

## Secondary Shifts in CCSS and Demands on Teachers



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### What Makes CCSS Different?

- Shift from content to skills
- Emphasis on argumentation in writing
- Text to Text Connection
- “Staircase of Textual Complexity”
- Technology Integration
- Multiple Connections to Demonstrate Skills and Content Knowledge

### What do we already know about Common Core State Standards?

THINK-PAIR-SHARE ACTIVITY

Directions: Turn to a neighbor (or 2) and discuss what you already know about CCSS for about 2 minutes.

**When students make multiple connections between a new word and their own experiences, they develop a nuanced and flexible understanding of the word they are learning**

(2010, CCSS Appendix A, p. 32).

#### COMMON CORE STATE STANDARDS: PARADIGM CHANGES ENGLISH LANGUAGE ARTS K-12

CHANGES	INTERDISCIPLINARY LITERACY SKILLS AND CONTENT KNOWLEDGE CONTENT
PK-5 Balancing Informational & Literary Texts	Students read a true balance of information and literary texts. At least 50% of what students read is informational.
6-12 Discipline Knowledge	Rather than just referring to science and social studies texts, students are expected to learn from what they read. Teachers outside of the ELA classroom emphasize literacy experiences.
Complexity Staircase	Each grade level requires a “step” of growth on the “staircase”. Teachers support below-grade readers and create time and space in the curriculum for close and careful reading.
Text-based answers	Students develop habits for making evidentiary arguments both in conversation, as well as in writing, to demonstrate comprehension of a text.
Drawing from Sources and Argument Based Writing	While the narrative still has an important role, students develop skills through written, evidence-based arguments that respond to the ideas, facts, and arguments found in the texts they read.
Academic Vocabulary	By focusing on pivotal and commonly found words, and less on esoteric literary terms, teachers build students’ ability to access more complex texts across the content areas.

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Determining Textual Complexity is focused on these three areas:

**QUALITATIVE MEASURES:**

**QUANTITATIVE DIMENSIONS:**

**READER CONSIDERATIONS:**

### Qualitative Measures

- Levels of Meaning (literary texts) or Purpose (informational texts)
- Structure
- Language Conventionality and Clarity
- Knowledge Demands

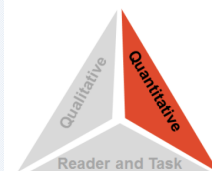
### Qualitative Measures

- Aspects that are difficult or impossible for a person to evaluate efficiently.
- Examples include word length or frequency, sentence length, and text cohesion. These are typically measured by computer software.

### Reader Considerations

include motivation, knowledge, and experiences, while tasks to be considered take into account purpose, complexity, and questions.

Assessments made on reader and task considerations are best done by the teacher who understands the student's knowledge and experiences.



**Step 1: Quantitative Measures**

Measures such as:

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

Text Complexity Grade Bands	Suggested Lexile Range	Suggested ATOS Book Level Range**
K-1	100L – 500L*	1.0 – 2.5
2-3	450L – 790L	2.0 – 4.0
4-5	770L – 980L	3.0 – 5.7
6-8	955L – 1155L	4.0 – 8.0
9-10	1080L – 1305L	4.6 – 10.0
11-CCR	1215L – 1355L	4.8 – 12.0



#### MORE RESOURCES FROM LEXILE

- Overview video <http://www.lexile.com/about-lexile/lexile-video/>
- "What Does the Lexile Measure Mean?" <http://lexile.com/m/uploads/downloadablepdfs/WhatDoesTheLexileMeasureMean.pdf>
- "Lexile Measures and the Common Core State Standards" <http://www.lexile.com/using-lexile/lexile-measures-and-the-ccssi/>
- KSDE Lexile Resource Page <http://www.ksde.org/Default.aspx?tabid=3670>
- Kansas Lexile Map <http://www.ksde.org/LinkClick.aspx?fileticket=LoE9gJxEzAc%3d&tabid=3670&mid=8721>



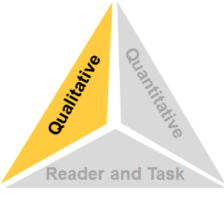
Lexile Text Measure: **870L** 

ATOS Book Level: **5.6** 

**In which of the text complexity bands would this novel fall?**

Text Complexity Grade Bands	Suggested Lexile Range	Suggested ATOS Book Level Range**
K-1	100L – 500L*	1.0 – 2.5
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11-CCR	1215L – 1355L	4.8 – 12.0

### Step 2: Qualitative Measures



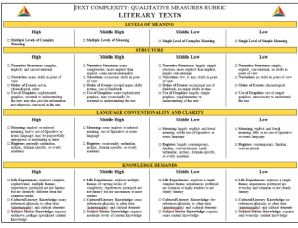
Measures such as:

- Levels of meaning
- Levels of purpose
- Structure
- Organization
- Language conventionality
- Language clarity
- Prior knowledge demands

- ### Here's an example
- **The Qualitative Measures Rubrics**
  - **for Literary and Informational Text:** <http://www.ksde.org/Default.aspx?tabid=4605>
  - 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.

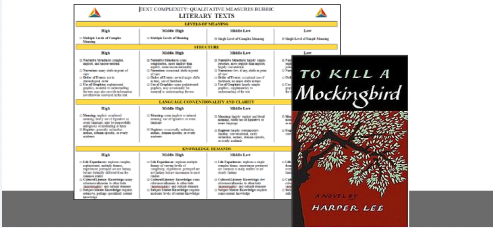
Because the factors for literary texts are different from information texts, these two rubrics contain different content. However, the formatting of each document is exactly the same.

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.



### How is the rubric used?

And how would *To Kill a Mockingbird* fair when analyzed through the lens of the Literary Text Rubric?



TEXT COMPLEXITY: QUALITATIVE MEASURES RUBRIC LITERARY TEXTS			
LEVELS OF MEASUREMENT			
High	Middle High	Middle Low	Low
<input type="checkbox"/> Multiple Levels of Complex Meaning	<input checked="" type="checkbox"/> Multiple Levels of Meaning	<input type="checkbox"/> Single Level of Complex Meaning	<input type="checkbox"/> Single Level of Simple Meaning
STRUCTURE			
<input type="checkbox"/> Narrative Structure: complete, explicit, and unambiguously clear <input type="checkbox"/> Narrative may include a point of view <input type="checkbox"/> Order of Events: not developed and/or unclear <input type="checkbox"/> Level of Complexity: unidirectional graphics, essential to understanding the text, may also provide information not otherwise conveyed in the text	<input checked="" type="checkbox"/> Narrative Structure: some completion, some explicit but unclear, some unambiguously clear <input checked="" type="checkbox"/> Order of Events: some developed and/or clear <input checked="" type="checkbox"/> Level of Complexity: some unidirectional graphics, may occasionally be essential to understanding the text	<input type="checkbox"/> Narrative Structure: structure more explicit than middle high, but may be unclear <input type="checkbox"/> Order of Events: some developed and/or clear <input type="checkbox"/> Level of Complexity: some unidirectional graphics, may occasionally be essential to understanding the text	<input type="checkbox"/> Narrative Structure: structure more explicit than middle low, but may be unclear <input type="checkbox"/> Order of Events: some developed and/or clear <input type="checkbox"/> Level of Complexity: some unidirectional graphics, may occasionally be essential to understanding the text
LANGUAGE CONVENTIONALITY AND CLARITY			
<input type="checkbox"/> Meaning: implicit or inferred meaning, heavy use of figurative or other language, may be purposeful, subjective or misleading at times <input type="checkbox"/> Register: generally academic, often domain specific, or overly academic	<input checked="" type="checkbox"/> Meaning: some explicit or inferred meaning, use of figurative or other language <input checked="" type="checkbox"/> Register: occasionally unambiguously academic, domain specific, or overly academic	<input type="checkbox"/> Meaning: largely explicit meaning, little use of other language <input type="checkbox"/> Register: largely clear, familiar, conventional academic, without domain-specific or overly academic	<input type="checkbox"/> Meaning: largely explicit meaning, little use of other language <input type="checkbox"/> Register: largely clear, familiar, conventional academic, without domain-specific or overly academic
KNOWLEDGE DEMANDS			
<input type="checkbox"/> Life Experiences: requires complex, sophisticated, multiple domain experiences (perhaps not directly related to the text) <input checked="" type="checkbox"/> Subject Matter Knowledge: many references allusions to other texts (temporally) and cultural domains <input type="checkbox"/> Subject Matter Knowledge: requires extensive, perhaps specialized content knowledge	<input checked="" type="checkbox"/> Life Experiences: requires multiple domain of varying levels of complexity, experiences perhaps not directly related to the text <input checked="" type="checkbox"/> Subject Matter Knowledge: many references allusions to other texts (temporally) and cultural domains <input type="checkbox"/> Subject Matter Knowledge: requires moderate levels of content knowledge	<input type="checkbox"/> Life Experiences: requires complex, sophisticated, multiple domain experiences (perhaps not directly related to the text) <input type="checkbox"/> Subject Matter Knowledge: many references allusions to other texts (temporally) and cultural domains <input checked="" type="checkbox"/> Subject Matter Knowledge: requires some content knowledge	<input type="checkbox"/> Life Experiences: requires complex, sophisticated, multiple domain experiences (perhaps not directly related to the text) <input type="checkbox"/> Subject Matter Knowledge: many references allusions to other texts (temporally) and cultural domains <input type="checkbox"/> Subject Matter Knowledge: requires only everyday content knowledge

From examining the quantitative measures, we knew:

**Lexile Text Measure: 870L**

**ATOS Book Level: 5.6**

But after reflecting upon the qualitative measures, we believed:

Our initial placement of *To Kill a Mockingbird* into a text complexity band changed when we examined the qualitative measures.

Remember, however, that we have completed only the first two legs of the text complexity triangle.

The reader and task considerations still remain.

**Step 3: Reader and Task**

Considerations such as:

- Motivation
- Knowledge and experience
- Purpose for reading
- Complexity of task assigned regarding text
- Complexity of questions asked regarding text

**Here's an Example**

**Questions for Professional Reflection on Reader and Task Considerations:**

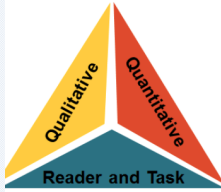
<http://www.ksde.org/Default.aspx?tabid=4605>

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.


**Questions for Professional Reflection on Reader and Task Considerations**

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.


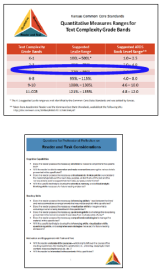
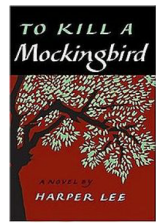
**Step 4: Recommended Placement**



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.



Lexile Text Measure: **870L**  
 ATOS Book Level: **5.6**

Based upon all the information—all three legs of the model—the final recommendation for *To Kill a Mockingbird* is....

Text Complexity Grade Bands
K-1
2-3
4-5
6-8
<b>9-10</b>
11-CCR

**COMMON CORE GEORGIA PERFORMANCE STANDARDS**  
**TEXT COMPLEXITY RUBRIC**

**HOW TO USE THIS RUBRIC**

**Overview**  
 The text complexity rubric is intended to assist educators in evaluating multiple dimensions of a text in order to determine the proper placement of that text within the curriculum. The rubric addresses the three aspects of text complexity required for consideration in Common Core Appendix B: qualitative, quantitative, and reader/task match. Each of these three dimensions includes specific relevant categories, each of which is listed with a short explanation to assist users in making the best possible determination.

**Scoring**  
 There are 10 dimensions to be scored on the rubric, each of which can receive a score between 0 and 10. The best possible score within a dimension is 10 points, indicating that the text would be of optimal benefit to students. The best possible overall score for a text is 100 points. The aggregate text score is interpreted as follows:

80 - 100 POINTS: EXTREMELY APPROPRIATE TEXT CHOICE  
 50-79 POINTS: ACCEPTABLE TEXT CHOICE  
 25-49 POINTS: RECONSIDER OR CHANGE GRADE/PURPOSE OF THIS TEXT CHOICE  
 0 - 24 POINTS: ELIMINATE OR CHANGE GRADE/PURPOSE OF THIS TEXT CHOICE

**LITERACY ACROSS THE CURRICULUM**

The CCSS make the case for teaching and developing literacy skills across all content areas and grade levels. Content literacy is explicit in CCSS.

**What does this mean?**

**SDE Staff Development for EDUCATORS™**

**Five Steps to Support Active and Struggling Teen Readers in the Common Core**

Tuesday, April 30, 2013 4:30 PM - 5:30 PM EDT - [Show in my Time Zone](#)

**Webinar Registration**

You know all those questions you have about developing reading performance in your teenage students? It's time to ask the expert! In this complimentary webinar, Adolescent Literacy Expert, Katie McKnight, will answer:

How can you:  
 • Motivate your teens to read?  
 • Differentiate your instruction?  
 • Create a classroom that supports reading?  
 • Build comprehension and vocabulary?  
 • Meet the Common Core requirements for textual complexity?

Get the answers to these questions—and more—and put your teen readers on the path to college and career readiness.

**Adolescent Literacy**

**Did Someone Say, "Free"?**

**About the Presenter**  
 Katie began her career over 20 years ago as a Chicago public high school English teacher. Today, she is a nationally recognized expert in adolescent literacy, inclusive classrooms, common core standards, and integrating technology in the 21st century classroom. Her work brings her to schools and classrooms all over the United States where she shares proven, practical models and strategies that develop the literacy skills of all students. Katie has published seven books that offer teaching and learning strategies for engaging all learners in reading and writing for the 21st century. Her recent books include *The Teachers Big Book of Graphic Organizers* grades 5-12 and *K-5*. Katie is also a professor in adolescent education and literacy at National Louis University in Chicago.

Here's How to Register for the Free Webinar on April 30th

- Go to: <http://tinyurl.com/d2pxgj4>
- Or Scan:



How to Reach Me

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