



**Teacher Training on the  
Revised ELA Standards**

ELA 9–12



**Welcome &  
Introductions**

## Agenda: Day 1

Time	Content
8–11:15 (includes break)	Part 1: The Standards <ul style="list-style-type: none"> <li>• M1: Standards Review Process</li> <li>• M2: TN Academic Standards</li> <li>• M3: ELA Strand Design</li> </ul>
11:15–12:30	Lunch (on your own)
12:30–4:00 (includes break)	Part 2: Diving into the Standards <ul style="list-style-type: none"> <li>• M4: Know-Do-Understand</li> </ul> Part 3: Instructional Shifts <ul style="list-style-type: none"> <li>• M5: Role of Text</li> <li>• M6: Text Complexity</li> </ul>



## Agenda Day 2

Time	Content
8–11:15 (includes break)	Part 4: Assessment & Instructional Materials <ul style="list-style-type: none"> <li>• M7: Connecting Standards and Assessment</li> </ul>
11:15–12:30	Lunch (on your own)
12:30–4:00 (includes break)	<ul style="list-style-type: none"> <li>• M8: Evaluating Instructional Materials</li> </ul> Part 5: Putting it All Together <ul style="list-style-type: none"> <li>• M9: Instructional Planning</li> </ul>

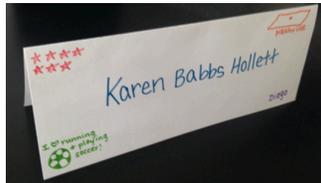


## Norms

- Keep students at the center.
- Be present and engaged.
- Be reflective and solutions oriented.
- Challenge ideas with respect.
- Monitor airtime.

## Introductions

- Make a name tent
  - Top left corner: # of ★ = how many years you have taught
  - Top right corner: where you're from
  - Bottom left corner: your favorite hobby
  - Bottom right corner: the name of a student who inspires you to learn and improve

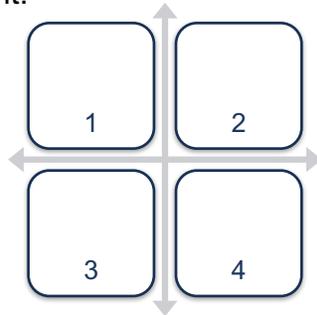


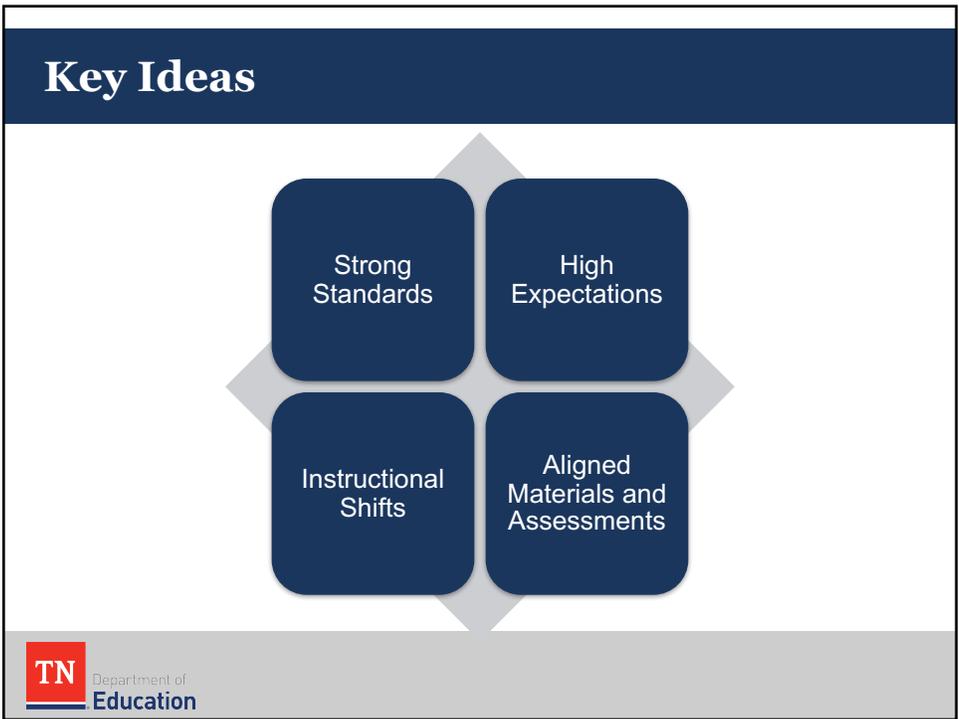
## Today's Goals

- Learn about the standards review process.
- Review overarching revisions to the ELA standards.
- Discuss and reflect on how the five ELA standards work together to support literacy development.
- Analyze standards and determine what students need to know and do to demonstrate understanding.
- Discuss the role of text and text complexity in the ELA classroom.

## Appointment with Peers

- Create an appointment with four fellow participants by having them sign your manual.
- Participant partners will meet together during the training to discuss content.





## Key Ideas



**Strong Standards**

Standards are the bricks that should be masterfully laid through quality instruction to ensure that all students reach the expectation of the standards.

**High Expectations**

We have a continued goal to prepare students to be college and career ready.



## Key Ideas



### **Instructional Shifts**

The instructional shifts are an essential component of the standards and provide guidance for how the standards should be taught and implemented.

### **Aligned Materials and Assessments**

Educators play a key role in ensuring that our standards, classroom instructional materials and assessments are aligned.



## Part 1: The Standards

## Key Ideas

Strong Standards

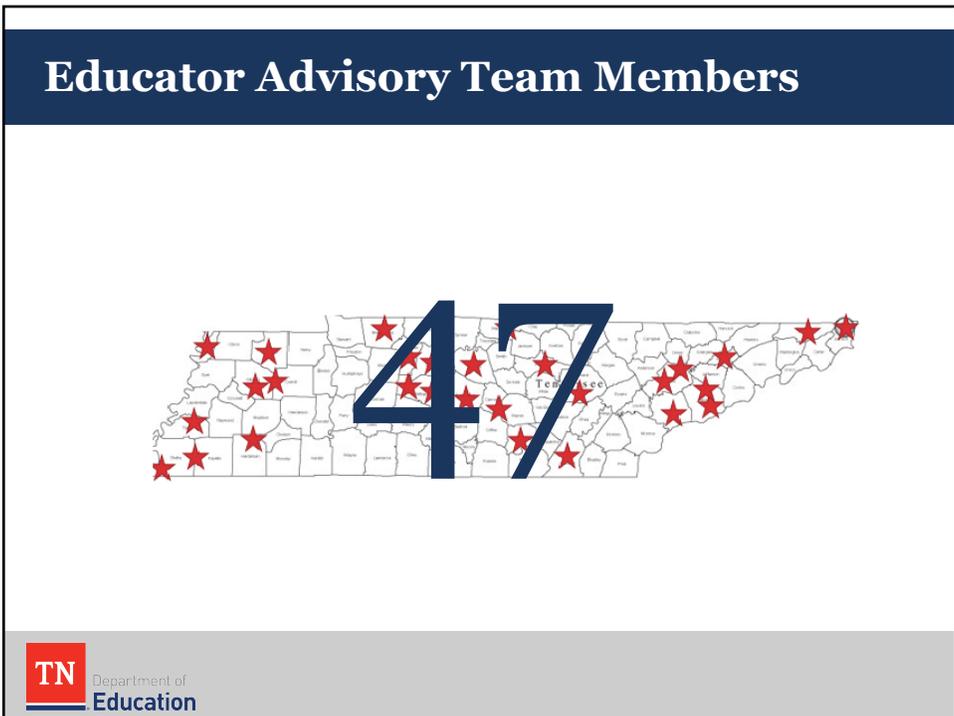
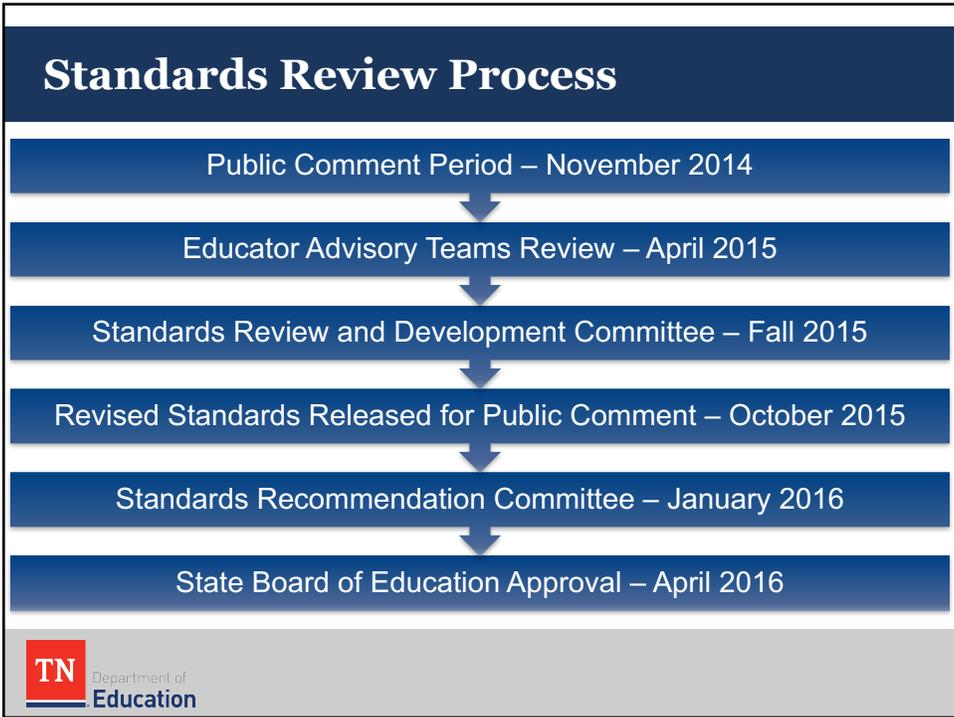
High Expectations

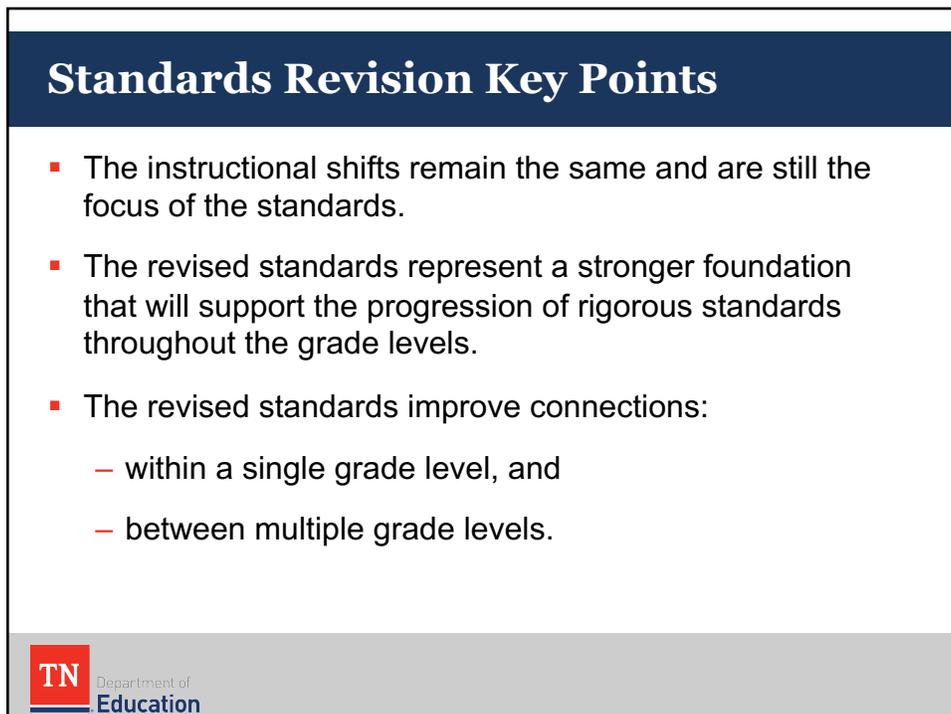
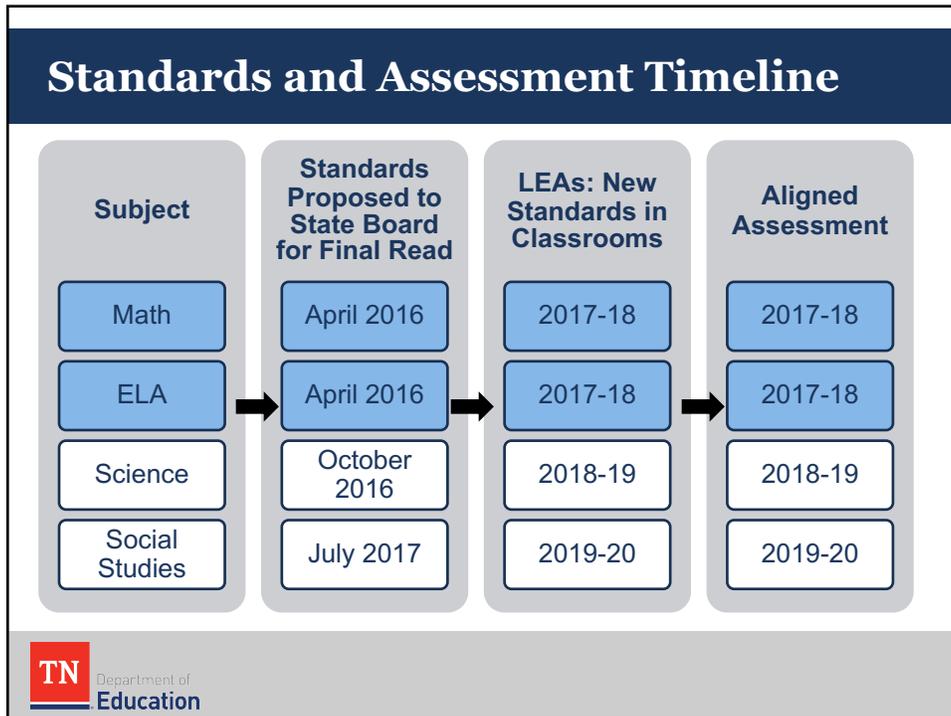
Instructional Shifts

Aligned Materials and Assessments



**Module 1:  
Standards Review  
Process**





## Turn & Talk

- What is your role in ensuring that all students are college and career ready?



**Module 2:  
Tennessee ELA  
Academic Standards**

## Goals

- Reinforce the continued expectations of the Tennessee English language arts academic standards.
- Revisit the three instructional shifts and their continued *and* connected role in the revised standards.
- Review the overarching changes of the revised Tennessee English language arts academic standards.

## Exploring the Standards



## Turn & Talk

- Discuss your observations with your table partners.



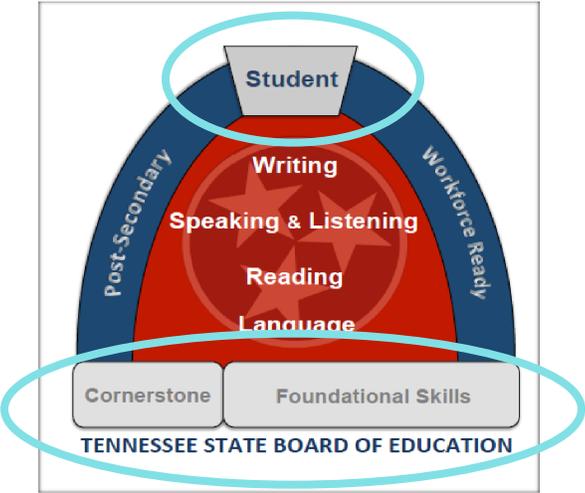
## Setting the Stage

- Read and annotate the *General Introduction* to the Tennessee ELA Standards (pages 2–3).
- After reading and annotating the two parts, write the most important sentence or phrase in your manual on page 21.



**What Has Not Changed**

## The Focus on the Student



Student

Post-Secondary

Workforce Ready

Writing

Speaking & Listening

Reading

Language

Cornerstone

Foundational Skills

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## Focus of the Three Instructional Shifts

- Text Complexity
  - Regular practice with complex text and its academic vocabulary
- Evidence
  - Reading and writing grounded in evidence from both literary and informational text
- Knowledge
  - Building knowledge through content rich literary and informational text

## The Focus of Progression of Skill Building

**K–5**

The standards lay a solid foundation for reading and writing.

**6–8**

The standards reinforce this foundation while increasing the complexity of texts and tasks.

**9–12**

The standards build on sophistication and style.



## Revisions to ELA Standards

Specific to  
**K-5**

- New foundational literacy strand in which the foundational standards are embedded
- New heightened emphasis on writing

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## Foundational Literacy

### Previous K–5 Standards

#### Foundational Skills Standards

- Print concepts
- Phonological awareness
- Phonics and word recognition
- Fluency

#### Language Standards

- Conventions of standard English
- Knowledge of language
- Vocabulary



### Current K–5 Standards

#### Foundational Literacy Standards

- Print concepts
- Phonological awareness
- Phonics and word recognition
- Word composition
- Fluency
- Sentence composition
- Vocabulary acquisition

The standards should be taught in **integration**, not isolation.

## Revisions to ELA Standards

**K–12**

- Revised for clarity and continuity
- Designed to more clearly articulate a vertical progression of skills
- Connected and grouped to emphasize integration
- New coding
- Supporting documents

## Clarity

### Former Standard

**RI.5.3** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

### Current Standard

**5.RI.KID.3** Explain the relationships and interactions among two or more individuals, events, and/or ideas in a text.

## Continuity

### Former Standard – Grade 5

**W.5.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purposes.
- b. Provide logically ordered reasons that are supported by facts and details.
- c. Link opinion and reasons using words, phrases, and clauses.
- d. Provide a concluding statement or section related to the opinion presented.

### Current Standard – Grade 5

**5.W.TTP.1** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

- a. Introduce a topic or text.
- b. Develop an opinion through logically-ordered reasons that are supported by facts and details.
- c. Create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- d. Provide a concluding statement or section related to the opinion presented.
- e. Link opinion and reasons using words, phrases, and clauses.
- f. **Apply language standards addressed in the Foundational Literacy standards.**

# Vertical Progression of Skills

WRITING STANDARDS: Production and Distribution of Writing – Standard #4	
Cornerstone: Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.	
GRADE SPAN	STANDARDS
11-12	11-12.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
9-10	9-10.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
8	8.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
7	7.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
6	6.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
5	5.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
4	4.W.PDW.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
3	3.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
2	2.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
1	1.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
K	K.W.PDW.4 With guidance and support, produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

- Organized with the **Cornerstone Standard** at the top then progresses down the page through each grade level
- Makes it easy to see how each standard **builds** throughout the grade levels
- Uses consistent **language and terminology** throughout grade levels



# Vertical Progression of Skills

READING STANDARDS: Key Ideas and Details – Standard #1			
Cornerstone: Read closely to determine what a 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.			
GRADE SPAN	GRADE SPAN	LITERATURE	INFORMATIONAL TEXT
11-12	11-12	11-12.RL.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.	11-12.RI.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
9-10			
8			
7			
6			
5	9-10	9-10.RL.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.	9-10.RI.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
4	8	8.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.	8.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.
3	7	7.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.	7.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.
2			
1		1.RL.KID.1 Ask and answer questions about key details in a text.	1.RI.KID.1 Ask and answer questions about key details in a text.
K		K.RL.KID.1 With prompting and support, ask and answer questions about key details in a text.	K.RI.KID.1 With prompting and support, ask and answer questions about key details in a text.



# Connected and Grouped

- The **Reading Standards** for both literature and informational text are now organized to appear **side-by-side**.
- Educators can **make connections** when selecting literary and informational text for instruction.

READING STANDARDS: Key Ideas and Details – Standard #1  
RI.1

Comprehension: Read closely to determine what a 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.

GRADE SPAN	LITERATURE	INFORMATIONAL TEXT
11-12	11-12.RL.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.	11-12.RI.KID.1 Analyze what a text says explicitly and draw inferences; support an interpretation of a text by citing and synthesizing relevant textual evidence from multiple sources.
9-10	9-10.RL.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.	9-10.RI.KID.1 Analyze what a text says explicitly and draw inferences; cite the strongest, most compelling textual evidence to support conclusions.
8	8.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.	8.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.
7	7.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.	7.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.
6	6.RL.KID.1 Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.	6.RI.KID.1 Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.
5	5.RL.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	5.RI.KID.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
4	4.RL.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.	4.RI.KID.1 Refer to details and examples in a text when explaining what the text says explicitly; refer to details and examples in a text when drawing inferences from the text.
3	3.RL.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.	3.RI.KID.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers.
2	2.RL.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.	2.RI.KID.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
1	1.RL.KID.1 Ask and answer questions about key details in a text.	1.RI.KID.1 Ask and answer questions about key details in a text.
K	K.RL.KID.1 With prompting and support, ask and answer questions about key details in a text.	K.RI.KID.1 With prompting and support, ask and answer questions about key details in a text.

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# Connected and Grouped

- The **Speaking and Listening Standards** emphasize integration and include a separate column linking standards from the four other strands for planning purpose.

Speaking and Listening Standards: Comprehension and Collaboration – Standard #1  
SL.1

Comprehension: Prepare for and participate effectively in a range of conversations and collaborations with varied partners, building on others' ideas and expressing their own clearly and persuasively.

GRADE SPAN	STANDARDS	LINKING STANDARDS
11-12	11-12.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 11 <sup>th</sup> -12 <sup>th</sup> grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	RL.1.7, 9, 10 RI.1-10 W.6
9-10	9-10.SL.CC.1 Initiate and participate effectively with varied partners in a range of collaborative discussions on appropriate 9 <sup>th</sup> -10 <sup>th</sup> grade topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	RL.1.7, 9, 10 RI.1-10 W.6
8	8.SL.CC.1 Prepare for collaborative discussions on 8 <sup>th</sup> grade level topics and texts, engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.	RL.1.7, 9, 10 RI.1-10 W.6
7	7.SL.CC.1 Prepare for collaborative discussions on 7 <sup>th</sup> grade level topics and texts, engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.	RL.1.7, 9, 10 RI.1-10 W.6
6	6.SL.CC.1 Prepare for collaborative discussions on 6 <sup>th</sup> grade level topics and texts, engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.	RL.1.7, 9, 10 RI.1-10 W.6
5	5.SL.CC.1 Prepare for collaborative discussions on 5 <sup>th</sup> grade level topics and texts, engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.	RL.1.7, 9, 10 RI.1-10 W.6
4	4.SL.CC.1 Prepare for collaborative discussions on 4 <sup>th</sup> grade level topics and texts, engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.	RL.1.7, 9, 10 RI.1-10 W.6
3	3.SL.CC.1 Prepare for collaborative discussions on 3 <sup>rd</sup> grade level topics and texts, engage effectively with varied partners, building on others' ideas and expressing their own ideas clearly.	RL.1.7, 9, 10 RI.1-10 W.6
2	2.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 2 <sup>nd</sup> grade topics and texts.	RL.1.7, 9, 10 RI.1-10 W.6
1	1.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate 1 <sup>st</sup> grade topics and texts.	RL.1.7, 9, 10 RI.1-10 W.6
K	K.SL.CC.1 Participate with varied peers and adults in collaborative conversations in small or large groups about appropriate kindergarten topics.	RL.1.7, 9, 10 RI.1-10 W.1-3, 5-8

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# Coding

READING STANDARDS: Craft and Structure – Standard #4  
R.CS.4

**Cornerstone: Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.**

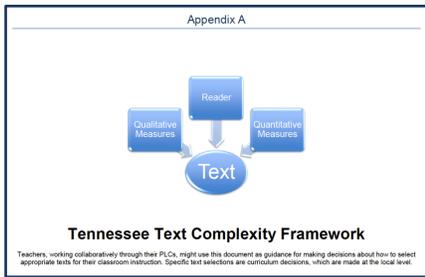
GRADE SPAN	LITERATURE	INFORMATIONAL TEXT
11-12	<b>11-12.RL.CS.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including	<b>11-12.RI.CS.4</b> Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms
9 - 10	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms

11-12.RL.CS.4

Grade 11–12. Reading Literature. Craft and Structure. Standard 4



# Supporting Documents



- Questions to Guide PLC Discussions**
1. What did you learn about this text in PLC with your colleagues?
  2. What standards are being taught with this text?
  3. What does understanding of the standards look like with this text?
  4. What about this text will be engaging to students?
  5. How are students being asked to reflect on this text?
  6. What are the sequence of text-dependent questions look like for this text?
  7. Why did you choose this text?
  8. What makes this text quantitatively/qualitatively complex?
  9. What reader and task considerations did you think of when choosing this text?
  10. What important details do you want students to glean from this text?
  11. How does this text help students build background knowledge?
  12. What strategies will you use for textual analysis/ writing and why?
  13. What experiences will students have with vocabulary with this text?
  14. What will class discussions with this text sound like?
  15. What connections to other texts can students make with this text?

Glossary

The purpose of this glossary is to provide clarification on terms embedded in the ELA content standards.

**Active Voice:** in active voice, the subject performs the action expressed by the verb: "The student wrote an essay" (contrast with passive voice: "The essay was written by the student").

**Adage/Proverb:** an old or well-known saying that expresses a truth.

**Aesthetic Impact:** pertaining to an author's intentional decisions to use words or images that directly impact the artistic appeal.

**Affix:** a morpheme or meaningful part of a word attached before or after a root to modify its meaning; a category that subsumes *prefixes, suffixes, and infixes*.

**Allegory:** a literary work that portrays abstract ideas concretely.

**Allusion:** a textual reference to another literary, political, mythological, or religious contemporary work, text, or event.

**Alphabetic Code:** specifies that letters, singly and in combination, represent single speech sounds.

**Alphabetic Principle:** the principle that letters are used to represent individual phonemes in spoken words.

**Alphabetic Writing System:** a system of symbols that represents each consonant and vowel sound in a language.

**Analogy:** a comparison between two things to help explain or illustrate one or both of them.

**Anglo-Saxon:** Old English; a Germanic language spoken in Britain before the invasion of the Norman French in 1066.

**Archetype:** Literary; a typical character, action, or situation that seems to represent such universal patterns of human nature; also known as universal symbol; may be a character, a theme, a symbol, or even a setting.

**Argumentation:**

- **Aristotelian:** writer uses logic to state his/her claim, appeal to the reader's rationale with factual evidence, anticipate counterclaims, offer a rebuttal, and offer an effective conclusion persuading the audience to accept the writer's point of view.



## Module 2 Review

- The student is the keystone.
- The standards are the cornerstones.
- Preparing students to be postsecondary and workforce ready is the ultimate goal.
- In grades K–5, the standards signal the importance of laying a solid foundation for reading and writing.
- In grades 6–8, the standards solidify the foundation while increasing the complexity of text selection and tasks.
- In grades 9–12, the standards focus on sophistication and style.

## 10-Minute Break





**Module 3:  
ELA Strand Design**

## Goals

- Understand the overall organizational structure of the ELA academic standards by analyzing the five strands and categories within them.
- Discuss and reflect on how the standards work together to support literacy development.

## TN ELA Academic Standards: Five Strands

- 1 K–5 Foundational Literacy
- 2 6–12 Language
- 3 K–12 Reading (Literature & Informational text)
- 4 K–12 Speaking and Listening
- 5 K–12 Writing



## Five Strands Z Chart

- One group per strand
- Read and highlight key information



## Z Chart

Title the chart.

List the three most important points.

Create a graphic that illustrates the main idea.

Choose one powerful quotation from the text.

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## Five Strands Z Chart

- Group presentations

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## Foundational Literacy Key Takeaways

- Our former standards separately list the **foundational skills** and **language**. This leads to instructional practices that isolate these skills instead of **integrating** them.
- The most noticeable revision in the revised standards occurs with the **compilation** of foundational skills and language into the **Foundational Literacy Standards**.

## Language Key Takeaways

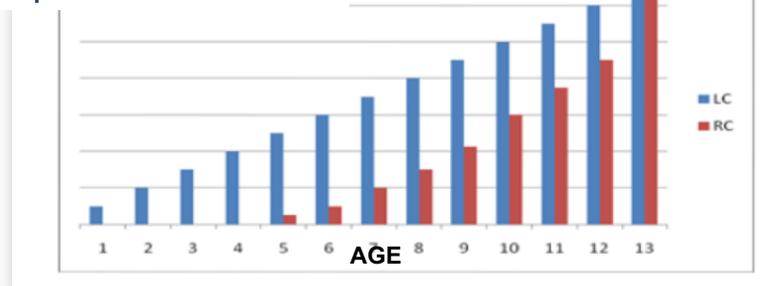
- The revised Language 6–12 standards **build directly on the foundational literacy** standards while **expanding** on vocabulary, syntax, conventions, and command of the English language.
- In the middle grades, the standards **solidify the foundation** and give students the space to think flexibly about communication.
- In high school, students focus on **understanding the nuances** of language while building sophistication and style needed for post-secondary readiness.

## Reading Key Takeaways

- In the **elementary** grades, **reading** is embedded in the **foundational skills**.
- In the **middle** grades, the focus is on solidifying the reading foundation while **building stamina** with increasingly **complex text**.
- In **high school**, the focus is on the ability to recognize and analyze **archetypal patterns**, **nuances of language**, and **inter-textual connections**.

## The Importance of Speaking & Listening

Students' oral language serves as a bridge to building reading comprehension.



LC = Listening Comprehension  
RC = Reading Comprehension

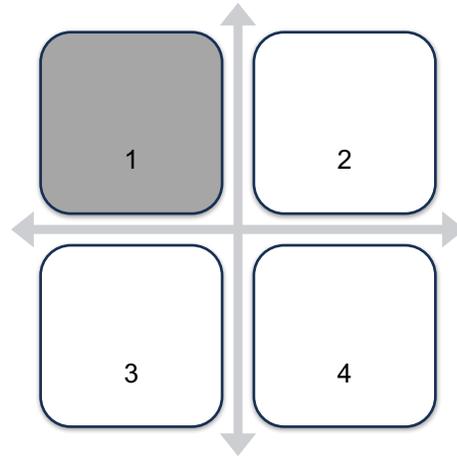
## Speaking & Listening Key Takeaways

- The Speaking and Listening standards **serve as a bridge** between reading and writing skills.
- Speaking and listening skills **aid in reading comprehension** and encourage engagement with texts and ideas.
- Effective **speaking and listening skills are necessary** in today's job market.

## Writing Key Takeaways

- Students understand better what they read **when they write** about it.
- **Writing is an avenue** students can use to explore who they are and to influence others.
- Effective **written communication skills are necessary** in today's job market.

## Appointment with Peers



## Module 3 Review

- The overall organizational structure of the ELA Academic Standards remains the same.
- All standards are organized under one of five strands: K–5 Foundational Literacy, 6–12 Language, K–12 Reading for both literature and information text, K–12 Speaking and Listening, and K–12 Writing.
- Each strand is broken down into categories to assist in clarity and the ease of integration within and among standards.

## Part One



### Strong Standards

Standards are the bricks that should be masterfully laid through quality instruction to ensure that all students reach the expectation of the standards.

## Lunch Break: 1 hour 15 minutes



**Please Sign In!**



**Part 2:  
Diving into the Standards**

**Key Idea**

Strong Standards

High Expectations

Instructional Shifts

Aligned Materials and Assessments

**TN** Department of Education

**Module 4:  
A Deeper Dive into  
High School ELA**

## Goals

- Determine the English language arts and literacy goals in order to guide planning, assessment, and instruction.
- Develop a means for deconstructing standards to help guide planning, assessment, and instruction.
- Determine what students need to know, understand, and do within the standards.

## Mr. Reed's Class Assignment



## Takeaways from Mr. Reed's Class Assignment

- A deeper understanding of expectation produces a better end product.
- As teachers, when we have a deep understanding of the standards, we can set high expectations for our students and make decisions about the type of work and activities our students should be engaged in.

## Decision: The Expected Results

- What standards are we teaching?
- What do students need to know, understand, and do (KUD)?
- What are the essential questions?
- What should instruction and assessment look like?

## 9–10.RL.KID.2

Determine a theme or central idea of a text and analyze its development; provide an objective or critical summary.

## What Do Students Need to *Know*?

- Analyze...
  - What students need to **KNOW** (facts, vocabulary).
- Record your information on the chart.

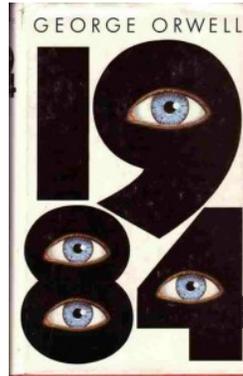
## What Do Students Need to *Know*?

Determine a **theme** or **central idea** of a **text** and analyze its **development**; provide an **objective** or **critical summary**.

## What is a Theme?

- A **theme** is an overarching message, abstract idea, or universal truth that emerges from a literary text's treatment of the subject matter.
  - It may be a lesson about life that can be widely applicable to many texts and/or situations.
  - Themes cross multiple time periods and cultures.
  - Themes can be universal.
  - Themes are expressed as a complete thought.

## Example of Theme from *1984*



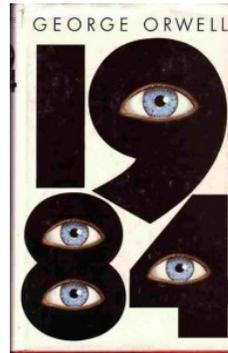
- In George Orwell's novel *1984*—often seen as a warning for future generations—a theme might be “Absolute power suppresses freedom and individuality.”

## What is a Central Idea?

- **Central idea:** topic or idea that becomes the focus of a literary or informational text when a reader traces the details and patterns.
  - A central idea is the ***focused*** idea of a specific text.
  - Central ideas are more directly tied to the text and highlight the author's main point or argument.
  - Central ideas are key to writing objective summaries.
  - Central ideas should not be confused with the subject.

## Example of Central Idea from *1984*

“Big Brother is watching you.”



"In this dystopian society, the government creates fear and instills blind obedience by continuously warning its citizens that 'Big Brother is watching you.'"

## What is Development?

- **Development** refers to the techniques the author uses to express and convey the implicit, recurrent messages and ideas in a text.
- Consider *1984* by George Orwell
  - Central idea: “Big Brother is watching you.”
  - Development through plot events: Winston trusts characters he believes to be members of the Outer Party, but they turn out to be Thought Police agents of Big Brother.

## What is a Summary?

- A summary is a brief statement or restatement of the main ideas in a literary work or informational text.
  - In reading standard 2, the demand of summarization is that students demonstrate their ability to immerse themselves in other people’s ideas to enlarge their thinking and experience through reading.
  - Many students confuse retellings with summaries.
  - To write strong summaries, students must know how to:
    - Determine important ideas and crucial details that support them
    - Strip away redundant and extraneous information

## What is an Objective Summary?

- An objective summary is a conveying of the main ideas of a text (or part of a text) that remains neutral and unbiased (i.e., does not convey the writer’s opinion, reactions, personal connections—just the facts).

## What is a Critical Summary?

- A critical summary is a concise review of a text (e.g., article, book, digital text) that combines an objective summary (to convey main ideas) and a critical comment that involves analysis and evaluation of the text.

## Show the Difference

- **Objective Summary**
  - Winston Smith lives in London. Instead of being a part of England, *1984*'s London is part of Oceania, one of the three huge governments that exist in the book. Oceania is controlled by a powerful and mysterious elite.
- **Critical Summary**
  - George Orwell's *1984* is a harrowing account of a world that could come to pass if government is given absolute control over its citizens. The slogan "Big Brother is watching you" is just one way that this could happen, as the totalitarian government in Oceania uses technology to monitor and control its citizens including main character Winston Smith.

## What Do Students Need to *Do*?

- Analyze...
  - What students need to be able to **DO** (skills, tasks) to demonstrate mastery.
- Record your information on the chart.

## What Do Students Need to *Do*?

**Determine** a theme or central idea of a text and **analyze** its development; **provide** an objective or critical summary.

## What Does it Mean for Students to *Determine*?

- To **discover** and **synthesize** based on the text

## What Does it Mean or Students to *Analyze*?

- To look **closely** and **critically** at the small parts of a text to see how they affect the whole

## What Does it Mean for Students to *Provide*?

- To **supply** or **generate** a thought or idea

## What Else is Important?

Determine a theme or central idea of text and analyze its development; provide an objective or critical summary.

## Conjunctions and Punctuation

Determine a theme **or** central idea of a text **and** analyze its development; **provide** an objective or critical summary.

## What Do Students Need to *Understand*?

Determine a **theme or central idea** of a **text and analyze** its **development**; **provide** an **objective or critical summary**.

## What Do Students Need to *Understand*?

- Analyze...
  - what students need to be able to UNDERSTAND to demonstrate mastery.
- Record your information on the chart.

## What Do Students Need to *Understand*?

- Theme and central idea differ.
- Authors use techniques to develop the theme or central idea.
- Small parts in a text contribute to the whole.
- An objective summary includes paraphrasing, objectivity, and evaluating details for main idea (what's important vs. superfluous).

## What Do Students Need to *Understand*?

Essential Questions:

- What is a central idea from *1984*?
- How does the central idea develop over the course of the story?
- How would you summarize the book for someone who has never read it?

## What Does This Look Like?

Instruction should require students to...

- Apply close reading and comprehension strategies to the texts.
- Make inferences to determine the theme.
- Analyze the techniques used by writers to convey theme.
- Develop a neutral and unbiased summary that conveys the main ideas of a text.

## Sample Formative/Summative Assessment

- Exit slips
- Identifying main idea/central idea
- Discussion of theme
- Repeat task with different text
- Rubric development and analysis
- Writing prompt
- Summative essay– critical summary, character analysis, objective summary
- TNReady test

## You Try One

- Get into grade level groups and analyze the following standards...
  - 11-12.RL.IKI.9
  - 11-12.RI.IKI.9
  - 9-10.RL.IKI.9
  - 9-10.RI.IKI.9

## Grade-level Examples

Literature	Informational
11-12.RL.IKI.9 Demonstrate knowledge of and analyze thematically-related, significant literary texts, considering how two or more texts treat similar themes or topics.	11-12.RI.IKI.9 Analyze and evaluate a variety of thematically-related texts of historical and literary significance for their topics, facts, purposes, and rhetorical features.
9-10.RL.IKI.9 Analyze a variety of related literary texts and evaluate how an author draws on, alludes to, or transforms source material to provide a deeper and more thorough interpretation of the text.	9-10.RI.IKI.9 Analyze a variety of thematically-related texts of historical and literary significance for the way they address related topics, facts, and concepts.

## Decision: The Expected Results

- What standards are we teaching?
- What do students need to know, understand, and do (KUD)?
  - Highlight the nouns, verbs, conjunctions, punctuation.
- What are some possible essential questions?
- What should instruction and assessment look like?

## Gallery Walk

- Please go around the room and read the KUD for each standard.
- Generate “I notice” and “I wonder” on sticky notes, and place them on the chart paper.

## Gallery Walk

- Please go around the room and read the KUD for each standard.
- Generate “I notice” and “I wonder” on sticky notes, and place them on the chart paper.
- Return to your grade-level KUD, and reflect on the comments left on your chart.

## Gallery Walk Debrief

- In what ways did you experience new thinking?
- What do you think will be most challenging?
- What questions do you still have?

## Module 4 Review

- It is important to determine what students need to know, understand, and do.
- Analyzing the standards guides and informs planning, assessment, and instruction.

## Part Two



### High Expectations

We have a continued goal to prepare students to be college and career ready.

## 10-Minute Break





## Part 3: Instructional Shifts

### Key Idea





## Goals

- Examine how multiple texts on one topic build knowledge, vocabulary, and fluency for all students.
- Model how to intentionally sequence texts based on complexity and other factors.

## Setting the Stage

- What do you believe is the role of text in literacy instruction?
- How do you *feel* about the idea of giving students more challenging texts to read and “struggle” through?
- How does this idea fit within your beliefs and philosophy as an English language arts/literacy teacher? As a reader?

## The Reality

"Just giving students complex texts doesn't mean they will read and understand them."

—Doug Fisher & Nancy Frey, 2013

## A Simulation...

- *Pacific Cod Species Report*
  - See if you can “make sense” of this text.
  - Pay attention to what you’re doing to try and comprehend this text.
  - What if you read it more closely?

**What makes this text so complex?**

## What if this was Really Important?

- What if it was essential for students to read this text?
- What strategies would you use to teach it?

## Let's Try Another Idea...

- Read "Bycatch"
- Read it once through, then we will pause to be clear about some new, clarifying information.

## Let's Try Another Idea...

- What is bycatch?
- What kinds of animals are affected by bycatch?

## Keep Building...

- Read “Sudden Death on the High Seas”
- Read it once through, then we will pause to be clear about some new, clarifying information.
- Then we will go back in together to take on some key ideas.

## Keep Building...

- What is longline fishing?
- What bycatch is created by longline methods?

## Back to Pacific Cod Species Report

Read this text again, highlighting areas where you now have clarity.

Think about what you've learned about bycatch and longline fishing.

- What do the numbers represent?
- What findings do the statements in bold indicate?
- What methods are used in Pacific cod fishing? Why?
- Is it a good idea to fish for Pacific cod?

## One More

- Next look at “Monterey Bay Aquarium: Seafood Watch”
- Locate Pacific cod in each column
  - Why might this pamphlet report that it's best to avoid Pacific cod caught by other nations?

## Debrief

- What did you notice about the rate of your reading of the report the second time? Why did this happen?
- What enabled you to make a (likely) accurate inference about the way other nations fish for Pacific cod?
- What were the specific “teacher moves” that allowed you to make such rapid progress in your comprehension of the most challenging text?
- What did you notice about the texts and text-dependent questions?

## Role of Text Graphic Organizer

- Using the graphic organizer in your manual on page 80, answer the following questions.
  - What about this experience is “pointing” you in a new direction?
  - What about this activity is “squaring” with your thinking?
  - What questions are still “circling” in your mind?

## Module 5 Review

- Sets of texts, arranged in a careful sequence and supported by strategic text-dependent questions, can rapidly build the knowledge students need to more independently experience success with a more complex text.
- Building knowledge impacts comprehension and fluency.

## 10-Minute Break





**Module 6:  
Text Complexity**

## Goals

- Identify the areas of text complexity and describe what makes texts complex.
- Evaluate the qualitative factors of a text using a text complexity rubric.
- Synthesize the benefits and importance of providing complex text for students.

## Why Complex Text Matters

- There is a **gap** between complexity of college and high school texts.
- ACT (2006) shows student facility with text complexity is a **strong predictor of college success**.
- Too many students are not reading proficiently.
- <50 percent of graduates can read sufficiently complex texts.
- 37 percent of the nation's twelfth graders met the NAEP proficiency level (2013).



## Why Complex Text Matters

“Students arriving at school from less-educated families are disproportionately represented in many of these statistics. The stakes are high regarding complex text for everyone, but they are even higher for students who are largely disenfranchised from text prior to arriving at the schoolhouse door.”

—Leiben, 2010



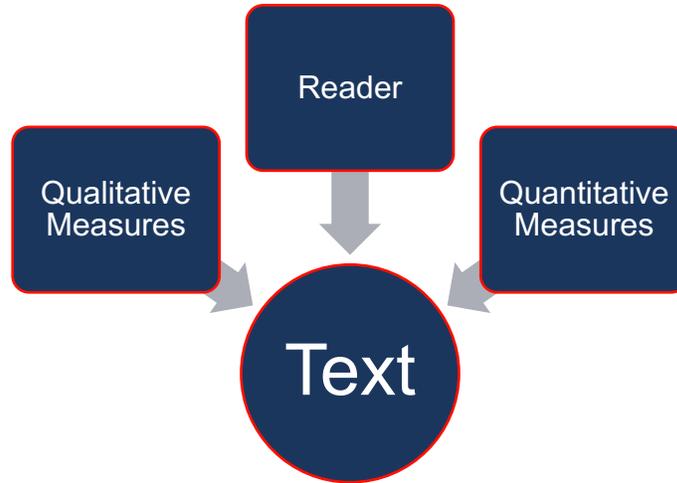
## Instructional Shifts

- Text Complexity: Regular practice with complex texts and their academic vocabulary
- Knowledge: Reading, writing, and speaking grounded in evidence from texts, both literary and informational
- Evidence: Building knowledge through content-rich nonfiction



Analyzing Text  
Complexity

## What Makes Text Complex?



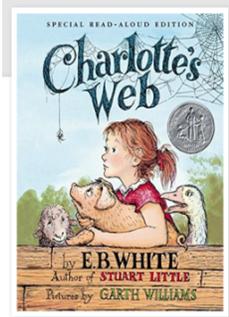
## Quantitative Measures of Text Complexity

### Lexile Measures by Grade Band

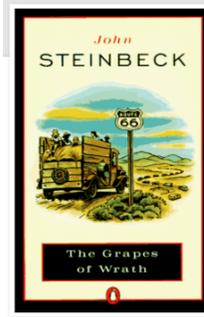
Grade 1	190L–530L
2–3 band	420L–820L
4–5 band	740L–1010L
6–8 band	925L–1185L
9–10 band	1050L–1335L
11–12 band	1185L–1385L

## Quantitative Analysis

- Word length and frequency
- Sentence length



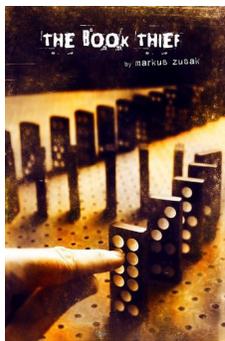
680 Lexile



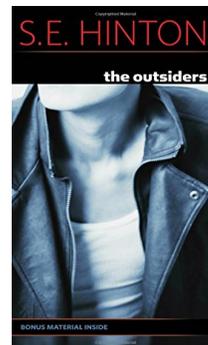
680 Lexile

## Quantitative Analysis

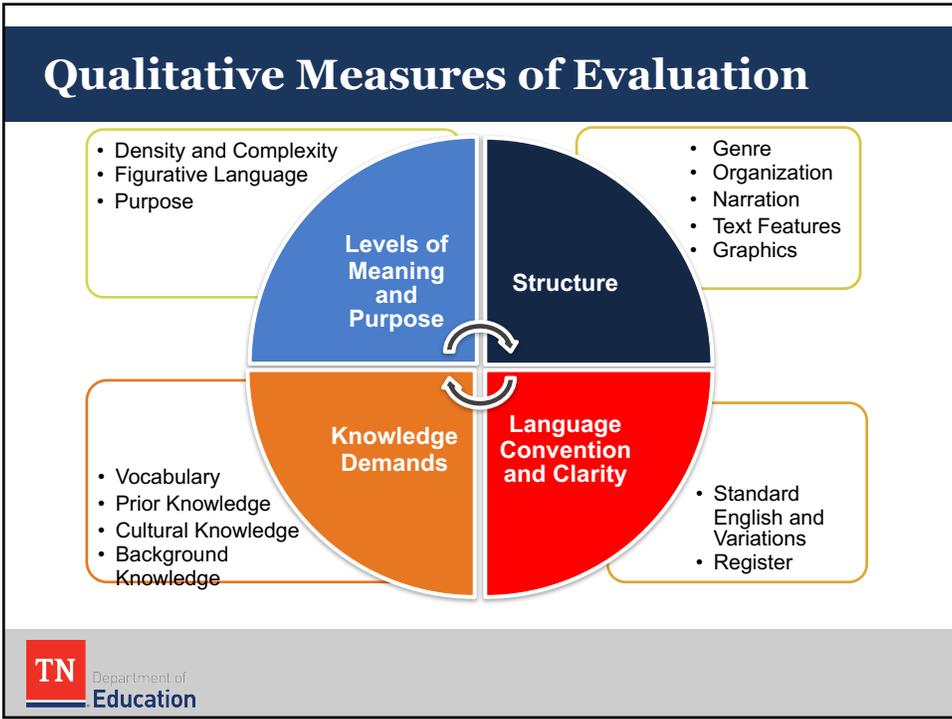
- Word length and frequency
- Sentence length



730 L



750 L



## Qualitative Complexity for Literature

	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
<b>TEXT STRUCTURE</b>	<ul style="list-style-type: none"> <li>○ <b>Organization:</b> Is intricate with regard to such elements as point of view, time shifts, multiple characters, storylines and detail</li> <li>○ <b>Use of Graphics:</b> If used, illustrations or graphics are essential for understanding the meaning of the text</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Organization:</b> May include subplots, time shifts and more complex characters</li> <li>○ <b>Use of Graphics:</b> If used, illustrations or graphics support or extend the meaning of the text</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Organization:</b> May have two or more storylines and occasionally be difficult to predict</li> <li>○ <b>Use of Graphics:</b> If used, a range of illustrations or graphics support selected parts of the text</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Organization:</b> Is clear, chronological or easy to predict</li> <li>○ <b>Use of Graphics:</b> If used, either illustrations directly support and assist in interpreting the text or are not necessary to understanding the meaning of the text</li> </ul>
<b>LANGUAGE FEATURES</b>	<ul style="list-style-type: none"> <li>○ <b>Conventionality:</b> Dense and complex; contains abstract, ironic, and/or figurative language</li> <li>○ <b>Vocabulary:</b> Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading</li> <li>○ <b>Sentence Structure:</b> Mainly complex sentences with several subordinate clauses or phrases; sentences often contain multiple concepts</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Conventionality:</b> Fairly complex; contains some abstract, ironic, and/or figurative language</li> <li>○ <b>Vocabulary:</b> Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic</li> <li>○ <b>Sentence Structure:</b> Many complex sentences with several subordinate phrases or clauses and transition words</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Conventionality:</b> Largely explicit and easy to understand with some occasions for more complex meaning</li> <li>○ <b>Vocabulary:</b> Mostly contemporary, familiar, conventional; rarely unfamiliar or overly academic</li> <li>○ <b>Sentence Structure:</b> Primarily simple and compound sentences, with some complex constructions</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Conventionality:</b> Explicit, literal, straightforward, easy to understand</li> <li>○ <b>Vocabulary:</b> Contemporary, familiar, conventional language</li> <li>○ <b>Sentence Structure:</b> Mainly simple sentences</li> </ul>
<b>MEANING</b>	<ul style="list-style-type: none"> <li>○ <b>Meaning:</b> Multiple competing levels of meaning that are difficult to identify, separate, and interpret; theme is implicit or subtle, often ambiguous and revealed over the entirety of the text</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Meaning:</b> Multiple levels of meaning that may be difficult to identify or separate; theme is implicit or subtle and may be revealed over the entirety of the text</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Meaning:</b> Multiple levels of meaning clearly distinguished from each other; theme is clear but may be conveyed with some subtlety</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Meaning:</b> One level of meaning; theme is obvious and revealed early in the text.</li> </ul>
<b>KNOWLEDGE DEMANDS</b>	<ul style="list-style-type: none"> <li>○ <b>Life Experiences:</b> Explores complex, sophisticated or abstract themes; experiences portrayed are distinctly different from the common reader</li> <li>○ <b>Intertextuality and Cultural Knowledge:</b> Many references or allusions to other texts or cultural elements</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Life Experiences:</b> Explores themes of varying levels of complexity or abstraction; experiences portrayed are uncommon to most readers</li> <li>○ <b>Intertextuality and Cultural Knowledge:</b> Some references or allusions to other texts or cultural elements</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Life Experiences:</b> Explores several themes; experiences portrayed are common to many readers</li> <li>○ <b>Intertextuality and Cultural Knowledge:</b> Few references or allusions to other texts or cultural elements</li> </ul>	<ul style="list-style-type: none"> <li>○ <b>Life Experiences:</b> Explores a single theme; experiences portrayed are everyday and common to most readers</li> <li>○ <b>Intertextuality and Cultural Knowledge:</b> No references or allusions to other texts or cultural elements</li> </ul>

## Text Complexity Analysis

- Add the information in the quantitative measures box.
- Add the information in the qualitative features box.
- Add the information in the considerations for reader and task box.
- Consider the qualitative features and add the overall placement within the band.
- Based on the analysis, add the standards you could focus on for instruction?

## Analyze the Text

1. Familiarize yourself with the rubric
2. Read the text carefully
3. Notice & record the qualitative complexity features
4. Place text within the appropriate grade band
5. Identify standards that could be the focus of your instruction
6. Chart your discoveries in your manual & discuss with a partner



***The Pedestrian***  
written by Ray  
Bradbury  
**Estimated Lexile:**  
**1100L**

## Connections to Standards

- Let's determine...
  - Central idea/theme
  - Key details
  - Summary

## Turn & Talk

- What are some things you want to keep in mind as you engage in this same process with a second text?



## Module 6 Review

- Using complex text matters because it is shown to be a strong predictor of success in college.
- Text complexity involves both quantitative and qualitative features of a text and both measures must be considered when choosing a text.
- Evaluating a text for its qualitative features gives teachers an opportunity to analyze its inner workings and to use the text to meet the demands of the standards.

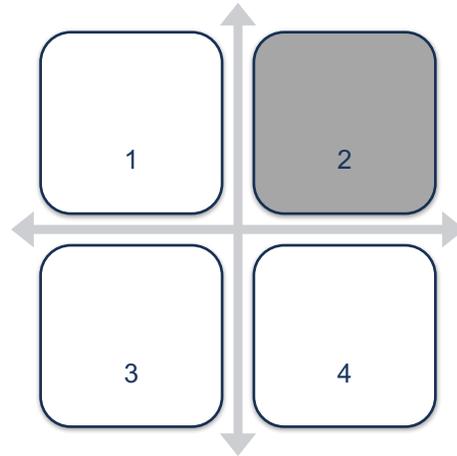
## Part Three



### Instructional Shifts

The instructional shifts are an essential component of the standards and provide guidance for how the standards should be taught and implemented.

## Appointment with Peers



## What to Expect: Day 2

- We'll take a look at alignment between standards and assessment in the classroom.
- We'll develop a process for evaluating instructional materials.
- We'll pull the pieces of our training together and do some instructional planning.

## For Tomorrow



- Standards document
- Participant manual
- A unit plan
- Text set ideas



*Districts and schools in Tennessee will exemplify excellence and equity such that all students are equipped with the knowledge and skills to successfully embark on their chosen path in life.*

**Excellence | Optimism | Judgment | Courage | Teamwork**