

<h2>Textual Complexity</h2>
<p>What makes a text complex?</p>
<p>What are factors that can make a text challenging for students?</p>

Reading Standards for Literature 6-12

Range of Reading and Level of Text Complexity

<p>Grade 6 students:</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Grade 7 students:</p> <p>By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>
--	--

Grade 8 students:

By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently.

**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 Conventinality and Clarity
Knowledge Demands

Quantitative Dimensions

Are 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.

What is Close Reading?

- Close reading requires students to use a variety of tools, including questioning, discussion, and rereading a text.
- Students need to reread challenging texts in order to figure out what it says.
- Close reading is an intensive analysis of a text in order to come to terms with what it says, how it says it, and what it means.

Tools for Close Reading

First Impressions:

- What is the first thing you notice about the passage?
- What is the second thing?
- Do the two things you noticed complement each other? Or contradict each other?
- What mood does the passage create in you? Why?

Vocabulary and Diction:

- Which words do you notice first? Why? What is noteworthy about this diction?
- How do the important words relate to one another?
- Do any words seem oddly used to you? Why?
- Do any words have double meanings? Do they have extra connotations?
- Look up any unfamiliar words.

Discerning Patterns:

- Does and image here remind you of an image elsewhere in the book? Where? What's the connection?
- How might this image fit into the pattern of the book as a whole?
- Could this passage symbolize the entire work?
- What is the sentence rhythm like? Short and choppy? Long and flowing? Does it build on itself or stay at an even pace? What is the style like?

Discerning Patterns (continued)

- Look at the punctuation. Is there anything unusual about it?
- Is there any repetition within the passage? What is the effect of that repetition?
- How many types of writing are in the passage? (For example, narration, description, argument, dialogue, rhymed or alliterative poetry, etc.)
- Can you identify paradoxes in the author's thoughts or styles?
- What is left out or kept silent?

Point of View and Characterization

How does the passage make us react or think about any characters or events within the narrative?
Are there colors, sounds, physical description that appeals to the senses?
Who speaks in the passage? To whom does he or she speak? Does the narrator have a limited or partial point of view?

Symbolism

- Are there metaphors? What kinds?
- Is there one controlling metaphor? If not, how many different metaphors are there, and in what order do they occur? How might that be significant?
- How might objects represent something else?
- Do any of the objects, colors, animals, or plants appearing in the passage have traditional connotations or meaning? What about religious or biblical significance?


TIME TO LOOK AT THE STANDARDS

Was Eve a bully?

Directions: Read the passage
Discuss what close reading skills a student would need to use in order to develop a CERCA addressing the question: Was Eve a bully?

The Road Less Traveled

Directions: Read the passage
Discuss what close reading skills a student
would need to use in order to develop a
CERCA addressing the question: What road
is the poet referring to?



Serving the professional development needs of extraordinary educators.

Extraordinary educators need flexibility and variety in accessing professional development...

...that's why SDE provides multiple formats to fit how you learn best.

PD Events

- Single-Topic Workshops
- Multi-Topic Workshops
- National and Regional Conferences
- Unconference Facilitation
- In-Depth Institutes
- Train-the-Trainer Institutes

Onsite PD

- Single-Topic Workshops
- Multi-Topic Workshops
- Customized Conferences
- In-Depth Institutes
- Train-the-Trainer Institutes
- Co-Teaching
- Professional Learning Communities
- Modeling/Observation


Web-Based PD

- Webinars
- Online Courses
- Flipped Workshops
- Blended Learning

PD Resources

- Books
- Talentop Games
- Manipulatives
- Digital Games
- e-Books

Expect Extraordinary



SDE EDUCATORS
