Teacher Training on the Revised ELA Standards
ELA K-2

Welcome & Introductions
Agenda Day 1

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
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</table>
| 8–11:15 (includes break) | Part 1: The Standards  
• M1: Standards Review Process  
• M2: TN Academic Standards  
• M3: ELA Strand Design |
| 11:15–12:30         | Lunch (on your own)                                                    |
| 12:30–4:00 (includes break) | Part 2: Diving into the Standards  
• M4: Know-Do-Understand  
Part 3: Instructional Shifts  
• M5: Role of Text  
• M6: Text Complexity |

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.
Agenda Day 2

<table>
<thead>
<tr>
<th>Time</th>
<th>Content</th>
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<tbody>
<tr>
<td>8–11:15 (includes break)</td>
<td>Part 4: Assessment &amp; Instructional Materials</td>
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<td>• M7: Connecting Standards and Assessment</td>
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<tr>
<td>11:15–12:30</td>
<td>Lunch (on your own)</td>
</tr>
<tr>
<td>12:30–4:00 (includes break)</td>
<td>• M8: Evaluating Instructional Materials</td>
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<td></td>
<td>Part 5: Putting it All Together</td>
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<td>• M9: Instructional Planning</td>
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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

Appointments 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 and classroom instructional materials, and assessments are aligned.

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**Part 1: The Standards**
Key Idea

- Strong Standards
- High Expectations
- Instructional Shifts
- Aligned Materials and Assessments

Module 1: Standards Review Process
### Standards Review Process

- **Public Comment Period** – November 2014
- **Educator Advisory Teams Review** – April 2015
- **Standards Review and Development Committee** – Fall 2015
- **Revised Standards Released for Public Comment** – October 2015
- **Standards Recommendation Committee** – January 2016
- **State Board of Education Approval** – April 2016

### Educator Advisory Team Members

- [Map of Tennessee with 47 stars indicating educator advisory team members](#)
Standards and Assessment Timeline

<table>
<thead>
<tr>
<th>Subject</th>
<th>Standards Proposed to State Board for Final Read</th>
<th>LEAs: New Standards in Classrooms</th>
<th>Aligned Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Math</td>
<td>April 2016</td>
<td>2017–18</td>
<td>2017–18</td>
</tr>
<tr>
<td>ELA</td>
<td>April 2016</td>
<td>2017–18</td>
<td>2017–18</td>
</tr>
<tr>
<td>Science</td>
<td>October 2016</td>
<td>2018–19</td>
<td>2018–19</td>
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Standards Revision Key Points

- The current focus of standards remains the same as the original instructional shifts.

- The current standards represent a stronger foundation that will support the progression of rigorous standards throughout the grade levels.

- The current standards improve connections:
  - within a single grade level, and
  - between multiple grade levels.
Turn & Talk

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

Revisions to ELA Standards

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

Specific to K–5
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
- Fluency
- Word composition
- Sentence composition
- Vocabulary acquisition

The standards should be taught in integration, not isolation.

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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

- 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
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.

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

FOUNDATIONAL LITERACY STANDARDS: Word Composition – Standard #4

Cornerstone: Know and apply grade-level phonics and word analysis skills when encoding words; write legibly.

GRADE SPAN

5

2. FL. WC. 4

Grade 2. Foundational Literacy. Word Composition. Standard 4

Supporting Documents

Appendix A

Tennessee Text Complexity Framework

Glossary

Appendix B

Questions to Guide PLC Discussions

Supporting Documents

TENNESSEE DEPARTMENT OF EDUCATION

6/19/17
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.
<table>
<thead>
<tr>
<th>1</th>
<th>K–5 Foundational Literacy</th>
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<tbody>
<tr>
<td>2</td>
<td>6–12 Language</td>
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<tr>
<td>3</td>
<td>K–12 Reading (Literature &amp; Informational text)</td>
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<tr>
<td>4</td>
<td>K–12 Speaking and Listening</td>
</tr>
<tr>
<td>5</td>
<td>K–12 Writing</td>
</tr>
</tbody>
</table>

**Five Strands Z Chart Activity**

- One group per strand
- Read and highlight key information
Z Chart

1. Title the chart.
2. List the three most important points.
3. Create a graphic that illustrates the main idea.
4. Choose one powerful quotation from the text.

Five Strands Z Chart

- Group presentations
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.

AGE

<table>
<thead>
<tr>
<th>LC</th>
<th>RC</th>
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<tr>
<td>1</td>
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</table>

**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.
Appointments 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!

Welcome Back!

Part 2: Diving into the Standards
Key Idea

- Strong Standards
- High Expectations
- Instructional Shifts
- Aligned Materials and Assessments

Module 4: A Deeper Dive into K–2 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.

Intro Activity: Comparing Assignments
Key Learning Targets (KUDs)

<table>
<thead>
<tr>
<th>Know</th>
<th>Understand</th>
<th>Do</th>
</tr>
</thead>
<tbody>
<tr>
<td>- Key elements of differentiation</td>
<td>- Differentiation is a philosophy and not simply a set of strategies.</td>
<td>- Reflect on philosophy and practice.</td>
</tr>
<tr>
<td>- Mindset</td>
<td>- Differentiation is designed to maximize the capacity of each learner.</td>
<td>- Create and maintain an invitational learning environment.</td>
</tr>
<tr>
<td>- Know, Understand-Do (KUDs for students)</td>
<td>- Mindset shapes teaching and learning.</td>
<td>- Develop KUD frameworks, drawing on standards.</td>
</tr>
<tr>
<td>- Engagement</td>
<td>- Teacher connection with kids opens them up to the risk of learning.</td>
<td>- Develop formative assessments aligned with KUDs.</td>
</tr>
<tr>
<td>- Understanding</td>
<td>- Community commitment multiplies support for students and the teacher.</td>
<td>- Interpret assessment results to determine students' learning needs.</td>
</tr>
<tr>
<td>- Alignment</td>
<td>- Ongoing assessment guides quality differentiation.</td>
<td>- Develop differentiated tasks based on assessment information in response to student readiness, interest, and learning profile.</td>
</tr>
<tr>
<td>- Ongoing assessment (pre-assessment, formative, summative)</td>
<td>- The quality of what we teach contributes to the impact of how we teach—and vice versa.</td>
<td>- Work with students to understand differentiation and establish flexible plans for it.</td>
</tr>
<tr>
<td>- Flexible grouping</td>
<td>- Flexible classroom routines balance group and individual needs.</td>
<td></td>
</tr>
</tbody>
</table>
K.U.D. Sandwich Model

Planning a Lesson Using KUDs: Primary

<table>
<thead>
<tr>
<th>Grade Level, Discipline, &amp; Author</th>
<th>Simple KUD Goals</th>
</tr>
</thead>
</table>
| Preschool Unit on Plants by Aimee Boggens | Unit Big Idea: Plants have different parts that work together to help them live.  
The student will understand that:  
• Plants are living things  
• There are many different kinds of plants  
• Plants have different parts  
• Plants need certain conditions to grow  
The student will know:  
• Vocabulary related to plants  
The student will be able to do:  
• 1.SCI.1 Plan, care for & record observations of a plant, noting the parts of the plant, needs, development & life cycle.  
• 1.SCI.2 Demonstrate use of the scientific reasoning cycle.  
• 1.SCI.3 Listen to illustrated picture books with simple story lines.  
• 1.SCI.3.3 Identify the illustrations, or object within the illustration of a book, that is being described.  
• 1.SCI.5.3 Ask or answer questions beginning with who, what, where, when, why.
Planning a Lesson Using KUDs: Elementary

<table>
<thead>
<tr>
<th>Grade Level, Discipline, &amp; Author</th>
<th>Sample KUD Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Preschool Unit on Plants by Alice Wiggins</td>
<td></td>
</tr>
</tbody>
</table>

Unit Big Ideas:
Plants have different parts that work together to help them live.

The student will understand that:
- Plants are living things
- There are many different kinds of plants
- Plants have different parts
- Plants need certain conditions to grow
  - Plants go through stages as they grow

The student will know:
- Vocabulary related to plants

The student will be able to do:
- II-SC1.11 Plant, care for & record observations of a plant, noting the parts of the plant, needs, development & life cycle.
- II-SC4.1 Demonstrate use of the scientific reasoning cycle.
- I-SR1.1a Attend and listen to illustrated picture books with simple story lines.
- 1.SR1.3 Find the illustration, or object within the illustration of a book, that is being described.
- 1-OL9.23 Ask or answer questions beginning with who, what, where, when, why.

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?
1.RL.KID.2

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

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*?

1.RL.KID.2

**Identify the nouns**

Retell stories, including key details, and demonstrate understanding of their central message or lesson.
What is a Story?

- A narrative, either true or fictitious, in prose or verse, designed to interest, amuse, or instruct the hearer or reader; a tale

What are Details?

- **Details** are...
  - Words or phrases that give important information about an event like *who, what, when, where, why?*
  - Words or phrases that gives us a clue about the meaning of an unfamiliar or new word.
  - Words or phrases that helps me make sense of what I am reading.
What is a Central Message or Lesson?

Central message is…
- The big idea that the story is about.

A lesson is…
- Something the author wants us to learn.

What Do Students Need to Do?

1.RL.KID.2

Identify the verbs
Retell stories, including key details, and demonstrate understanding of their central message or lesson.
What Do Students Need to Do?

1.RL.KID.2

Identify the verbs

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

Retell

Retell means to…

- Conclude or ascertain, as after reasoning, observation, etc.
Demonstrate Understanding

To **demonstrate** understanding means to...

- Show through the inclusion of key details their accurate perception of the central message or lesson of a story.

What Else is Important?

Retell stories, including key details, and demonstrate understanding of their central message or lesson.
Conjunctions and Punctuation

Retell stories, including key details, and demonstrate understanding of their central message or lesson.

What Do Students Need to Understand?

1.RL.KID.2

Retell stories, including key details, and demonstrate understanding of their central message or lesson.
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?

“I Can” Statement

- I can retell stories, including key details, and demonstrate understanding of their central message or lesson through writing or speaking.
What Do Students Need to Understand?

Essential Questions:

- How do I retell a story?
- What are key details?
- How do I determine the central message?
- How do I prove my understanding through writing or speaking?

What Do Students Need to Understand?

- How to retell
- How to pull key details from the text
- How to sum up ideas from a text or lesson into a central idea
- How to speak and write academically to share ideas or knowledge
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 Assessment items

- Exit slips
- Graphic organizers
- Identifying theme
- Discussion of theme
- Repeat task with different text
- TDQ’s
- Writing prompt
- TNReady
You Try One

- Get into grade level groups and analyze the following standards…
  - 2.RI.KID.3
  - 1.RI.KID.3
  - K.RI.KID.3

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?
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

Strong Standards
High Expectations
Instructional Shifts
Aligned Materials and Assessments
Module 5: Role of Text

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 the 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 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.”

Simulation

- We will now become “learners” for this activity.
- We will read a collection of texts that will work together as a text set to build knowledge.
- This simulation was designed for you to act as a learner. The texts used were not chosen for a particular grade level but for adult readers.

Mystery Letter

**What makes this text so complex?**
- You don’t know many of the key words.
- The sentences are long and it take concentration to hold the meaning from beginning to end.
- There’s no reason to read it other than you are being good sports.
- You’re having a hard time connecting/little background knowledge (and maybe you really don’t care!).

Pay attention to what you’re doing to try and comprehend this text.
What If this was Really Important?

What if it were essential for students to read this text?

What strategies would you use to teach it?

Let’s Try Another Idea...

- Let’s see if we can back up and learn what we need to know to tackle this complex text without a lot of teacher support.

- Read “Davy Crockett on the Removal of the Cherokees, 1834.”

- Read it once through, then we will pause to be clear about some new, clarifying information.
Let’s Try Another Idea...

- Whose name should you sign in the closing of this mystery letter?
- When was it written?
- What did Crockett fear?
- Why would he hold such fears? Let’s read more.

Keep Building...

- Read “Excerpts from Andrew Jackson’s Speech to Congress in Indian Removal.”
- Read it once through for the central ideas.
- Then we will go back in together to take on some key sections.
Keep Building...

- What is Jackson proposing?

- In paragraph 2, according to Jackson, who will benefit from this proposal? In what ways will these groups benefit?

- In paragraph 3, Jackson compares the Native Americans to what other groups who have been uprooted?

- Reread the last line in paragraph 3. According to Jackson, how should the Native Americans feel about his proposal?

- Finally, in the last paragraph, pick out some words Jackson uses to describe his policy.

How About Another Key Player?

- Read “Martin Van Buren.”

- Read it once through for the central ideas.

- Then we will go back in together to take on some key sections.
How About Another Key Player?

- What is the relationship between Jackson and Van Buren?
- What was Van Buren’s role in the Indian Removal Policy?

On the Record

- Read “Excerpted Remarks of the Honorable David Crockett.”
- Read it once through for the central ideas.
- Then we will go back in together to take on some key sections.
On the Record

- What was Crockett's position on Jackson's policy?
- In paragraph 2, what concerns did Crockett have about the Executive Branch?
- Who are “the poor remnants of a once powerful people” Crockett is referring to in paragraph 3?
- Who is the only source of help for these people?
- Reread paragraph 5. What are some important words or phrases Crockett uses to convey his opinion about the bill?
- In his closing remarks, what personal remarks does Crockett provide that help you gain insight into his character?

A Little Bio

- Read “David Crockett.”
- Read it once through for the central ideas.
- Then we will go back in together to take on some key sections.
A Little Bio

- What experiences did Crockett have with...
  - Jackson?
  - Native Americans?
  - Oppression?

Back to Mystery Letter

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

- What is “the Ship” Crockett is referring to?

- Describe the concerns Crockett holds regarding the power of the Executive Branch. Be sure to use specific details from the text to support your claim.
Quotes

- "It was expected of me that I was to bow to the name of Andrew Jackson... even at the expense of my conscience and judgement. such a thing was new to me, and a total stranger to my principles." — Davy Crockett

- "I would rather be politically dead than hypocritically immortalized." — Davy Crockett

- "Although our great man at the head of the nation, has changed his course, I will not change mine." — Davy Crockett

Quotes

- “Heaven knows that I have done all that a mortal could do, to save the people, and the failure was not my fault, but the fault of others.” — Davy Crockett

- “Let your tongue speak what your heart thinks.” — Davy Crockett

- “We must not permit our respect for the dead or our sympathy for the living to lead us into an act of injustice to the balance of the living.” — Davy Crockett
Make An Inference

Davy Crockett Takes a Stand

- Each person should take one sentence strip from the envelope on the table.
- Read the Davy Crockett quote to yourself and think about this:
  - Based on your knowledge of Davy Crockett and the historical event on which he took a stand, what can you infer about the quote?
- Go ‘Round:
  - One at a time, read aloud the quote and share your inference.

Debrief

- What just happened? Did your “reading level” change?
- Why were you able to make such a strong inference from the quotes? Why is this significant?
- What did you notice about the rate of your reading of the Mystery Letter the second time? Why did this happen?
- What “teacher moves” enabled you to make such rapid progress in your comprehension of the most challenging text?
- What did you notice about the texts themselves? About the questions?
- What other notices and wonders do you have at this point?
Role of Text Graphic Organizer

- Using the graphic organizer in your manual on page #, 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.
References

<table>
<thead>
<tr>
<th>Slide</th>
<th>Source</th>
</tr>
</thead>
</table>
| 13    | “Davy Crockett on the Removal of the Cherokees, 1834” Excerpted from http://www.gilderlehrman.org/history-by-era/jackson-lincoln/resources/davy-crockettremonal-
|       | cherokees-1834 |
| 14    | “Excerpts from Andrew Jackson’s Speech to Congress in Indian Removal” President Jackson’s Message to Congress “On Indian Removal”, December 6, 1830; Records of the United States Senate, 1789-1990; Record Group 46; Records of the United States Senate, 1789-1990; National Archives and Records Administration (NARA) |
| 15    | “Martin Van Buren” http://americanhistory.si.edu/presidency/timeline/pres_era/3_669.html |
| 16    | “Excerpted Remarks of the Honorable David Crockett” Excerpted from; http://capitolwords.org/date/2012/01/24/E63-3_remarks-of-the-honorable-david-crockett/ |
| 19    | Davy Crockett Quotes http://www.inspiringquotes.us/author/8141-davy-crockett |
| 23    | http://www.aft.org/periodical/american-educator/spring-2006/what-do-reading-comprehension-tests-
|       | mainly |
| 36    | Screenshot of EL Education website. www.elleducation.org |
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”

- The 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 not reading proficiently
- <50% of graduates can read sufficiently complex texts
- 37% of the nation’s 12th-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.”

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
What Makes Text Complex?

Reader

Qualitative Measures

Quantitative Measures

Text

Updated Complexity Pyramid

New addition to pyramid and emphasis in K–5 on high-quality, content-rich text
First we analyze quantitative measures of complexity to place the text in the appropriate grade band.

### Quantitative Measures of Text Complexity

#### Lexile Measures by Grade Band

<table>
<thead>
<tr>
<th>Grade Band</th>
<th>Lexile Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Grade 1</td>
<td>190L–530L</td>
</tr>
<tr>
<td>2–3 band</td>
<td>420L–820L</td>
</tr>
<tr>
<td>4–5 band</td>
<td>740L–1010L</td>
</tr>
<tr>
<td>6–8 band</td>
<td>925L–1185L</td>
</tr>
<tr>
<td>9–10 band</td>
<td>1050L–1335L</td>
</tr>
<tr>
<td>11–12 band</td>
<td>1185L–1385L</td>
</tr>
</tbody>
</table>

#### Qualitative Measures of Evaluation

- **Levels of Meaning and Purpose**
  - Density and Complexity
  - Figurative Language
  - Purpose

- **Structure**
  - Genre
  - Organization
  - Narration
  - Text Features
  - Graphics

- **Knowledge Demands**
  - Vocabulary
  - Prior Knowledge
  - Cultural Knowledge
  - Background Knowledge

- **Language Convention and Clarity**
  - Standard English and Variations
  - Register
Qualitative Complexity for Literature

<table>
<thead>
<tr>
<th>Extremely Complex</th>
<th>Very Complex</th>
<th>Modestly Complex</th>
<th>Slightly Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>TEXT STRUCTURE</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Organization is intricate with regard to sub-dominant as part of story, characterization, dialogue and setting.</td>
<td>Organization may include subplots, themes and more complex characters</td>
<td>Organization may have a few or more elements and occasionally be difficult to follow</td>
<td>Organization is clear, chronological and easy to follow</td>
</tr>
<tr>
<td>Use of Imagery: If used, illustrations or graphics are essential for understanding the meaning of the text.</td>
<td>Use of Imagery: If used, a range of illustrations or graphics support selected parts of the text.</td>
<td>Use of Imagery: If used, other illustrations or graphics support selected parts of the text.</td>
<td>Use of Imagery: If used, other illustrations or graphics support selected parts of the text.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>LANGUAGE FEATURES</strong></th>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>Conventional: Sense and complexity, contain abstract, iconic, and/or figural imagery.</td>
<td>Conventional: Polysyllabic, complex sentences, rich in imagery and figurative language.</td>
<td>Conventional: Can be easily understood with some assistance for more complex reading.</td>
<td>Conventional: Easily defined, straightforward, easy to understand</td>
</tr>
<tr>
<td>Vocabulary: Complex, generally uncommon, obscure, specialized, or overly academic language. May be ambiguous or postmodern in nature.</td>
<td>Vocabulary: Polysemic, complex language, with a sense of Suspense, ambiguity, subject-specific, or overly academic.</td>
<td>Vocabulary: Readily contemporary, familiar, interchangeable, overly unobtrusive or overly academic.</td>
<td>Vocabulary: Familiar, simple, and unobtrusive, with some complex vocabulary</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>MEANING</strong></th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Meaning: Multiple competing levels of meaning are difficult to identify, separate, and interpret. There is implicit in evident, often ambiguous and interwoven over the entirety of the text.</td>
<td>Meaning: Multiple levels of meaning are difficult to identify, separate, and interpret. There is implicit or evident and may be interwoven over the entirety of the text.</td>
<td>Meaning: Multiple levels of meaning are difficult to identify, separate, and interpret. There is implicit or evident and may be interwoven over the entirety of the text.</td>
<td>Meaning: One level of meaning, there is often one central idea to the text.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>KNOWLEDGE DEMANDS</strong></th>
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</thead>
<tbody>
<tr>
<td>Life Experience: Polysemic complexity, subtle, and abstract ideas. Ideas and concepts are difficult to connect or extrapolate from the context reader.</td>
<td>Life Experience: Explains stories of complexity or ambiguity; ideas are abstract and not easily understood.</td>
<td>Life Experience: Explains several stories, extraneous or implied, and not easily understood.</td>
<td>Life Experience: Explains a single idea, sometimes abstract or implied, and not easily understood.</td>
</tr>
<tr>
<td>Interconnected and Cultural Knowledge: Stories reference ideas to other texts or cultural element.</td>
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<td>Interconnected and Cultural Knowledge: Stories reference ideas to other texts or cultural elements.</td>
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</tr>
</tbody>
</table>

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**Feathers**

- Analyze *Feathers* for qualitative measures of complexity.
Text Complexity Analysis

- Add the information in the **quantitative measures** box.

1. **Quantitative Measure**
   Go to [http://www.lexile.com/](http://www.lexile.com/) and enter the title of your read aloud text in the Quick Book Search in the upper right of home page. Most texts will have a Lexile, measure in this database. For more information on other valid quantitative measures, click **here**.

   Use this chart for quick reference:
   - 2-3 band: 420-820L
   - 4-5 band: 740-1010L
   - 6-8 band: 925-1185L
   - 9-10 band: 1090-1335L
   - 11-CCR band: 1185-1585L

Text Complexity Analysis

- Add the information in the **qualitative features** box.

2. **Qualitative Features**
   Consider the four dimensions of text complexity below. For each dimension, note some examples from the text that make it more or less complex. For more information on these 4 dimensions, click **here**.

<table>
<thead>
<tr>
<th>Meaning/Purpose</th>
<th>Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language</td>
<td>Knowledge Demands</td>
</tr>
</tbody>
</table>
Text Complexity Analysis

- Add the information in the **considerations for reader and task** box.

1. **Reader and Task Considerations**
   - What will challenge my students most in this text?
   - What supports can I provide?

   How will this text help my students build knowledge about the world?

Connections to Standard

Cornerstone Standard: R.KID.2

Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
R.KID.2

Determine central idea or themes of a text and analyze their development; summarize the key supporting details and ideas.

| 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?
Appointments with Peers

Module 6 Review

- Text complexity is determined by quantitative, qualitative, and reader/task measures.
- In addition to these measures, complex text should be high quality and content rich.
- Qualitative features of a text can be determined with the use of the Qualitative Complexity Rubric for literature and informational texts.
- Complex text is an instructional shift.
- Complex text is the cornerstone standard R.RRTC.10.
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.

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.
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