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Expect Extraordinary

D8 Strategies for Struggling Readers in the Content (Gr. K-5)
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What Will We Do In This Session

- Look at CCSS demands for textual complexity and rigor
- Find a variety of books and resources to increase textual rigor for the K-5 classroom

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What does CCSS say?

- Because informational text is emphasized so prominently in the CCSS, it is important to make the distinction between different types of texts and text structure. The CCSS Reading Standards divide text into **two main text types: literature and informational text** .



Textual Complexity

What makes a text complex and rigorous?

What are factors that can make a text challenging for students?

Determining Textual Complexity is focused on these three areas:

- Quantitative Measures*
- Qualitative Dimensions*
- Reader Considerations*

Quantitative Measures

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.

Qualitative Dimensions

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

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.

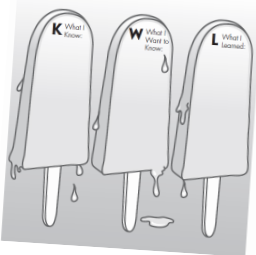
First, informational text is a broad category that includes the subgenres of **exposition, argument, and functional text**. Informational text comes in many different forms, including books, magazines, handouts, brochures, CD-ROMs, journal articles, technical texts (directions, forms, and information displayed in graphs, charts, or maps), and Internet resources, and it focuses on many different topics, including those related to history, social studies, science, arts, and technical subjects.

Literature tells a fictional story or true story or personal account; makes a comment about life; expresses emotions...
And includes...
Stories (short stories, myths, folk tales, fables, legends, adventure, autobiographies, biographies, historical fiction, realistic fiction, mysteries, science fiction, fantasies, allegories, parodies, satire, graphic novels); **drama; poetry**

The five Es are: engage, explore, explain, elaborate, and evaluate.

Engage

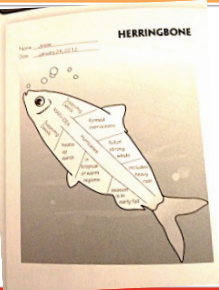
- The teacher and students can the engage segment by completing something like a K-W-L (i.e., what you know, what you want to know, what you learned).



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Explore

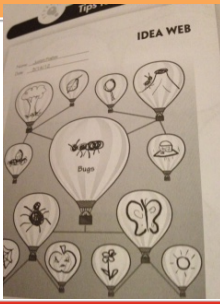
- Assign students flexible learning groups to read and explore the topic and question.



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Explain

Students make connections to what they previously learned and to new information.



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Elaborate

Students first learn everyday words when concepts are introduced and then more advanced vocabulary to connect, explain, and broaden their understanding of new information.

Evaluation

- Evaluation can be embedded throughout the lessons. For example, the teachers can assess whether students are learning key concepts by listening to students' questions and comments during whole-class and small-group discussions. The teachers can also examine student learning logs or notebooks.

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