discuss the question, “How to we ramp of complexity?” 	<ul style="list-style-type: none"> • Copy of PPT for note-taking 	Whole Group
<p>Final Thoughts Sarah Wessling Brown</p> <ul style="list-style-type: none"> • Text complexity is relevant to all teachers, all readers. • Text complexity is never determined by a single characteristic. • Teachers must make purposeful matches between text, task, and reader. 	Discussion: Final Thoughts	<ul style="list-style-type: none"> • Review the statements on this slide to begin the wrap up of this training. 	<ul style="list-style-type: none"> • Copy of PPT for note-taking 	Whole Group