Overview and Major Instructional Shifts of the College & Career Readiness Standards for Adult Education: ELA/Literacy

2015 Summer Institute

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AKA

CCRS
ELA/Literacy

by
Firehose!
CCRS Implementation Team FY 16
Session Objectives

• Identify key CCRS background info and ELA/Literacy shifts

• Understand text complexity and the central role it plays in the CCR Standards for Adult Education

• Articulate the role of text-dependent questions as a powerful tool for close reading

• Show how valuable a well-crafted writing prompt can be as a summative learning activity—not just for learning to write but also for reading comprehension and building knowledge
Agenda

1. CCRS: Diving into Language Arts and Literacy
2. Selecting Texts Worth Reading
3. Dinner
4. Identifying Questions Worth Answering
5. Creating High Quality Writing Prompts
6. Wrap-up
CCRS Background and ELA/Literacy Shifts

Objectives

- Become familiar with the CCR Standards for ELA/Literacy and how the standards are organized.
- Learn how tightly linked the standards are to one another.
- Understand in concrete terms how the standards are connected to the three key shifts.
CCRS for Adult Education
(US Dept of Education, OCTAE, 2013)

• An OCTAE (Office of Career, Technical, and Adult Education) project designed to:
  – Forge a stronger link among adult education, postsecondary, and the world of work
  – Provide all adult students with opportunity to be prepared for postsecondary training without needing remediation
CCRS Development Process

• OCTAE convened two review panels: Math and English Language Arts (ELA)/literacy —with a wide cross-section of experience and expertise.

• Common Core State Standards (CCSS in K-12) served as the basis of discussions.

• Gathered feedback from colleagues around the nation and the lead CCSS writers.

• Established an evidence-based process.
Alignment
Year 1 (FY16) MN CCRS

Implementation Objectives by June 2016:

- teachers & administrators will be able to articulate the benefits of standards-based education.
- teachers & administrators will be able to articulate & provide examples of the key instructional shifts in ELA and Math CCRS.
- math teachers & administrators will be able to articulate & provide examples of the Standards for Mathematical Practice.
- teachers will be able to apply the key instructional shifts in ELA and Math CCRS and the Standards for Mathematical Practice, as appropriate to their teaching assignment.
- teachers will be able to access the ELA and Math Standards for CCRS/NRS levels of the students they teach and summarize the key content of those levels.
Goals for 2017-2022 (timeline & activities TBD)

- programs will be able to align their materials, resources, and assessments to CCRS.
- teachers and programs will be able to articulate which standards are being addressed in courses/instruction.
- teachers will be able to develop lesson plans that incorporate shifts and standards appropriate student levels.
- programs will be able to develop courses that incorporate shifts and standards appropriate to student levels.
- administrators will be able to conduct standards-focused classroom observations and teacher feedback sessions to support implementation and improve instruction.
MN ABE State Standards

What skills do adult learners need for successful transitions?

- Basic Skills
- Digital Literacy Skills
- Professional/Soft Skills

How are these skills defined?
- Northstar Digital Literacy Standards

Content for teaching and learning:
- Life Skills
- Occupational
- Science & Social Studies
- Civics/citizenship
- Other

Implementing College and Career Readiness Standards in Adult Education
What CCRS Are

- Standards represent goals of what the students should learn.

- Central purpose: prepare students for world of work, post secondary education and citizenship.

- They are meant to improve the quality of adult education and literacy programs nationwide. ALL ABE students (ELL, ASE, etc.)

- Adopted by Minnesota Department of Education for ABE. They come with professional development (like this session) to help develop expertise to implement.
What CCRS are Not

- They are *not* an order in which standards are to be taught.

- They are *not* directions about how instructors should teach.

- They are *not* a full spectrum of support and interventions for students.
Navigating the CCRS

Let’s walk through the key organizational features of the CCRS book.
Key Shifts

1. **Complexity:** Reading practice from complex text (and academic language)

2. **Evidence:** Reading, writing, and speaking grounded in evidence from text

3. **Knowledge:** Building knowledge through content-rich informational texts
Key Shifts Build Toward College and Career Readiness for All Students

- Engage With Complex Text
- Extract and Employ Evidence
- Build Knowledge
Shift One

Regular practice with complex text and academic language

- What students can read (complexity) is the greatest predictor of success in college. (ACT study)
- Gap between high school and college text complexity
  - Too many students reading at too low a level
  - Less than 50% HS grads can read sufficiently complex texts
Shift Two

Reading, writing and speaking grounded in evidence from text

- College and workplace writing requires evidence
- Ability to cite evidence correlates to stronger performance on national assessment
- Ability to locate and deploy evidence are hallmarks of good readers & writers
Shift Three

Building knowledge through content-rich nonfiction

- Nonfiction makes up the vast majority of reading in college and the workplace
- Informational texts are often harder for students to comprehend than narrative texts
- Includes science, history and technical subject areas
Key shifts boil down to:

• Texts worth reading!
• Questions worth answering!
• Work worth doing!
ELA standards’ Four Strands

Reading

Writing

Speaking & Listening

Language
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.
Level Equivalence

Standards are grouped into five grade-level groupings to more closely reflect adult education levels of learning:

- ELA/Literacy - A (K–1),
- B (2–3),
- C (4–5),
- D (6–8), and
- E (9–12)
Walk through one ELA standard!

<table>
<thead>
<tr>
<th>A</th>
<th>B</th>
<th>C</th>
<th>D</th>
<th>E</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCR Anchor 1: 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. <em>(Apply this standard to texts of appropriate complexity as outlined by Standard 10.)</em></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ask and answer questions about key details in a text. <em>(RI/RL.1.1)</em></td>
<td>Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. <em>(RI/RL.2.1)</em></td>
<td>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. <em>(RI/RL.4.1)</em></td>
<td>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <em>(RI/RL.7.1)</em></td>
<td>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <em>(RI/RL.9-10.1)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. <em>(RI/RL.5.1)</em></td>
<td><strong>Application:</strong> cite specific textual evidence to support analysis of primary and secondary sources. <em>(RH.6-8.1)</em></td>
<td><strong>Application:</strong> cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. <em>(RH.9-10.1)</em></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• <strong>Application:</strong> cite specific textual evidence to support analysis of science and technical texts. <em>(RST.6-8.1)</em></td>
<td>• <strong>Application:</strong> cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. <em>(RST.9-10.1)</em></td>
</tr>
</tbody>
</table>

College and Career Readiness Standards for Adult Education, p. 14
Match Standards to Key Shifts

Directions:

1. Read your Anchor Standard. Look at the four categories posted around the room, and ask yourself, “Which key shift does this standard best illustrate or exemplify?”

2. When you have settled on which category your standard best fits, walk over to stand by that poster.

3. Read your standard aloud to the other participants and listen to their standard.
Discussion Questions

- What do you notice about the colors of the cards in your key advance?
- Can you figure out what the colors represent?
- What are some rationales that explain why you chose to relate that standard to that key advance?
- Did anyone have a hard time deciding which group to pick?
- Did anybody wonder about being part of another group?
  What key shifts were the contenders?
- How about those of you in the “other” category? What standard do you have? Why did you choose to stand under the “other” sign?
- Does anyone from the other shifts want to adopt them? If so, make a case for why that standard belongs there.
Reflections

- Each key shift depends on standards from the four strands.
- Standards from the four strands come together in aligned instruction to realize the key shifts.
- Reading Standard 1 (text evidence) and Reading Standard 10 (text complexity) play a special role because they operate whenever students are reading or researching, writing, or speaking about what they have read.
Time to Check in!
Three Key Shifts Prompted by the CCR Standards

1. **Text Complexity: Regular Practice With Complex Text (and Its Academic Language)**

2. **Evidence: Reading and Writing Grounded in Evidence From Text**

3. **Building Knowledge: Building Knowledge Through Content-Rich Nonfiction**
Key Shifts Build Toward College and Career Readiness for All Students

Engage With Complex Text → Extract and Employ Evidence → Build Knowledge
Selecting Texts Worth Reading

Objectives

- Articulate the research base that explains the importance of text complexity to students’ preparedness.
- Understand the staircase of complexity and the central role it plays in the CCR Standards for Adult Education.
- Identify the features that make a text complex.
- Analyze a sample text to gain insights for instruction and deeper understanding of what it takes to comprehend a text.
Warm – Up!

How do you choose texts to use with your students?
Rationale for Focusing on Complex Text

Relevance and Importance Based on the Research

- The complexity of text that students can read is the greatest predictor of success in college (ACT study).
- The gap between the complexity of college and high school texts is huge (four years!).
- Too many students are reading at too low a level. (Fewer than 50% of graduates can read sufficiently complex texts.)

Deficiencies deny equal opportunity . . .
Reading Anchor 10: Read & comprehend complex literary and informational texts independently and proficiently.

<table>
<thead>
<tr>
<th>Common Core Band</th>
<th>ATOS</th>
<th>Degrees of Reading Power</th>
<th>Flesch-Kincaid</th>
<th>The Lexile Framework</th>
<th>Reading Maturity</th>
<th>SourceRater</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd – 3rd (B)</td>
<td>2.75 – 5.14</td>
<td>42 – 54</td>
<td>1.98 – 5.34</td>
<td>420 – 820</td>
<td>3.53 – 6.13</td>
<td>0.05 – 2.48</td>
</tr>
<tr>
<td>4th – 5th (C)</td>
<td>4.97 – 7.03</td>
<td>52 – 60</td>
<td>4.51 – 7.73</td>
<td>740 – 1010</td>
<td>5.42 – 7.92</td>
<td>0.84 – 5.75</td>
</tr>
</tbody>
</table>
But...

Will we have to make our learners read hard texts independently?

Am I responsible for covering all the ELA Reading and Language Standards?

Will ALL the texts we use be more complex than they used to be?

Will we have to force our learners to read frustrating texts that will kill their will to read?

Will we have to spend an enormous amount of time analyzing every piece of text we want to use?

Will I need to buy all new resources?

Will we have to make our learners read hard texts independently?

Will we have to give up fiction, drama, and poetry?

Will we have to teach using texts our learners can’t read?
Productive struggle

Professional development

Learner support and collaboration

Staircase of complexity

The CCRS is not to be used as the SOLE curriculum or the SOLE list of what should be taught

Existing resources

Fiction, drama and poetry are part of the standards!

Tools to use

ELA across content areas

Implementing College and Career Readiness Standards in Adult Education
Yeah, but... what about students who are not bound for college?

*Student Readiness for Postsecondary Endeavors*, Williamson, 2006.

University - freshman/sophomore text
Workplace - wide variety of career paths
Citizenship - papers, documents, quantitative info.
Military - Army website docs, manuals

High school - textbook analysis
Yeah, but…what about students who are not bound for college?

Student Readiness for Postsecondary Endeavors, Williamson, 2006.

<table>
<thead>
<tr>
<th>Group</th>
<th>Complexity</th>
</tr>
</thead>
<tbody>
<tr>
<td>University</td>
<td>1355</td>
</tr>
<tr>
<td>Workplace</td>
<td>1260</td>
</tr>
<tr>
<td>Citizenship</td>
<td>1230</td>
</tr>
<tr>
<td>Military</td>
<td>1180</td>
</tr>
<tr>
<td>High school</td>
<td>1130</td>
</tr>
</tbody>
</table>

The numbers represent the average complexity of texts in each group.
This discussion is a good thing.

The goal of the shifts in the new ELA standards is to ensure that all students leave school career and college ready.
Bibliography/Links


The findings demonstrate that...

- Tackling complex text is a *significant* skill set that separates those who are ready for college and career pathways and those who are not.

- K-12 systems have not been preparing students to access the texts they will encounter after school, whether citizenship texts, or college and career texts.

- We must, therefore, prepare students differently for the adult lives they will lead.
Implications for Focusing on Complex Text on Instruction

- The CCR Standards have raised the bar for what students should read and understand at each level.
- Passages should be of high quality so they are worthy of close reading.
- CCR-aligned questions cannot be asked about passages lacking complexity and fully developed ideas.
Increasing Access to Complex Texts

• Base instruction on evidence

• Steps of explicit Instruction

• Frontload your teaching (Before-reading activities)

• Teach vocabulary expansion skills
  o Context clues
  o Word parts
  o Dictionary skills

• Teach academic vocabulary
Increasing Access to Complex Texts

• Teach content vocabulary
• Teach comp. skills
  o Teach text features
  o Teach text structures
• Teach comp. strategies
  o fix-up strategies
• Cooperative learning
What *Is* Complex Text, Exactly?

- Complex sentences
- Uncommon vocabulary
- Lack of words, sentences, or paragraphs that review or pull things together for the student
- Lengthy paragraphs
- Text structure that is less narrative and/or mixes structures
What *is* Complex Text, Exactly? (Continued)

- Subtle and/or frequent transitions
- Multiple and/or subtle themes and purposes
- Dense information
- Unfamiliar settings, topics, or events
- Lack of repetition, overlap, or similarity in words and sentences
Which Two of These Factors Cause Students the Most Difficulty?

- Complex sentences
- Uncommon vocabulary
- Lack of words, sentences, or paragraphs that review or pull things together for the student
- Lengthy paragraphs
- Text structure that is less narrative and/or mixes structures
A new vision of Text Complexity

What establishes text complexity?

To effectively establish complexity of a text, these three dimensions must be used together:

- Quantitative measures
- Qualitative measures
- Reader and Task measures

from CCSS ELA Appendix A
What Do These Parts Mean? How Do They Work Together?

1. Quantitative Scale: *What a computer can “see” and measure*

2. Qualitative Measures: *Text features best judged by human evaluation (structure, language clarity and conventions, knowledge demands, and purpose)*

3. Professional Judgment: *What the instructor does with this text to help students read and understand it*
A New Vision: Reader and Task Features

Typically measured by the classroom teacher.

- Motivation
- Knowledge
- Prior Experiences
- Purpose of task
- Complexity of task
“Students who struggle greatly to read texts within (or even below) their text complexity [level] must be given the support needed to enable them to read at an appropriate level of complexity. Even many students on course for college and career readiness are likely to need scaffolding as they master higher levels of text complexity.”

(From Appendix A, p. 9, CCSS – ELA)
A New Vision: Quantitative Features

Must be measured by a computer.

- Word length or frequency
- Sentence length
- Text cohesion

Kansas Dept of Education
## Quantitative Scale

<table>
<thead>
<tr>
<th>CCR Levels of Learning</th>
<th>ATOS</th>
<th>Degrees of Reading Power</th>
<th>Flesch-Kincaid</th>
<th>The Lexile Framework</th>
<th>Reading Maturity</th>
</tr>
</thead>
</table>

*From: Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity*
A New Vision: Qualitative Features

Must be measured by a trained person.

- levels of meaning or purpose
- Structure
- language conventionality and clarity
- knowledge demands

Kansas Dept of Education
Now let’s do some hands-on work analyzing qualitative features of a text...
Nobel Prize winner Malala and novelist discuss building peace with words

By Haiy Le, adapted by Newsela staff on 07.12.15
Word Count 714

Nobel Peace Prize recipient Malala Yousafzai (center) waves while being introduced at the ceremony for the 70th anniversary of the United Nations in San Francisco, California, June 26, 2015. Photo: AP Photo/Jeff Chiu

Seventeen-year-old Malala Yousafzai is the world’s youngest Nobel Peace Prize winner. On June 26 she came to speak at San Jose State University. As she walked on stage to a standing ovation, the first words she said to the roaring crowd were “Thank you.” A 4,000 strong audience of young and old had gathered to hear from Malala. Girls held her book, “I Am Malala.” Parents whispered her story into the ears of their children.

Malala grew up in the Swat Valley region of Pakistan. Her area had come under the control of a hard-line Islamic group known as the Taliban. The Taliban believes that women should not go out in public alone or work outside the home. They also believe that girls should not get an education.
Directions

1. Review the Qualitative Analysis Rubric for Informational Texts.

For each category or text feature (structure, language clarity and conventions, knowledge demands, and purpose), talk to a partner about the level of complexity you chose and why.
Directions (Continued)

2. Share your evidence with another pair and discuss any points of agreement or disagreement. Rather than discussing the rating itself, focus on the evidence from the text that supports your rating on the qualitative rubric:

- What did you read in the text that made you think about it in this way?
- Can you point to a specific example?
- Why does [refer to the specific example] seem to be more moderately complex rather than very complex?
Nobel Prize winner Malala and novelist discuss building peace with words

By Haiy Le, adapted by Newsela staff on 07.12.15
Word Count 714

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## Text Structure: Organization of main ideas

<table>
<thead>
<tr>
<th>Slightly Complex</th>
<th>Moderately Complex</th>
<th>Very Complex</th>
<th>Exceedingly Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization:</strong> Connections among ideas, processes, or events are explicit and clear; organization of text is chronological, sequential, or easy to predict</td>
<td><strong>Organization:</strong> Connections among some ideas or events are implicit or subtle; organization is evident and generally sequential or chronological</td>
<td><strong>Organization:</strong> Connections among an expanded range of ideas, processes, or events are often implicit or subtle; organization may contain multiple pathways or exhibit some discipline-specific traits</td>
<td><strong>Organization:</strong> Connections among an extensive range of ideas, processes, or events are deep, intricate, and often ambiguous; organization is intricate or discipline-specific</td>
</tr>
</tbody>
</table>
## Text Structure: Text Features

<table>
<thead>
<tr>
<th>Complexity</th>
<th>Slightly Complex</th>
<th>Moderately Complex</th>
<th>Very Complex</th>
<th>Exceedingly Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Text Features:</strong></td>
<td>If used, help the reader navigate and understand content but are not essential to understanding content.</td>
<td>If used, help the reader navigate and understand content but are not essential to understanding content.</td>
<td>If used, directly enhance the reader’s understanding of content.</td>
<td>If used, are essential in understanding content.</td>
</tr>
</tbody>
</table>
## Text Structure: Use of Graphics

<table>
<thead>
<tr>
<th>Complexity Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slightly Complex</td>
<td>Use of Graphics: If used, are simple and unnecessary to understanding the text but they may support and assist readers in understanding the text.</td>
</tr>
<tr>
<td>Moderately Complex</td>
<td>Use of Graphics: If used, are mostly supplemental to understanding the text.</td>
</tr>
<tr>
<td>Very Complex</td>
<td>Use of Graphics: If used, support or are integral to understanding the text.</td>
</tr>
<tr>
<td>Exceedingly Complex</td>
<td>Use of Graphics: If used, are intricate, extensive, and integral to making meaning of the text; may provide information not otherwise conveyed in the text.</td>
</tr>
</tbody>
</table>
# Language Clarify and Conventions: Conventionality

<table>
<thead>
<tr>
<th>Slightly Complex</th>
<th>Moderately Complex</th>
<th>Very Complex</th>
<th>Exceedingly Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conventionality: Language is explicit, literal, straightforward, and easy to understand</td>
<td>Conventionality: Language is largely explicit and easy to understand, with some occasions for more complex meaning</td>
<td>Conventionality: Language is fairly complex; contains some abstract, ironic, and/or figurative language</td>
<td>Conventionality: Language is dense and complex; contains considerable abstract, ironic, and/or figurative language</td>
</tr>
</tbody>
</table>
### Language Clarify and Conventions: Vocabulary

<table>
<thead>
<tr>
<th>Slightly Complex</th>
<th>Moderately Complex</th>
<th>Very Complex</th>
<th>Exceedingly Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Vocabulary:</strong> Words are contemporary, familiar, and conversational</td>
<td><strong>Vocabulary:</strong> Words are mostly contemporary, familiar, and conversational; rarely overly academic</td>
<td><strong>Vocabulary:</strong> Words are fairly complex and sometimes unfamiliar, archaic, subject-specific, or overly academic</td>
<td><strong>Vocabulary:</strong> Words are complex and generally unfamiliar, archaic, subject-specific, or overly academic; may be ambiguous or purposely misleading</td>
</tr>
<tr>
<td>Slightly Complex</td>
<td>Moderately Complex</td>
<td>Very Complex</td>
<td>Exceedingly Complex</td>
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<td>------------------</td>
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</tr>
<tr>
<td><em>Sentence Structure:</em> Uses mainly simple sentences</td>
<td><em>Sentence Structure:</em> Uses primarily simple and compound sentences, with some complex constructions</td>
<td><em>Sentence Structure:</em> Uses many complex sentences, with several subordinate phrases or clauses and transition words</td>
<td><em>Sentence Structure:</em> Uses mainly complex sentences, with several subordinate clauses or phrases and transition words; sentences often contain multiple concepts</td>
</tr>
</tbody>
</table>
## Knowledge Demands: Subject Matter

<table>
<thead>
<tr>
<th>Slightly Complex</th>
<th>Moderately Complex</th>
<th>Very Complex</th>
<th>Exceedingly Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Matter Knowledge: Relies on everyday, practical knowledge; includes simple, concrete ideas</td>
<td>Subject Matter Knowledge: Relies on common practical knowledge and some discipline-specific content knowledge; includes a mix of simple and more complicated, abstract ideas</td>
<td>Subject Matter Knowledge: Relies on moderate levels of discipline-specific or theoretical knowledge; includes a mix of recognizable ideas and challenging abstract concepts</td>
<td>Subject Matter Knowledge: Relies on extensive levels of discipline-specific or theoretical knowledge; includes a range of challenging abstract concepts</td>
</tr>
</tbody>
</table>
## Knowledge Demands: Intertextuality

<table>
<thead>
<tr>
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<th>Very Complex</th>
<th>Exceedingly Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intertextuality:</strong> Includes no references or allusions to other texts, or outside ideas, theories, etc.</td>
<td><strong>Intertextuality:</strong> Includes few references or allusions to other texts or outside ideas, theories, etc.</td>
<td><strong>Intertextuality:</strong> Includes some references or allusions to other texts or outside ideas, theories, etc.</td>
<td><strong>Intertextuality:</strong> Includes many references or allusions to other texts or outside ideas, theories, etc.</td>
</tr>
</tbody>
</table>
Purpose: How easy is it to determine?

<table>
<thead>
<tr>
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<th>Moderately Complex</th>
<th>Very Complex</th>
<th>Exceedingly Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td>Purpose: Explicitly stated, clear, concrete, and narrowly focused</td>
<td>Purpose: Implied but easy to identify based on context or source</td>
<td>Purpose: Implicit or subtle but fairly easy to infer; more theoretical or abstract than concrete</td>
<td>Purpose: Subtle and intricate, and difficult to determine; includes many theoretical or abstract elements</td>
</tr>
</tbody>
</table>
What’s the Result?

• The Reading Maturity score places this text as higher on 4-5\textsuperscript{th} grade, lower 6-8\textsuperscript{th} bands of CCRS Reading Anchor 10.

• The most complex part of the text is the complex sentence structure, including many subordinate phrases or clauses. This aspect of the text may need scaffolding for learners to deeply access.
What’s the Result?

Quantitative Measure:

Reading Maturity Score = 7.4

Levels C/D Text

<table>
<thead>
<tr>
<th>Common Core Band</th>
<th>Reading Maturity</th>
</tr>
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<tbody>
<tr>
<td>2nd – 3rd (B)</td>
<td>3.53 – 6.13</td>
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<tr>
<td>4th – 5th (C)</td>
<td>5.42 – 7.92</td>
</tr>
<tr>
<td>6th – 8th (D)</td>
<td>7.04 – 9.57</td>
</tr>
<tr>
<td>9th – 10th (E)</td>
<td>8.41 – 10.81</td>
</tr>
<tr>
<td>11th – CCR (E)</td>
<td>9.57 – 12.00</td>
</tr>
</tbody>
</table>
What’s the Result?

Overall qualitative Measure:
Moderately complex with some very complex sentence structure

Nobel Prize winner Malala and novelist discuss building peace with words

By Haley Le, adapted by Newsela staff on 07.12.15
Word Count 714

Malala Yousafzai (center) waves while being introduced at a ceremony for the 70th anniversary of the United Nations in San Francisco, California, June 26, 2015. (Photo: AP Photo/Leif Sko)

Seventeen-year-old Malala Yousafzai is the world’s youngest Nobel Peace Prize winner. On June 26 she came to speak at San Jose State University. As she walked onstage to a standing ovation, the first words she said to the roaring crowed were “Thank you.” A 4,000-strong audience of young and old had gathered to hear from Malala. Girls held her book, “I Am Malala.” Parents whispered her story into the ears of their children.

Malala grew up in the Swat Valley region of Pakistan. Her area had come under the control of a hard-line Islamic group known as the Taliban. The Taliban believe that women should not go out in public alone or work outside the home. They also believe that girls should not get an education.

Implementing College and Career Readiness Standards in Adult Education
Determining Text Complexity

General Rule: Use the quantitative measures to place a text within a band, and qualitative measures to determine if the text is slightly, moderately, very, or exceedingly complex for that level. Qualitative measurements are also helpful for placement within a particular point in a course (exceedingly complex toward the end, moderately at the start).

Then consider what to do with the qualities of the text through instruction so students can access the ideas and information contained within it (reader and task considerations).

(Navigating Text Complexity)


Why Text Complexity Is Essential

- Academic vocabulary can be learned from working with complex texts.
- Mature language skills needed for success can be gained only by working with demanding materials.
- Students won’t be prepared by reading simplified texts that have restricted, limited, and/or thin meaning.
- There is no evidence that struggling readers catch up by simply increasing the complexity of simpler texts gradually.
FREE
Quantitative Measure Resource

Reading Maturity Text Analyzer
www.readingmaturity.com

You must create a free account on the website.
Reflections

- In analyzing the text in this careful way, what did you notice that would be difficult for students at this level?
- What type of supports might be needed?
"Education must enable one to sift and weigh evidence, to discern the true from the false, the real from the unreal, and the facts from the fiction. The function of education, therefore, is to teach one to think intensively and to think critically."

Martin Luther King, Jr.  
American civil rights leader
Three Key Shifts Prompted by the CCR Standards

1. Text Complexity: Regular Practice With Complex Text (and Its Academic Language)

2. Evidence: Reading and Writing Grounded in Evidence From Text

Key Shifts Build Toward College and Career Readiness for All Students

Engage With Complex Text → Extract and Employ Evidence → Build Knowledge
S’more about Text Complexity

Qualitative ingredients of text complexity include the levels of meaning (literary elements); the purpose (explicit or implicit); language conventionality/clarity (literal vs. figurative); and the maturity for which the text is appropriate for. -- A computer can’t determine this.

Quantitative ingredients of text complexity include word length, word frequency, and sentence length. The Lexile text measure and ATOS measure (used in AR) are examples of this. -- Computers can do this analysis through algorithms.

Reader and Task ingredients of text complexity include student motivation, interest, and background knowledge about the text/topic. Their task for what to “do” with the text is also part of the recipe. -- Knowing your students helps you get a ‘handle’ on this s’more.

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Identifying Questions Worth Answering

Objectives

- Articulate the role of text-dependent questions as a powerful tool for close reading.
- Identify and evaluate questions about texts that are worth answering.
- Practice revising questions to require evidence that support claims and conclusions about a sample text.
Read like a detective

Write like a reporter
KEEP CLAM AND READ CLOSELY
What is Close Reading?

- R.CCR.1: 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.
  - It is the **mindful, sustained, disciplined** reading and **interpretation** of text in order to **answer big questions** and/or **formulate opinions** for the **purpose** of debate, discussion, research, argumentative writing (i.e., blogs, periodicals), drive to action, etc.

**COLLEGE AND CAREER READINESS!**
What does Close Reading Look Like?

Overview: TeacherLikeThis

https://www.youtube.com/watch?v=I_hhMeE7Osw
Where is “close reading” in the ELA standards?

• Look at all ELA anchor standards. Mark the ones that require a student to read closely.
Rationale for Focusing on Evidence From Text

Relevance and Importance Based on the Research

- Most college and workplace writing requires evidence (surveys from postsecondary faculty and employers).
- The ability to cite evidence differentiates strong from weak student performance on national assessments.
- The ability to locate and deploy evidence is a hallmark of strong readers and writers.
Workplace Implications

Date: 06/14/2015 01:09PM
Subject: Mark your calendar! Upcoming Training

To all Staff,
As you know, we have just updated the printers throughout the building.
Our new printers have a number of new features that will allow us to produce higher quality products.
In order to support your use of this new technology, we are offering the following training sessions.

1. Friday, June 19, 12:00 - 1:00 PM
2. Friday, June 19, 3:00 - 4:00 PM
3. Monday, June 22, 8:30 - 9:30 AM

All employees are expected to attend one of the training sessions.
Please click the link to the training session you will be attending to register by this Friday.

Thank you,
Tom Terminator
Example: Biology reading from an instructor.

Task for student: Summarize the steps of mitosis as provided in the reading.
When is she leaving, and who will be teaching my daughter in the meantime??
Implications of Focusing on Textual Evidence on Instruction

- Require students to make valid claims that square with text evidence.
- Ask questions that do not require information or evidence from outside the text.
- Include effective sequences of questions that build on one another so students stay focused on the text.
- Substitute text-dependent questions for non-text-dependent questions in textbooks.
ZIPPLING ICKS

Mr. Fram loves to zipple icks. He can zipple both cloppy icks and komoppy icks with no problem. He is a man of many talents. Yesterday, he shibbled a mumby in the morning, and he still had time to virdle a zockle in the afternoon! All the fridders admire Mr. Fram for his amazing abilities.

1. What does Mr. Fram love to zipple?
2. What did he do yesterday morning?
3. Write the following sentence in the past tense: Mr. Fram virdles a zockle.
4. Are ‘fridders’ animate or inanimate?
5. Why do the fridders admire Mr. Fram?
6. Tell about a time you shibbled a mumby.
ZIPPLING ICKS

• Not all text dependent questions are created equal.

• Not all questions about a text are worth answering, nor do they all get to higher level thinking or demand deep comprehension of a text in order to answer correctly.

Ask questions worth answering!
Defining Text-Dependent and Text-Specific Questions

- Text-dependent questions push students to rely solely on the text for insight and analysis.
- They require reliance on the language and mechanics of the text itself, rather than personal experience or opinion.
- Questions probe the specifics of the text and avoid “canned” questions that could be asked of any text.
- Simply put, text-dependent questions identify the text as the “expert” in the room.
In “Casey at the Bat,” Casey strikes out. Describe a time when you failed at something.

In “Letter From a Birmingham Jail,” Dr. King discusses nonviolent protest. Discuss a time when you wanted to fight against something that you felt was unfair.

From “The Adventures of Tom Sawyer,” identify the different methods of removing warts that Tom and Huck talk about and devise your own charm to remove warts. Are there cultural ideas or artifacts from today that could be used in the charm?

What makes Casey’s experiences at bat humorous?

What can you infer from King’s letter about the letter that he received?

Why does Tom hesitate to allow Ben to paint the fence? How does Twain construct his sentences to reflect that hesitation? What effect does Tom’s hesitation have on Ben?
Putting it Together

• The ability to gather evidence from text and to answer text dependent questions is critical for college and career readiness.
Gathering Evidence and Answering Test-Dependent Questions

Core skills

• Identify and analyze central ideas and key details.
• Understand the meanings of individual words and sentences and the significance of the order, sequence, and structure of sentences.
Textual Evidence Sentence Starters

1. On page ___, it said...
2. The author wrote...
3. The graphic showed...
4. An example is...
5. In the text it said...
6. I know because...

How does the author use similes, metaphors or personification in the text? Provide examples from the text.

• How was the problem solved?
• What happened when ___ happened?

Think about both authors’ attitudes towards conservation. Which author do you agree more with? Defend your thinking with evidence from the text.

How does the use of the word __________ contribute to...?
How to Construct a Strong Question Set

- Investigate the qualitative features of the text.
- Identify the key ideas of the text.
- Start small to build confidence and check understanding.
- Target vocabulary and text and sentence structure.
- Tackle tough sections head-on.
- Create coherent sequences of text-dependent questions.
- Identify the standards that are being addressed.
- Create a culminating assessment by referring back to the core understanding or key ideas.
Now let’s do some hands-on work identifying questions worth answering . .
Materials:

- Worksheet: Identifying Questions Worth Answering: Nobel Prize Winner Malala and Novelist Discuss Building Peace with Words
- Resource: Newsela text Nobel Prize Winner Malala and Novelist Discuss Building Peace with Words

Evaluation Categories:

1. **Y/N:** Could a student find evidence in the essay to answer this question?
2. **D:** Does a reader have to dig deep to answer this question?
3. **V:** Does the question ask about a vocabulary word in the essay?
4. **:** Is this a question worth asking? If not, could you revise it to make it worth asking?
Directions

1. Review the Newsela article if necessary. Consider as a group what understanding Haiy Le wants to communicate.

2. Evaluate and apply the first category to the questions, stopping to discuss as needed. (i.e., Y/N: Could a student find evidence in the essay to answer this question?).

3. Evaluate and apply the second category to the questions (i.e., D: Does a reader have to dig deep to answer this question?).

4. Repeat the evaluation of questions, applying the next two categories (i.e., V: Does the question ask about a vocabulary word in the essay? *: Is this a question worth asking? If not, could you revise it to make it worth asking?).
Reflections

- Would students have to return to the text and read it carefully to answer the question?

- How would the skills developed through these tasks strengthen students’ reading comprehension?
Checking in...
We’re this close to being done!
Three Key Shifts Prompted by the CCR Standards

1. **Text Complexity: Regular Practice With Complex Text (and Its Academic Language)**

2. **Evidence: Reading and Writing Grounded in Evidence From Text**

3. **Building Knowledge: Building Knowledge Through Content-Rich Nonfiction**
Key Shifts Build Toward CCR for All Students

Engage With Complex Text → Extract and Employ Evidence → Build Knowledge
Bringing the Key Shifts Together

When students engage with complex text and extract and employ evidence from those texts, they gain knowledge about the world, enlarge their experience, and broaden their worldviews.
Read like a detective

Write like a reporter
An Important Writing/Reading Connection

“Learning to present important information in an organized writing sample helps students generate a deeper understanding of what they read.”

– OCTAE
Creating High-Quality Writing Prompts

Objectives

- Show how valuable a well-crafted writing prompt can be as a summative learning activity—not just for learning to write but also for reading comprehension and building knowledge.

- Learn how to identify and create strong writing prompts.
Benefits to Using Text-based Writing Prompts

• Increases learner knowledge when sharing what was learned
• Requires repeated reading to synthesize and consolidate learning
• Builds confidence about how much has been learned
Benefits to Using Text-based Writing Prompts

- Assesses reading progress and evaluates writing skills
- Develops the ability to respond in writing to text, which is central to college and career readiness
Rationale for Building Knowledge From Texts

Relevance and Importance Based on the Research

- Prior knowledge is a strong predictor of students’ ability to comprehend complex texts. To cultivate their knowledge, students must read and write regularly about content-rich, complex texts. (Hampton and Kintsch)
Rationale for Building Knowledge From Texts

Relevance and Importance Based on the Research

- Writing about what they read improves students’ comprehension of the text (and their writing skills). (Graham and Hebert)
- The reading deficit is integrally bound to a knowledge deficit. (Hirsch)
What is a line of inquiry?

A Line of Inquiry…

• answers central, big questions about the content area,
• establishes a purpose for learning content over several, or even many, lessons,
• provides opportunities for students to evaluate and synthesize information from a variety of sources and even from different contexts, and
• provides focus within the lesson and coherence between lessons.

• Can you think of an example of a line of inquiry from your teaching or learning?

• Is this how you organize your instruction?

• Pros/cons of using lines of inquiry in ABE instruction?
Implications of Building Knowledge on Instruction

- Provide coherent selections of content-rich, strategically sequenced texts so students can build knowledge about a topic.

- *Always* demand evidence in student writing.
Implications of Building Knowledge on Instruction

- Provide well-crafted writing prompts as a summative learning activity, not only to improve writing, but also to strengthen reading comprehension.

- Ask students to regularly conduct short, focused research projects and defend their point of view to create a useful and lasting knowledge base.
Now let’s do some hands-on work identifying high-quality writing prompts...
Materials (Part One)

- Worksheet: Writing Prompts *Nobel Prize Winner Malala and Novelist Discuss Building Peace with Words*

- Resource: CCR Anchor Standards

- Resource: Newsela text *Nobel Prize Winner Malala and Novelist Discuss Building Peace with Words*
Directions (Part One)

1. Gather your copies of the Newsela text, CCR Anchor Standards, and the worksheet containing two writing prompts for the Newsela text.

2. Work with a partner to determine which prompt is aligned to the CCR Standards and which prompt is not. For each of the two prompts you are examining, ask the questions on the following slide to determine which prompt is stronger.
Guiding Questions

- Is the question worth asking?
- Does it provide students with an opportunity to explore what they have learned from the text?
- Does it ask students to include evidence from the text in their response?
- Does the prompt use the language of the CCR Standards where appropriate?
- Is the prompt reasonable for the time and energy allotted?*
Group Discussion Questions

After you have decided which prompt is better, use the CCR Anchor Standards to answer these questions…

- What is the value of the text-dependent prompt compared with the other prompt?
- What CCR reading, writing, and language standards do you think students would address when working on responses to this prompt?
- What changes in current instructional practice might this type of writing require?
Criteria for High-Quality Writing Prompts

- Require students to gather, organize, and present evidence from what they read.
- Expect students to return to the text.
- Use the language of the CCR Standards where appropriate.
- Give writers an opportunity to explore what they learned from the text.
- Require an exploration of the most essential ideas from the text.
- Are reasonable in terms of the time and energy allotted to students to complete the task.
Challenges and Opportunities for Key ELA Shifts

1. You will receive 1-2 statements.
2. Take 3-4 minutes to think about the following question:

IN TERMS OF YOUR STUDENTS, WHAT IS ONE OPPORTUNITY AND ONE CHALLENGE AROUND THIS KEY SHIFT IN INSTRUCTION THAT CCRS BRINGS?

3. Post your thoughts on the appropriate easel sheet.
4. Walk around and read all the comments.
5. Engage in large group discussion.
Challenges and Opportunities for Key ELA Shifts

How might we respond to these key opportunities and challenges?
Resources
Questions or Comments?

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