



2018 Integrated Leadership Course: Session 1

February/March 2018

Session Outcomes



Understand the **vision** and **urgency** for shifting practice to reflect the department's vision for **excellent K-12 literacy instruction**.



Describe the **shifts in instructional practice** needed to realize the vision for excellent literacy instruction – specifically **the role of complex text**.



Develop skills to identify **elements of text complexity** as well as how a complex text should be used in the classroom.



Reflect on and refine your school's **academic strategy** to ensure **excellent K-12 literacy instruction for every student**.

The logo consists of a red square with the letters 'TN' in white, serif font. Below the red square is a thin blue horizontal bar.

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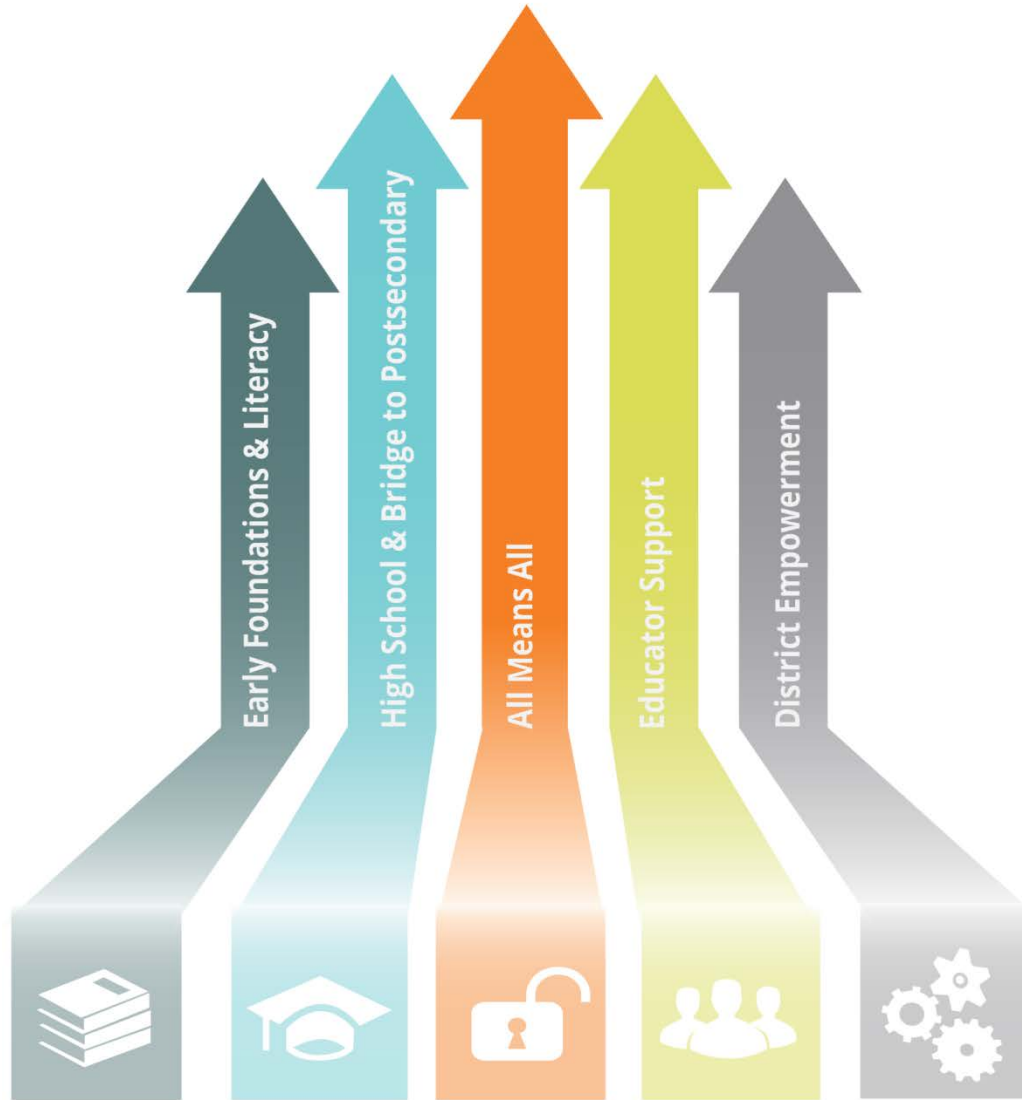
Overview

TENNESSEE SUCCEEDS.

1 Tennessee will rank in the top half of states on NAEP by 2019.

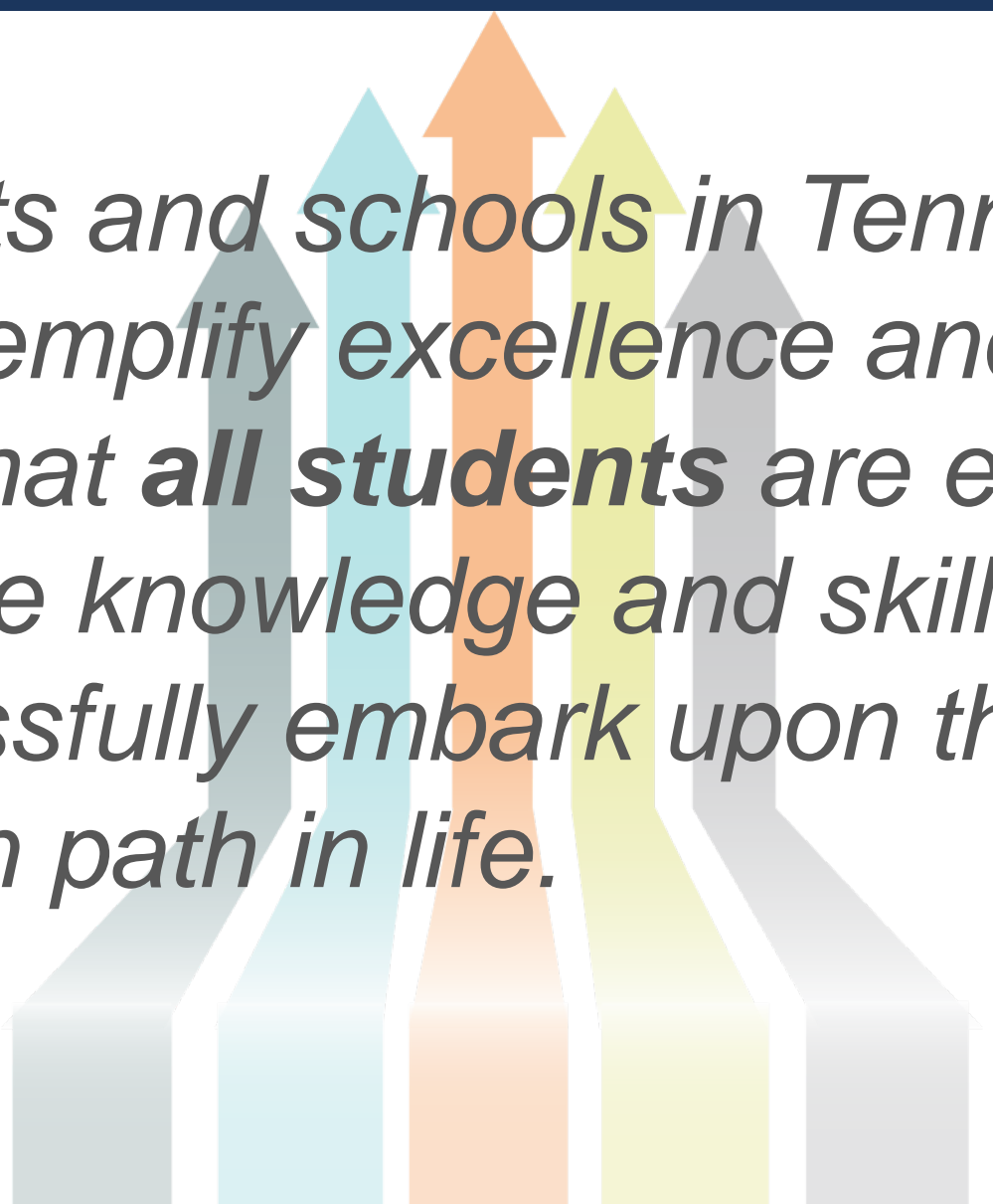
2 The average ACT score in Tennessee will be a 21 by 2020.

3 The majority of high school graduates from the class of 2020 will earn a postsecondary certificate, diploma, or degree.



STANDARDS | ASSESSMENT | ACCOUNTABILITY

Our Vision



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

Our Priorities

Early Foundations & Literacy

Building skills in early grades to contribute to future success

High School & Bridge to Postsecondary

Preparing significantly more students for postsecondary completion

All Means All

Providing individualized support and opportunities for all students with a focus on those who are furthest behind

Educator Support

Supporting the preparation and development of an exceptional educator workforce

District Empowerment

Providing districts with the tools and autonomy they need to make the best decisions for students

Our Overarching Goals

1

Tennessee will rank in the **top half of states** on the National Assessment of Educational Progress (NAEP) by 2019.



2

75 percent of Tennessee third graders will be **proficient in reading** by 2025.



3

The **average ACT composite score** in Tennessee will be a 21 by 2020.



4

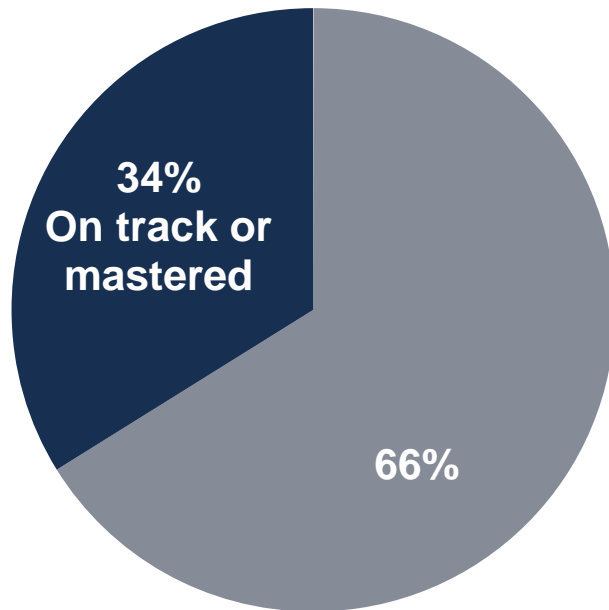
The **majority of high school graduates** from the class of 2020 will earn a postsecondary certificate, diploma, or degree.



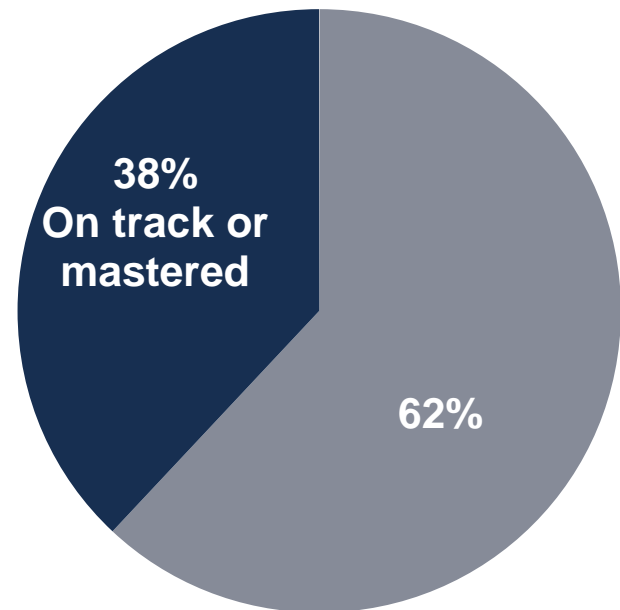
We Still Have Progress to Make

Fewer than half of Tennessee's elementary students are meeting grade-level benchmarks in math and reading.

TNReady Grades 3-8 ELA

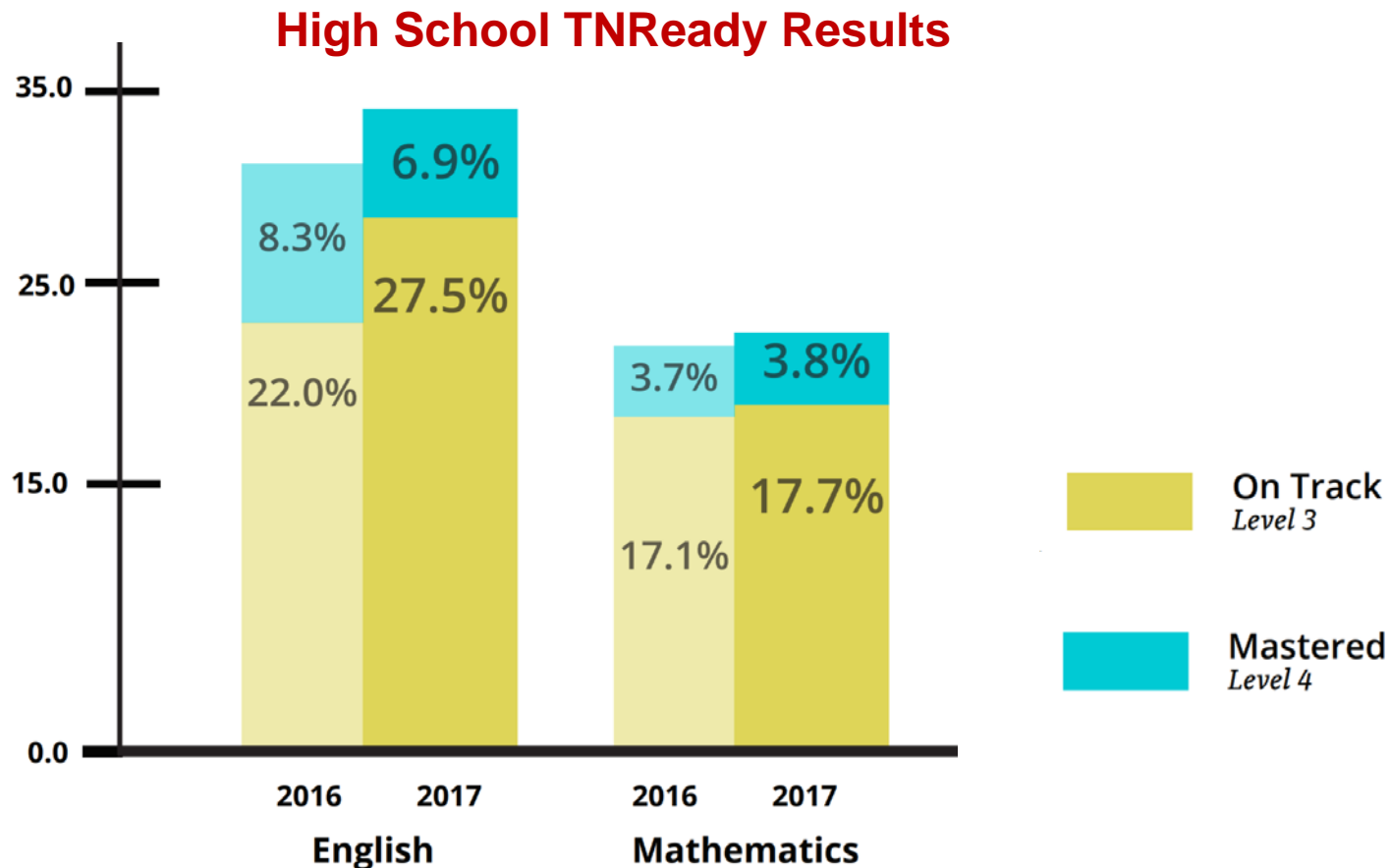


TNReady Grades 3-8 Math

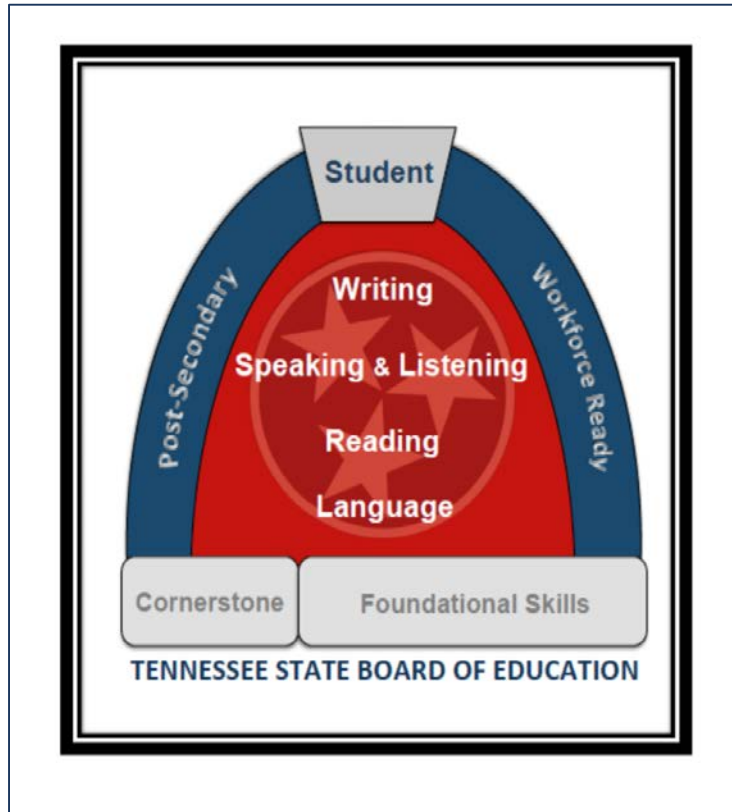


We Still Have Progress to Make

A significant number of Tennessee's secondary students are also missing grade-level benchmarks in math and reading.



Our Commitment: Dramatic Student Improvement



Tennessee's rigorous math
and ELA standards



LITERACY LEARNING WALK TOOL		TEACHER/GRADE: _____											
Tennessee Department of Education		SCHOOL: _____											
		DATE/TIME: _____											
CLASSROOM CONTEXT: How is the classroom organized? What is on display in the room? Is there a classroom library?													
1. CULTURE OF LEARNING: Are all students engaged in the work of the lesson from start to finish? <ul style="list-style-type: none"> Students complete instructional tasks, volunteer responses and/or ask appropriate questions. Students follow behavioral expectations and directions. Students execute transitions, routines and procedures in an orderly and efficient manner. Students are engaged in the work of the lesson from start to finish; there is a sense of urgency about how time is used. Students and their teacher demonstrate a joy for learning through positive relationships and strong classroom culture that is responsive to student interests, experiences, and approaches to learning. 			1 Not Yet 2 Somewhat 3 Mostly 4 Yes										
2. USE OF TIME: Is time used effectively within the literacy block? <ul style="list-style-type: none"> a. Total number of minutes observed _____ b. Total number of minutes spent reading _____ c. Time spent in the following structures: <table border="0"> <tr> <td>Teacher modeling or direct instruction _____</td> <td>Center rotations _____</td> </tr> <tr> <td>Whole group read aloud _____</td> <td>Small group or partner work _____</td> </tr> <tr> <td>Shared reading (could include close reading) _____</td> <td>Independent reading _____</td> </tr> <tr> <td>Small group, teacher led guided reading _____</td> <td>Independent writing _____</td> </tr> <tr> <td>Small group, teacher led instruction (other) _____</td> <td>Independent work (other) _____</td> </tr> </table> 			Teacher modeling or direct instruction _____	Center rotations _____	Whole group read aloud _____	Small group or partner work _____	Shared reading (could include close reading) _____	Independent reading _____	Small group, teacher led guided reading _____	Independent writing _____	Small group, teacher led instruction (other) _____	Independent work (other) _____	N No Y Yes
Teacher modeling or direct instruction _____	Center rotations _____												
Whole group read aloud _____	Small group or partner work _____												
Shared reading (could include close reading) _____	Independent reading _____												
Small group, teacher led guided reading _____	Independent writing _____												
Small group, teacher led instruction (other) _____	Independent work (other) _____												
READING FOUNDATIONAL SKILLS: Were foundational reading skills targeted in this lesson? (Yes/No) <i>If yes, rate this Core Action (RFS). If no, skip to next section.</i>													
3. READING FOUNDATIONAL SKILLS: Does instruction explicitly and systematically provide all students with the opportunity to master foundational skills? <ul style="list-style-type: none"> a. The foundational skills being taught are aligned to the standards for this grade. _____ b. Foundational skills instruction is explicit, including teacher modeling and student practice. _____ c. Students have sufficient opportunities to practice their newly acquired foundational skills with authentic reading and writing experiences. _____ d. Students connect acquisition of foundational skills to making meaning from connected text(s). _____ e. Students spend time on skills they are still working to develop, not those they have already mastered. _____ 			1 Not Yet 2 Somewhat 3 Mostly 4 Yes										

Tennessee's research-based
description of excellent instruction

Dramatic improvement in literacy requires dramatic change to literacy instruction.

KNOWLEDGE

Building knowledge through content-rich non-fiction.

COMPLEXITY

Regular practice with **complex text** and its **academic language**.

TEXT-FOCUSED

Reading, writing and speaking grounded in **evidence from text**, both literary and informational.

Dramatic improvement in mathematics requires dramatic change to mathematics instruction.

FOCUS

Significantly narrow the way time and energy is spent in the math classroom and **focus deeply on the major work** of each grade.

COHERENCE

Connect content across grades so that students can build new understanding onto foundations built in previous years and **link to major topics within grades**.

RIGOR

Pursue a **balance of conceptual understanding, procedural skill and fluency, and application**.

Leading Change Requires Shared Vision

Think about one student who you know is struggling academically but who you believe in deeply. If you followed them around all day in your building, what would you need to see in each classroom to help them reach the dreams you have for them?

Please keep that student in mind today.



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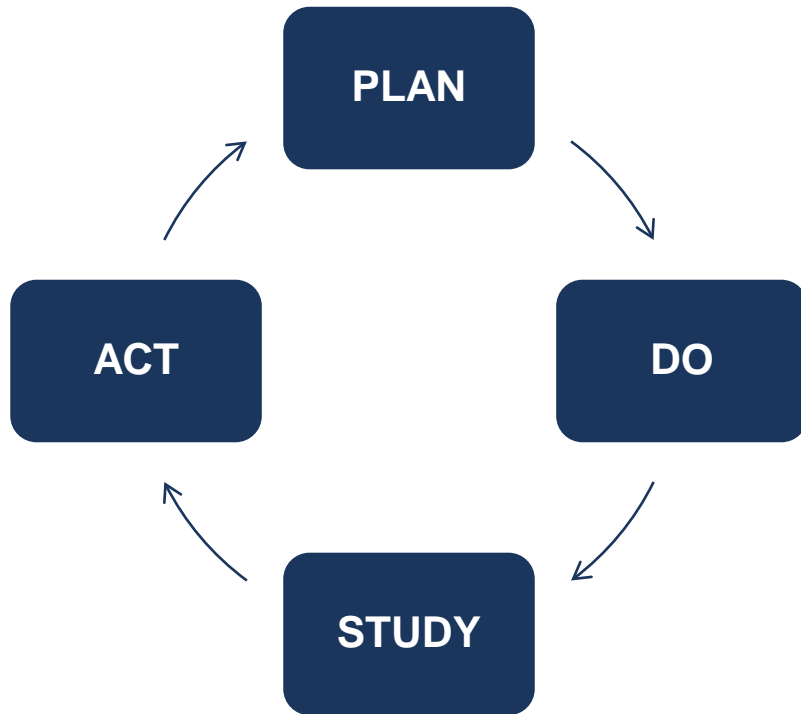
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Academic Strategy

Leading Change: Vision, Communication, Planning

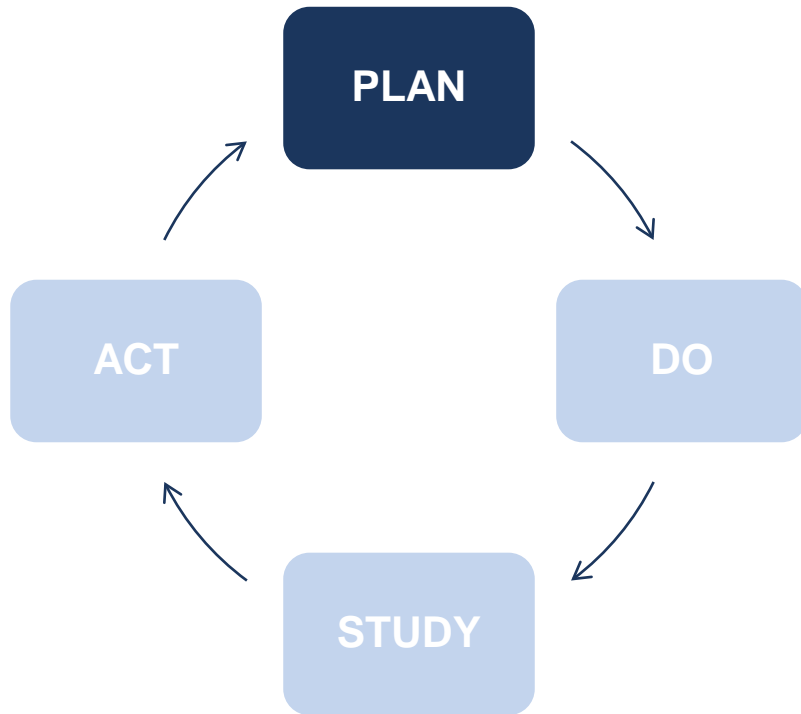
- In almost every school, there will be **some who are eager** to explore the research and re-imagine their practice and **some who are reluctant**.
- It is **critical** that **everyone** understands and **is invested** in the plan to accelerate literacy learning.
- **Focused leadership is key** to the success of this work.

Change Management



- Start with a practitioner-driven **problem of practice**.
- Develop, test, refine, and **fine-tune solutions** to the problem.
- **Study the impact** of your actions with a community of peers.
- Decide what to do next **based on what you learned**.

Today's Focus: Crafting Your Plan for Changing Literacy Practice

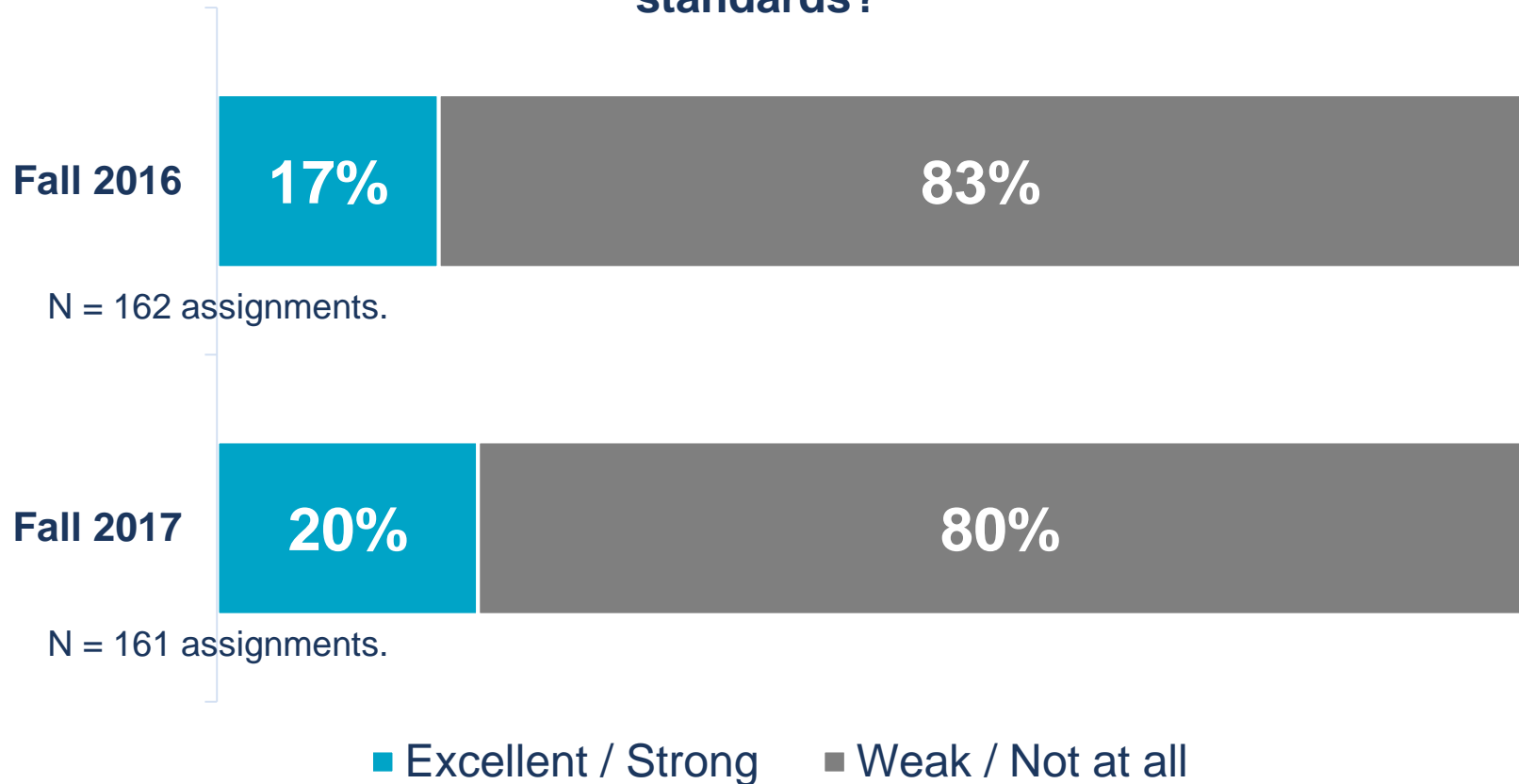


Shared Problem of Practice:

Students across Tennessee are not yet engaging in literacy instruction that reflects the demands of Tennessee's rigorous ELA standards.

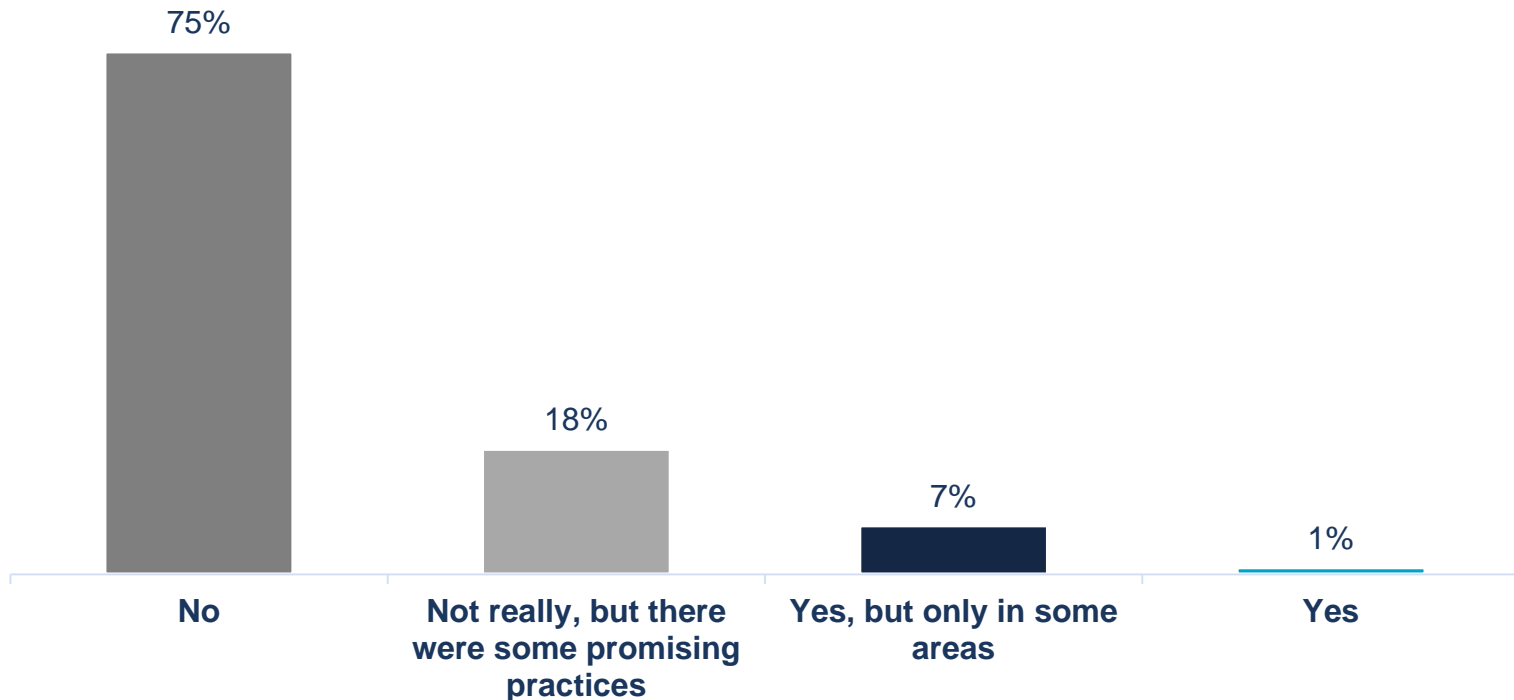
Current Practice: Student Tasks Rarely Reflect the Standards

Overall, do the content demands of this assignment align with the expectations defined by grade-level standards?

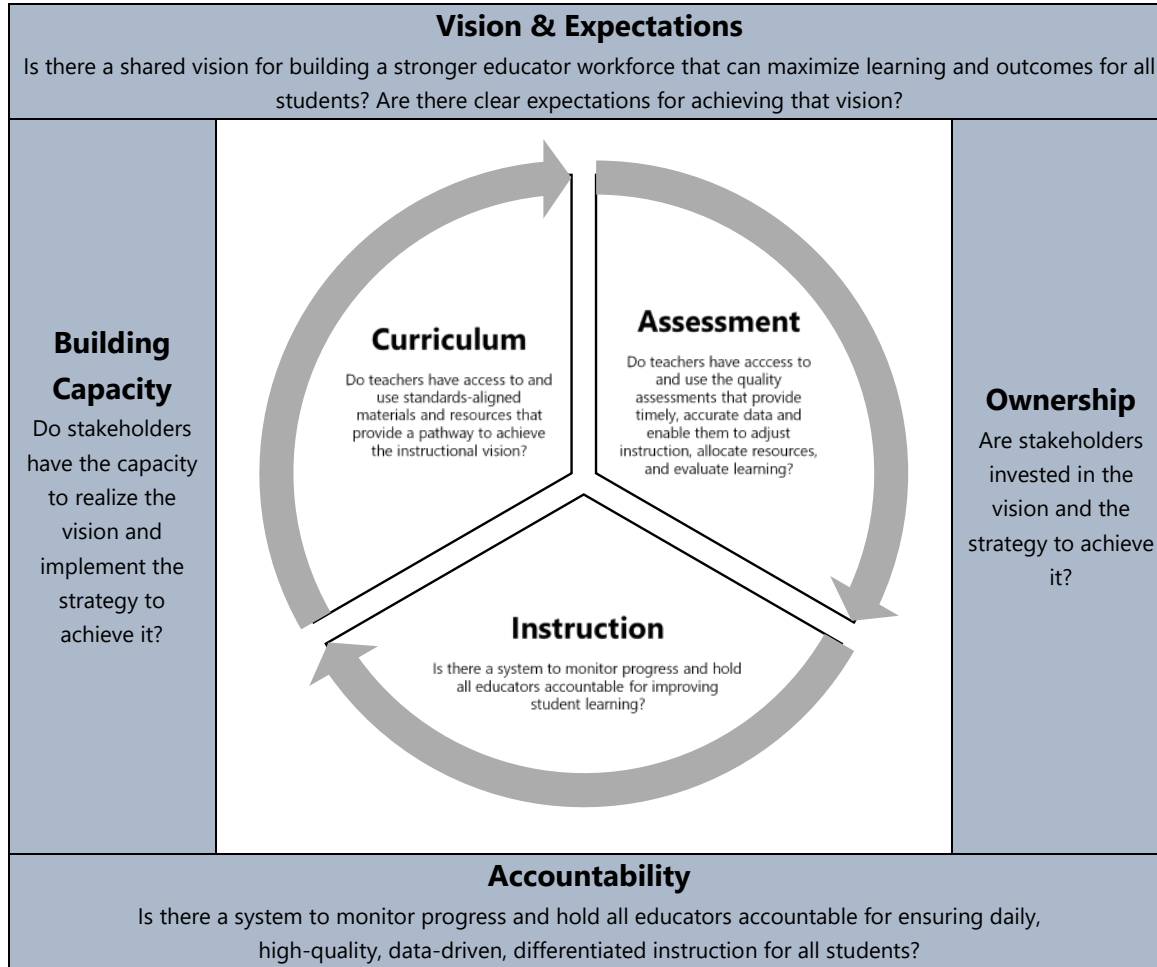


Current Practice: Few Observed Lessons Reflect the Vision for Literacy


Overall, did this lesson reflect the demands of the standards and/or the instructional shifts the standards require?



Our Framework for Support Already Exists



Reflection: Current Strategy for Vision


	School Name: _____ Leader Name: _____
REFLECTION TEMPLATE: LITERACY ACADEMIC STRATEGY	
Vision and Expectations	
Do staff at your school share a common vision for what excellent literacy instruction looks like and sounds like? Why or why not? What range of views/pedagogical philosophies exist?	
What is your current strategy to build a shared vision of excellent literacy instruction in your school?	
Curriculum and Assessment	
Do teachers have access to and use standards-aligned instructional materials and resources in literacy that provide a pathway to achieve the instructional vision?	
What is your current strategy to ensure all teachers have access to and are using standards-aligned instructional materials (curriculum and assessment) in literacy?	

- You are now going to spend some time working to **articulate your current strategy** to address our shared problem of practice:

Students across Tennessee are not yet engaging in literacy instruction that reflects the demands of Tennessee's rigorous ELA standards.


- Take the next **10 minutes** to consider the first lever – **Vision & Expectations**.
- Work to **articulate your vision** in your Reflection Template (Handout A). Feel free to collaborate with a partner in the room as you describe this lever in writing.

Reflection: Current Strategy for Curriculum, Assessment, and Instruction

	School Name: _____ Leader Name: _____
REFLECTION TEMPLATE: LITERACY ACADEMIC STRATEGY	
Vision and Expectations	
Do staff at your school share a common vision for what excellent literacy instruction looks like and sounds like? Why or why not? What range of views/pedagogical philosophies exist?	
What is your current strategy to build a shared vision of excellent literacy instruction in your school?	
Curriculum and Assessment	
Do teachers have access to and use standards-aligned instructional materials and resources in literacy that provide a pathway to achieve the instructional vision?	
What is your current strategy to ensure all teachers have access to and are using standards-aligned instructional materials (curriculum and assessment) in literacy?	

- Take the next **10 minutes** to consider the second lever – **Curriculum, Assessment, & Instruction.**
- Work to **articulate your strategy** for this lever in your Reflection Template. Feel free to collaborate with a partner in the room as you describe this lever in writing.

Reflection: Current Strategy for Building Capacity

	School Name: _____ Leader Name: _____
REFLECTION TEMPLATE: LITERACY ACADEMIC STRATEGY	
Vision and Expectations	
Do staff at your school share a common vision for what excellent literacy instruction looks like and sounds like? Why or why not? What range of views/pedagogical philosophies exist?	
What is your current strategy to build a shared vision of excellent literacy instruction in your school?	
Curriculum and Assessment	
Do teachers have access to and use standards-aligned instructional materials and resources in literacy that provide a pathway to achieve the instructional vision?	
What is your current strategy to ensure all teachers have access to and are using standards-aligned instructional materials (curriculum and assessment) in literacy?	

- Take the next **10 minutes** to consider the third lever – **Building Capacity.**
- Work to **articulate your strategy** for this lever in your Reflection Template. Feel free to collaborate with a partner in the room as you describe this lever in writing.

Connections

What connections did you see between the **TEAM Administrator Evaluation Rubric** and your strategy for:

- **Vision & Expectations:** Building a shared vision of excellent literacy instruction?
- **Curriculum, Assessment and Instruction:** Ensuring all teachers utilize standards-aligned instructional materials?
- **Building Capacity:** Building the knowledge and skills of educators in your building?

Foundational to This Work: Listening To and Supporting Teachers



- **Group 1:** Your teachers feel their current practice is aligned with the demands of the standards.
- **Group 2:** Your teachers feel that the standards are “too hard” for their students.
- **Group 3:** Your teachers feel they don’t have time to deliver instruction that is aligned with the demands of the standards.

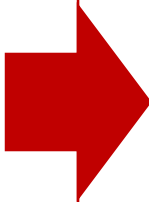
Record at least 2-3 high-leverage leadership strategies you could use to support teachers and manage through change.

Debrief

- **Group 1:** Share out your challenge and 2-3 high-leverage leadership strategies you could use to **support teachers** and **manage through change**.
- **Group 2:** Share out your challenge and 2-3 high-leverage leadership strategies you could use to **support teachers** and **manage through change**.
- **Group 3:** Share out your challenge and 2-3 high-leverage leadership strategies you could use to **support teachers** and **manage through change**.

Networking: Connecting to Other Practitioners

- Many schools have already been able to participate in learning walks using the **Literacy Learning Walk Tool**.
- The goal is to:
 - Continue to support schools as they engage in **initial classroom walk-throughs** with this tool.
 - Engage in **ongoing support** as school leaders continue to build their skills in support literacy instruction and areas of focus emerge.



Are there any Principals in the room who would be willing to share about their experiences with the Literacy Learning Walk Tool thus far and visiting classrooms with this lens?

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Literacy Learning Walk Tool

Literacy Learning Walk Tool: Description of Excellent Standards-Aligned Instruction

LITERACY LEARNING WALK TOOL <small>Tennessee Department of Education</small>		TEACHER/GRADE _____ SCHOOL: _____ DATE/TIME: _____
CLASSROOM CONTEXT: How is the classroom organized? What is on display in the room? Is there a classroom library?		
<div></div>		
1. CULTURE OF LEARNING: Are all students engaged in the work of the lesson from start to finish? <ul style="list-style-type: none"> Students complete instructional tasks, volunteer responses and/or ask appropriate questions. Students follow behavioral expectations and directions. Students execute transitions, routines and procedures in an orderly and efficient manner. Students are engaged in the work of the lesson from start to finish; there is a sense of urgency about how time is used. Students and their teacher demonstrate a joy for learning through positive relationships and strong classroom culture that is responsive to student interests, experiences, and approaches to learning. 		1 Not Yet 2 Somewhat 3 Mostly 4 Yes
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READING FOUNDATIONAL SKILLS: Were foundational reading skills targeted in this lesson? (Yes/No) <small>If yes, rate this Core Action (RFS). If no, skip to next section.</small>		
3. READING FOUNDATIONAL SKILLS: Does instruction explicitly and systematically provide all students with the opportunity to master foundational skills? a. The foundational skills being taught are aligned to the standards for this grade. _____ b. Foundational skills instruction is explicit , including teacher modeling and student practice. _____ c. Students have sufficient opportunities to practice their newly acquired foundational skills with authentic reading and writing experiences. _____ d. Students connect acquisition of foundational skills to making meaning from connected text(s). _____ e. Students spend time on skills they are still working to develop, not those they have already mastered. _____		1 Not Yet 2 Somewhat 3 Mostly 4 Yes

- Deepen your **understanding** of standards-aligned instruction to **inform** your **vision**.
- **Diagnose** the current state of teaching and learning in your school to **inform** your **academic strategy**.
- **Monitor progress** towards your vision for change.

Organization of Literacy Learning Walk Tool: Six Core Actions

- **CORE ACTION 1:** Are all **students engaged** in the work of the lesson from start to finish?
- **CORE ACTION 2:** Is **time used effectively** within the literacy block?
- **CORE ACTION 3:** (K-5 only) Does **instruction explicitly and systematically** provide all students with the **opportunity to master** foundational skills?
- **CORE ACTION 4:** Is the lesson **centered on a high-quality text** or texts?
- **CORE ACTION 5:** Do questions and tasks **integrate the standards** and **build comprehension** of the text(s) and its meaning?
- **CORE ACTION 6:** Are **students responsible** for doing the **thinking** in this classroom?

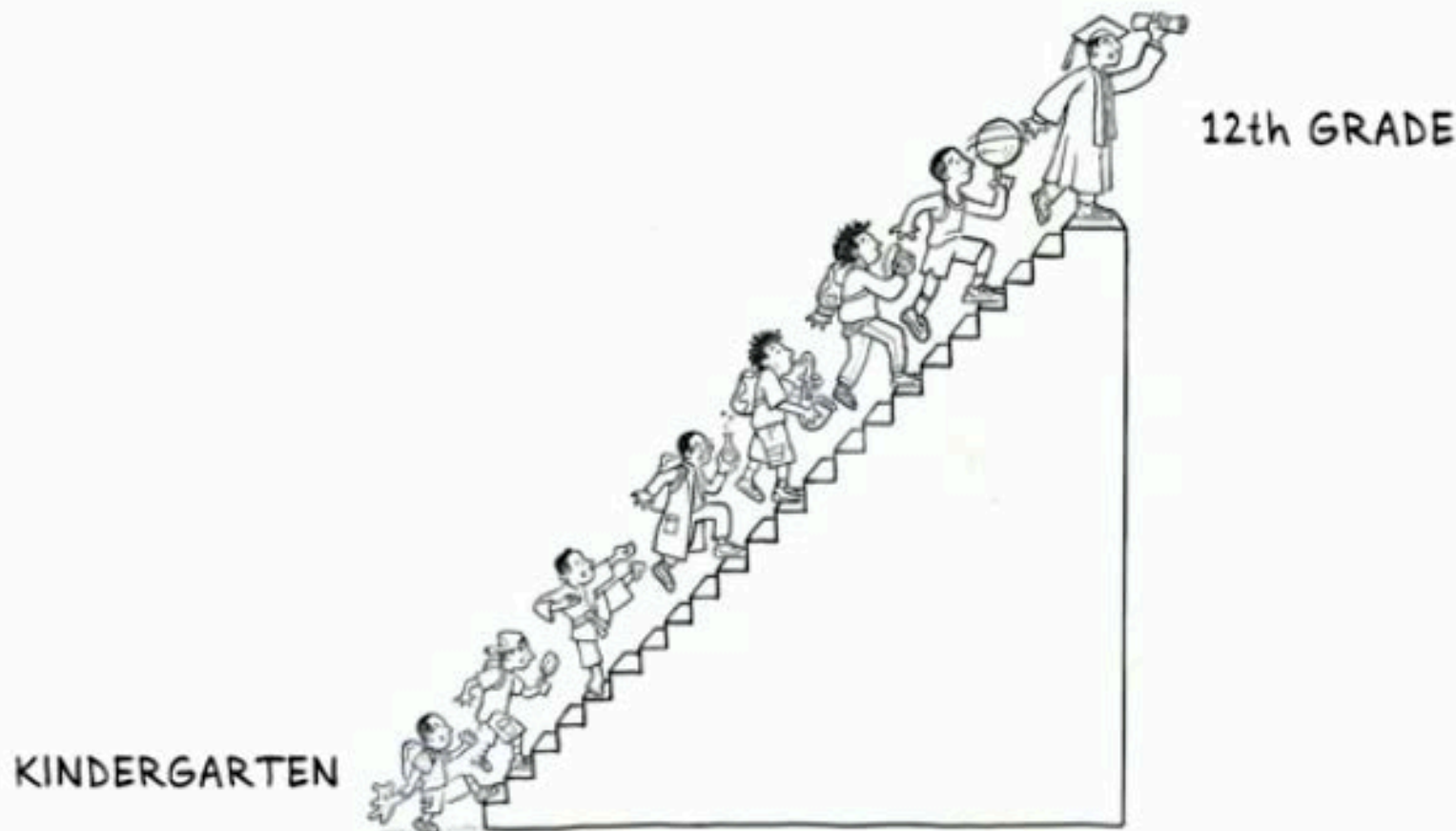
Deep Dive into Core Action 4

Is the lesson centered on high-quality texts?



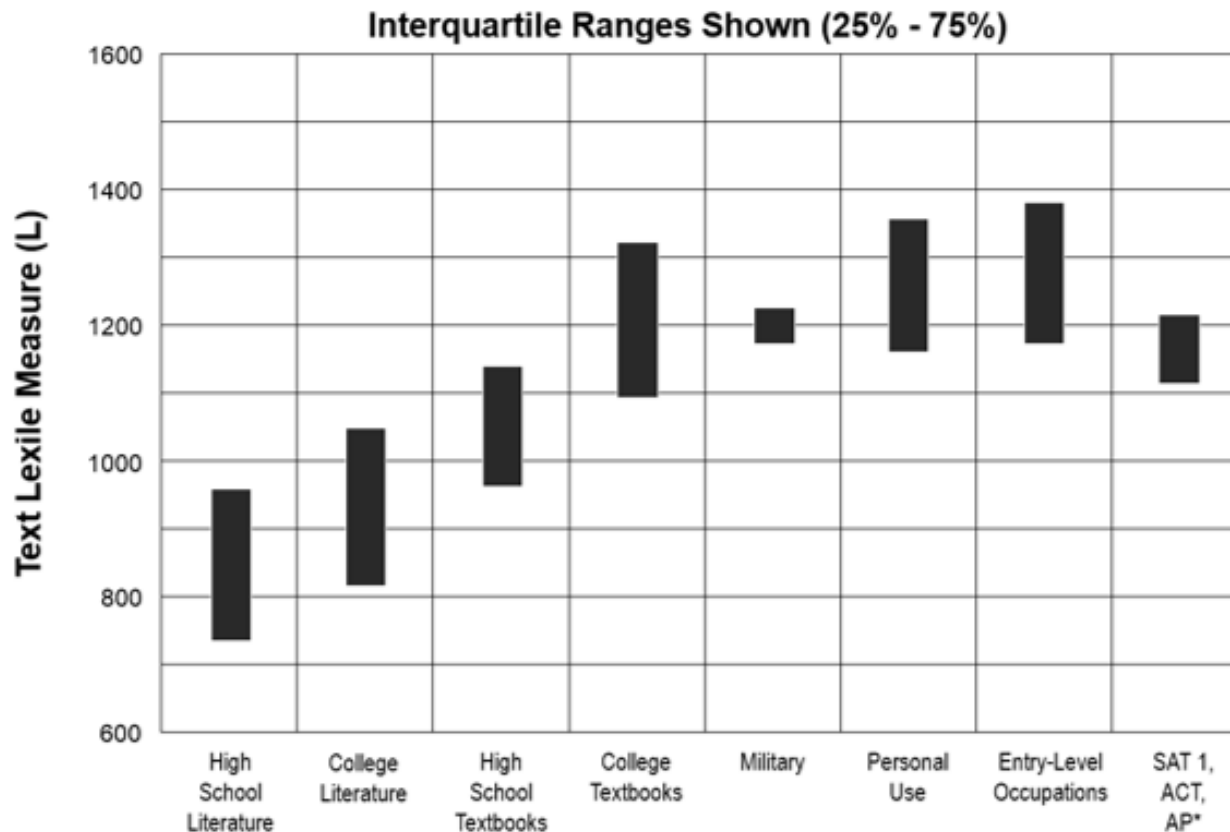
LITERACY LEARNING WALK TOOL <small>Tennessee Department of Education</small>		TEACHER/GRADE: _____ SCHOOL: _____ DATE/TIME: _____
READING/LISTENING COMPREHENSION: Was reading or listening comprehension targeted in this lesson? (Yes/No) <small>If yes, rate these Core Actions (Texts, Questions & Tasks, Ownership). If no, skip to next section.</small>		
4. TEXTS: Is the lesson centered on a high-quality text or texts? <ul style="list-style-type: none"> a. A majority of the lesson is spent listening to, reading, writing, or speaking about text(s). _____ b. The text(s) are at or above the complexity level expected for the grade and time in the school year. <small>Note: Texts read aloud in K-2 are above the complexity level of what students can read on their own. Texts read independently or in small groups are appropriate for the purpose.</small> _____ c. The text(s) are worthy of student time and attention. They exhibit exceptional craft and thought and/or provide useful information; where appropriate, the texts are richly illustrated. _____ 		N No Y Yes
Text title(s): _____ <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> This text(s) reinforces negative assumptions or stereotypes about specific cultural groups, racial groups, ethnic groups or genders. <input type="checkbox"/> This text(s) was written by an author or features a protagonist from an underrepresented cultural, racial, or ethnic group. </div> <div> Indicate for which purpose(s) this text(s) was used: <input type="checkbox"/> Read aloud <input type="checkbox"/> Shared reading <input type="checkbox"/> Teacher-led guided reading <input type="checkbox"/> Independent reading <input type="checkbox"/> Other. Please specify _____ </div> </div>		
5. QUESTIONS AND TASKS: Do questions and tasks, both oral and written, integrate the standards and build students' comprehension of the text(s) and its meaning? <ul style="list-style-type: none"> a. Questions and tasks reflect the depth of textual analysis required by grade-level standards and integrate these standards in service of deep understanding of text(s) and topics. _____ b. Questions and tasks address the specific text(s) at hand by attending to its particular structure, concepts, ideas, events and/or details. _____ c. Questions and tasks require students to use details from the text to demonstrate understanding and/or support their ideas about the text. _____ d. Questions and tasks attend to words (academic vocabulary), phrases and sentences within the text focus that matter most to build students' vocabulary and deepen understanding of the text. _____ e. Questions are skillfully crafted and sequenced to deepen students' understanding of the text, the author's craft, and/or the topic under consideration. _____ f. Questions and tasks elicit responses in age-appropriate ways (e.g. drawing, dictating, labeling, in addition to writing in Kindergarten). _____ g. Questions and tasks address the varying needs of students in accessing grade-level work (i.e. those who read, write, speak or listen below or above grade level). _____ 		1 Not Yet 2 Somewhat 3 Mostly 4 Yes
6. OWNERSHIP: Are students responsible for doing the thinking in this classroom? <ul style="list-style-type: none"> a. Students display persistence with challenging tasks, particularly when providing textual evidence to support answers and responses, both orally and in writing. _____ b. Students provide precise responses. When responses are imprecise, the teacher probes understanding but students do the complex thinking. _____ c. Students share their developing thinking about the content of the lesson. _____ d. Students explain their thinking, orally and/or in writing, using evidence from the text(s). _____ e. Students build on or respectfully question each other's responses, using evidence from the text to defend their thinking. _____ f. Students demonstrate progress toward independence in reading and writing. _____ 		1 Not Yet 2 Somewhat 3 Mostly 4 Yes

Standards require comprehension of texts with steadily increasing complexity.



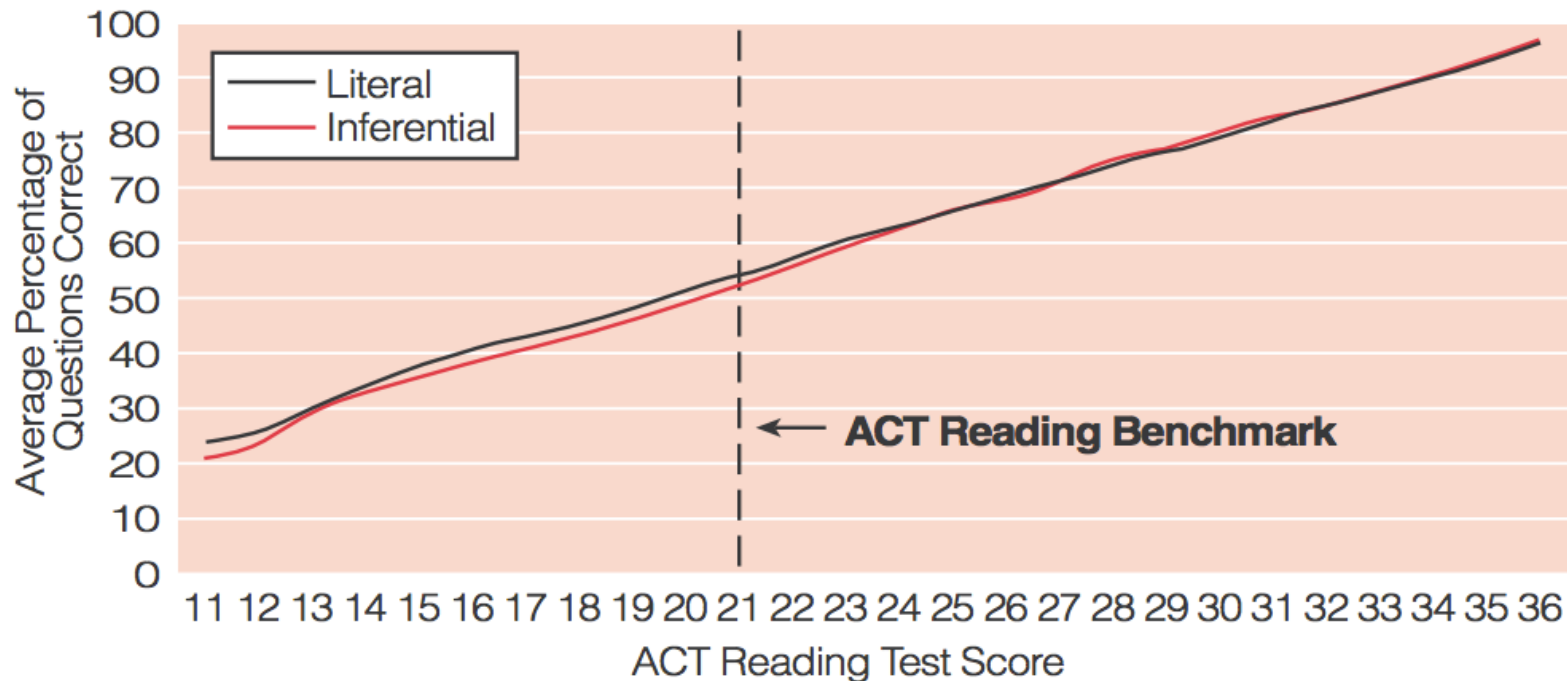
Reason for Increasing Complexity of Text

We must address the significant gap between school and post-secondary literacy expectations.



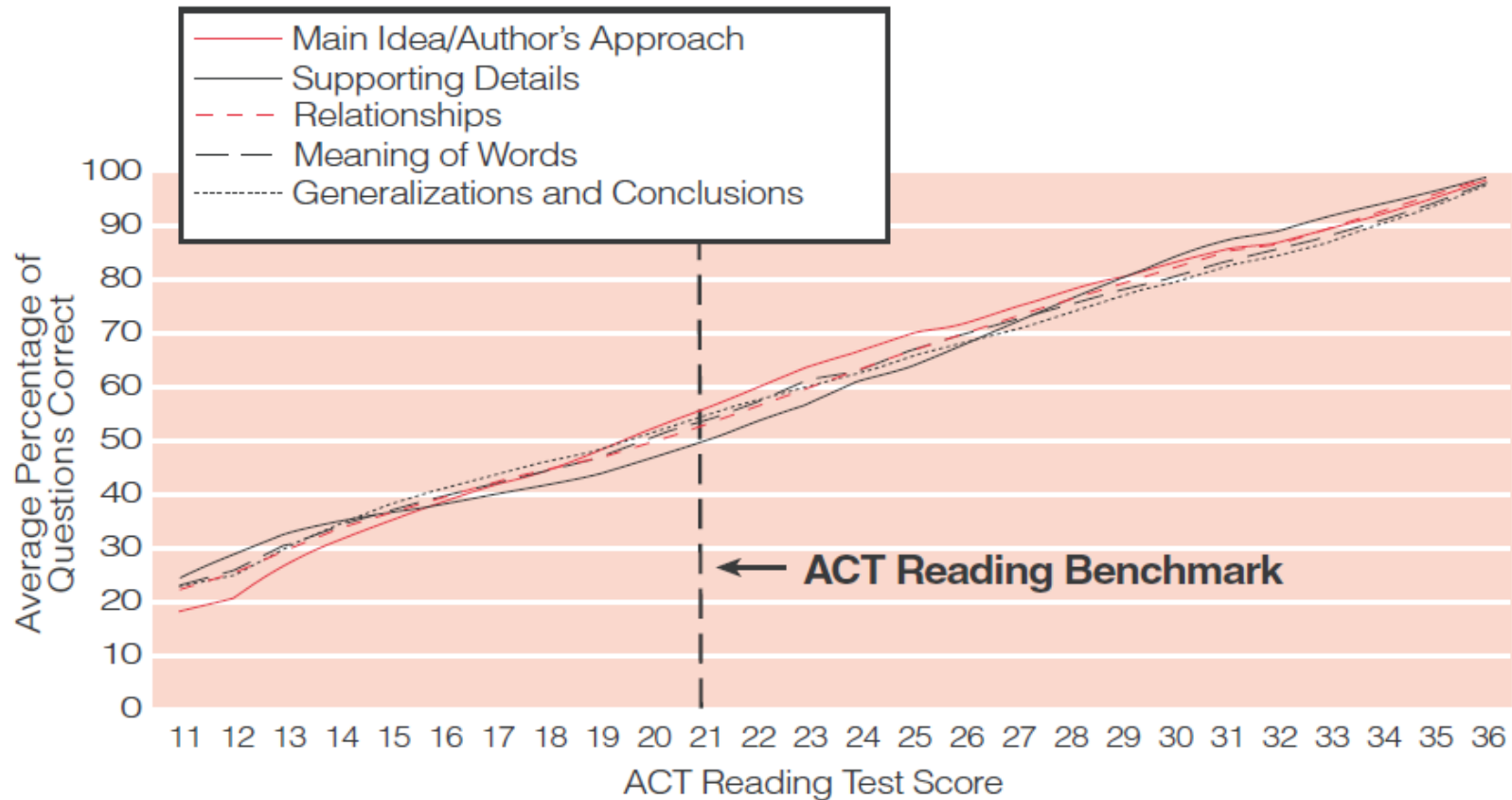
What separates college-ready readers from their peers?

Performance on the ACT Reading Test by Comprehension Level



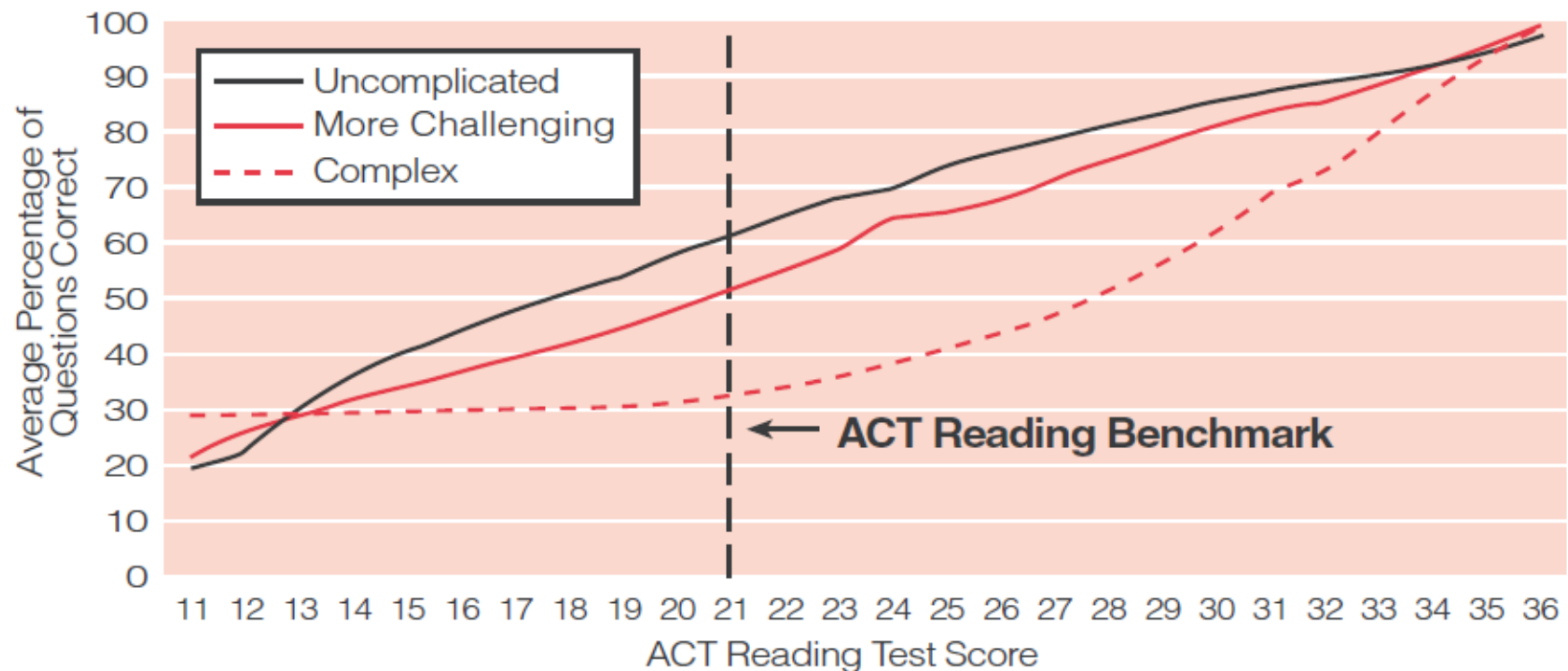
What separates college-ready readers from their peers?

Performance on the ACT Reading Test by Textual Element



What separates college-ready readers from their peers?

Performance on the ACT Reading Test by Degree of Text Complexity



Identifying Complex Text

Native community in Alaska grows plants indoors with help from company

By Associated Press, adapted by Newsela staff on 11.16.16
Word Count **407**



TOP: Will Anderson, president of Native Kikiktagruk Inupiat Corp., poses in his new indoor hydroponics farm in Kotzebue, Alaska. The goal of the venture is to grow kale, lettuces and other greens year-round. SECOND: Employee Joe Carr stands outside a new indoor hydroponics farm owned by a local Alaska Native corporation. Arctic Greens sells the soil-free produce at the local supermarket. **Will Anderson via AP**

ANCHORAGE, Alaska — Northwest Alaska is freezing cold. It's hard to farm up here. Even in the summer, it's too cold for plants to grow.

People there have to hunt and gather their food. They are not used to farming. Many are part of native tribes.

Indoor Lettuce

Now, the native peoples are trying something different. A local company is trying to grow plants indoors.

The company is farming kale, lettuces, basil and other greens weekly. Their growing system doesn't need soil. It uses technology. Bright lights and plant food help grow the plants.

The company is the first of its kind in the area.

Arctic farming: Town defies icy conditions with hydroponics

By Rachel D'Oro, Associated Press on 11.16.16
Word Count **876**



TOP: Will Anderson, president of Native Kikiktagruk Inupiat Corp., poses in his new indoor hydroponics farm in Kotzebue, Alaska. The goal of the venture is to grow kale, lettuces and other greens year-round. SECOND: Employee Joe Carr stands outside a new indoor hydroponics farm owned by a local Alaska Native corporation. Arctic Greens sells the soil-free produce at the local supermarket. **Will Anderson via AP**

ANCHORAGE, Alaska — The landscape is virtually treeless around a coastal hub town above Alaska's Arctic Circle, where even summer temperatures are too cold for boreal roots to take hold.

Amid these unforgiving conditions, a creative kind of farming is sprouting up in the largely Inupiat community of Kotzebue.

A subsidiary of a local Native corporation is using hydroponics technology to grow produce inside an insulated, 40-foot shipping container equipped with glowing magenta LED lights. Arctic Greens is harvesting kale, various lettuces, basil and other greens weekly from the soil-free system and selling them at the supermarket in the community of nearly 3,300.

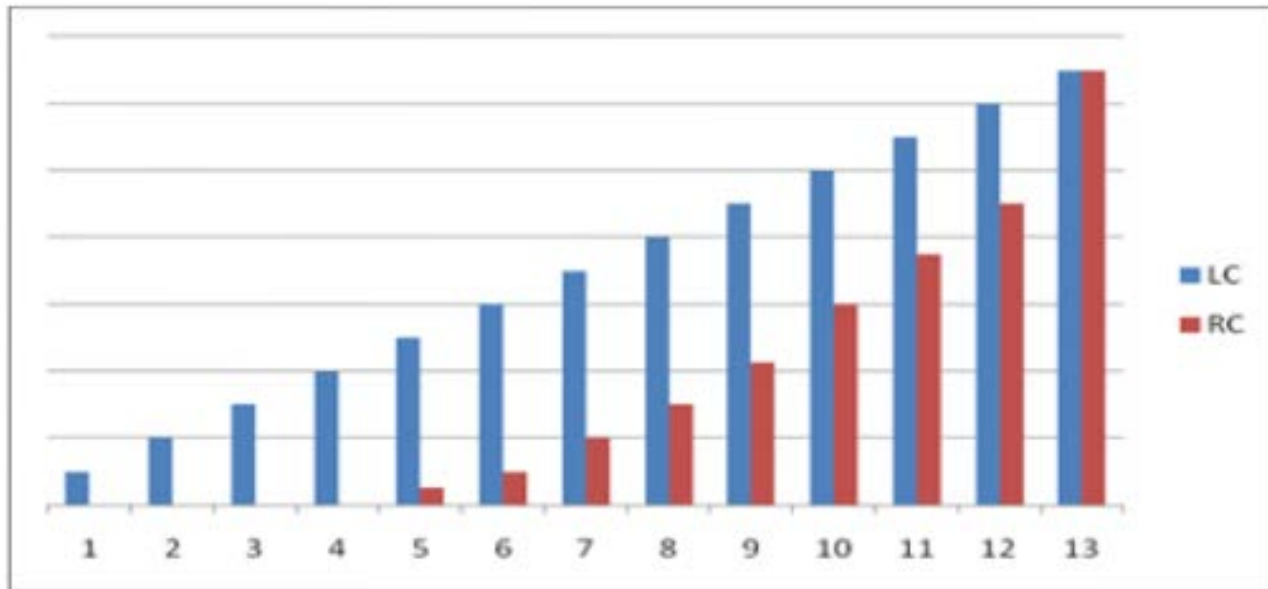
"We're learning," Will Anderson, president of the Native Kikiktagruk Inupiat Corp., said of the business launched last spring. "We're not a farming culture."

Collaboratively explore the difference between the two articles.

Features of Complex Text

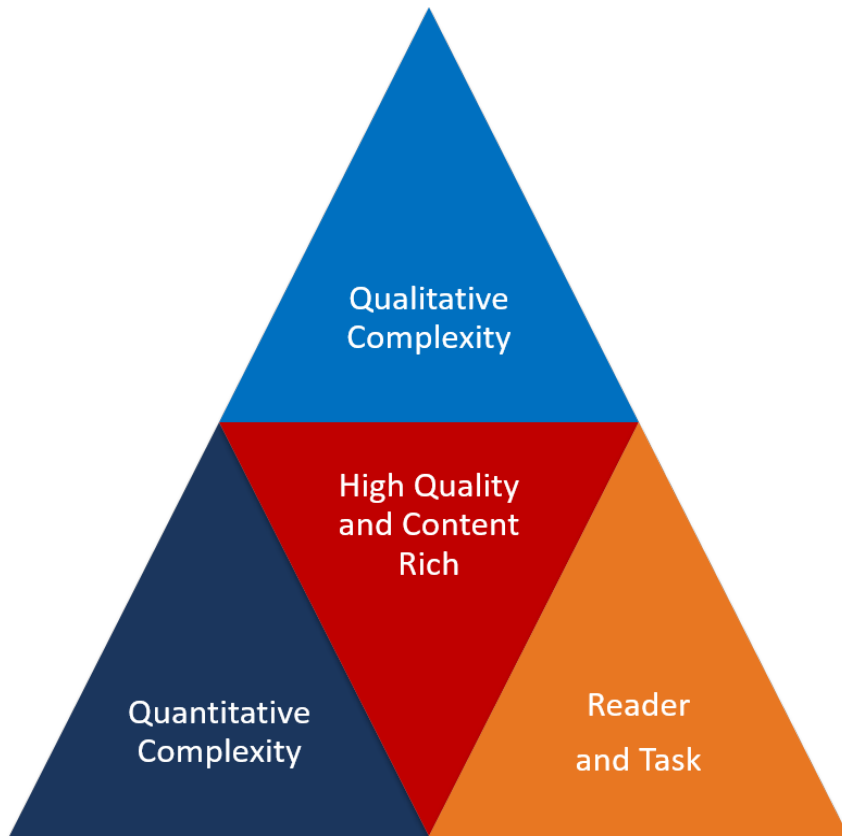
- **Dense** information
- **Lack of** words, sentences or paragraphs that **review** or pull things together for the student
- **Lengthy** paragraphs
- **Complex** sentences
- Text structure that is **less narrative and/or mixes structures**
- Subtle and/or frequent **transitions**
- **Multiple** and/or **subtle** themes and purposes
- **Uncommon** vocabulary
- **Unfamiliar** settings, topics or events
- **Lack of repetition**, overlap, or similarity in words and sentences

Student Understanding Exceeds Ability to Decode



Developing students' oral language throughout elementary school continues to build comprehension beyond the complexity of what students can decode independently.

Assessing Text Complexity: Multiple Measures



- **Quantitative** measures of complexity – like Lexile – provide a rough but generally accurate assessment of complexity. They allow us to **place the text in the appropriate grade band.**
- Much more important are the **qualitative** complexity measures that help us situate the text **within the grade band.**

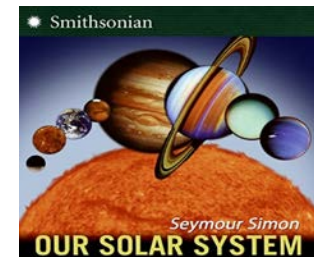
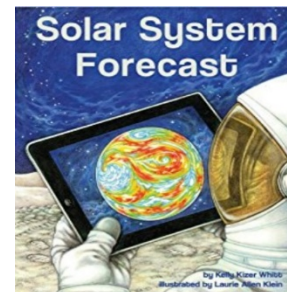
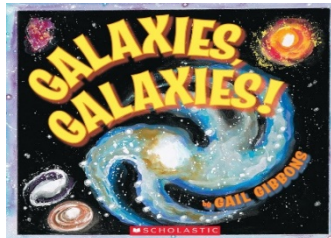
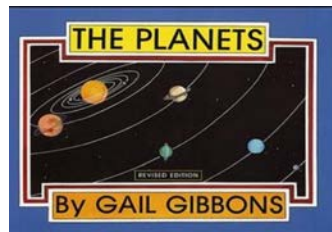
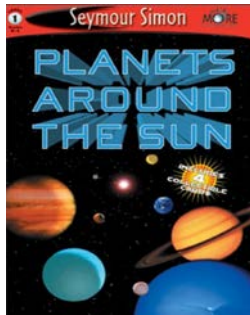
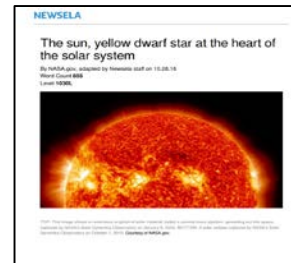
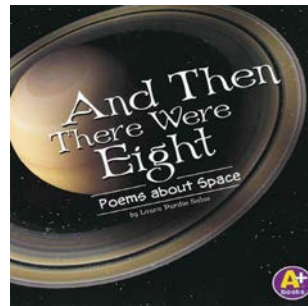
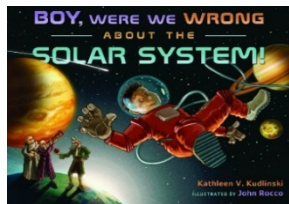
Importance of Schema to Comprehension

Read the following passage. What sense can you make of it?

Joe looked outside from cramped quarters. Numerous unknown objects moved swiftly by in vague blackness around his field. Two fearless companions worked along, manipulating buttons, while reading complex patterns. Flat familiar homeland now actually resembled a tiny rubber ball. Everyone here and at home knew that only lifeless things would be found among huge, cold mountains surrounding deep, barren valleys, but all important papers anxiously awaited their first arrival, for no man had ever made such big news.

Requirement: Complex and Worthy Texts

To meet the demands of the standards, students must access **multiple**, **worthy** and **compelling** texts to build knowledge, understanding, and schema.



Activity: Building Background Knowledge Around Complex Texts



- **Read** the article your group has been assigned.
- **Chart** out what your article says about how to engage students with text effectively in the classroom.
- Be prepared to **share** your findings.

Activity: Exploring Core Action 4

Core Action 4:

Is the lesson centered on a high-quality text(s)?

In your groups, chart the evidence you would look for in a classroom for your assigned indicator.

A majority of the lesson is spent listening to, reading, writing or speaking about text(s).



Reading Comprehension
Instruction: Focus on Content or Strategies?

The text(s) are at or above the complexity level expected for the grade and time in the school year.



Education Leadership: How Knowledge Powers Reading

The text(s) are worthy of student time and attention. They exhibit exceptional craft and thought and/or provide useful information; where appropriate, the texts are richly illustrated.



Knowledge Matters:
Restoring Wonder and Excitement to the Classroom

Practice the Skill

Read the poem “New Colossus.” **Listen and annotate** the text and qualitative rubric as I analyze this text.

- **Quantitative Analysis:** Navigate to www.lexile.com and search for the title of the text to get a quantitative measure. **Determine the quantitative complexity of the text and place it in the appropriate grade band** using the Tennessee Text Complexity Framework.
- **Qualitative Analysis:** Using the rubric, **evaluate the qualitative features of the text. Provide evidence** for each feature. **Place** the passage in the appropriate grade.

Elementary Leaders: Practice The Skills

Read the text “The Story of Ruby Bridges.” With a partner, analyze the complexity of the text:

- **Quantitative Analysis:** Navigate to www.lexile.com and search for the title of the text to get a quantitative measure. **Determine the quantitative complexity of the text and place it in the appropriate grade band** using the Tennessee Text Complexity Framework.
- **Qualitative Analysis:** Using the rubric, **evaluate the qualitative features of the text. Provide evidence** for each feature. **Place** the passage in the appropriate grade.

Elementary Leaders: Practice The Skills

The Story of Ruby Bridges



- Is this text at or above the complexity level expected for **Grade 3**? Why or why not?
- Is this text worthy of student time and attention? Why or why not?

Middle School Leaders: Practice The Skills

Read the text “The Great Fire.” With a partner, analyze the complexity of the text:

- **Quantitative Analysis:** Navigate to www.lexile.com and search for the title of the text to get a quantitative measure. **Determine the quantitative complexity of the text and place it in the appropriate grade band** using the Tennessee Text Complexity Framework.
- **Qualitative Analysis:** Using the rubric, **evaluate the qualitative features of the text. Provide evidence** for each feature. **Place** the passage in the appropriate grade.

Middle School Leaders: Practice The Skills

Excerpt from *The Great Fire* by Jim Murphy

The Great Fire of Chicago is considered the largest disaster of the 1800s. It is rumored to have started in the barn of Patrick and Catherine O'Leary.

It was Sunday and an unusually warm evening for October eighth, so Daniel "Peg Leg" Sullivan left his stifling little house in the west side of Chicago and went to visit neighbors. One of his stops was at the shingled cottage of Patrick and Catherine O'Leary. The one-legged Sullivan remembered getting to the O'Learys' house at around eight o'clock, but left after only a few minutes because the O'Leary family was already in bed. Both Patrick and Catherine had to be up very early in the morning: he to set off for his job as a laborer; she to milk their five cows and then deliver the milk to the neighbors.

Sullivan ambled down the stretch of land between the O' Learys' and their neighbor, crossed the street, and sat down on the wooden sidewalk in front of Thomas White's house. After adjusting his wooden leg to make himself comfortable, he leaned back against White's fence to enjoy the night.

The wind coming off the prairie had been strong all day, sometimes gusting wildly, and leaves scuttled along the streets; the sound of laughter and fiddle music drifted through the night. A party was going on at the McLaughlins' to celebrate the arrival of a relative from Ireland. Another neighbor, Dennis Rogan, dropped by the O'Learys' at eight-thirty, but he, too, left when he heard the family was in bed.

Fifteen minutes later, Sullivan decided to go home. As the driver of a wagon, he would need every ounce of strength come morning. It was while pushing himself up that Sullivan first saw the fire—a single tongue of flame shooting out the side of the O'Leary's barn.

Sullivan didn't hesitate a second. "FIRE! FIRE! FIRE!" he shouted as loud as he could. Running clumsily across the dirt street, Sullivan made his way directly to the barn. There was no time to stop for help. The building was already burning fiercely and he knew that in addition to five cows, the O'Learys had a calf and a horse in there.

The barn's loft held over three tons of timothy hay, delivered earlier that day. Flames from the burning hay pushed against the roof and beams, almost as if they were struggling to break free. A shower of burning embers greeted Sullivan as he entered the building.

He untied the ropes of the cows, but the frightened animals did not move. On the other side of the barn, another cow and the horse were tied to the wall, straining get loose. Sullivan took a step toward them, then realized that the fire had gotten around behind him and might cut off any chance of escape in a matter of seconds. The heat was fiercely intense and blinding, and in his rush to flee, Sullivan slipped on the uneven floorboards and fell with a thud.

He struggled to get up and, as he did, Sullivan discovered that his wooden leg had gotten stuck between two boards and came off. Instead of panicking, he began hopping toward where he thought the door was. Luck was with him. He had gone a few feet when the O'Learys' calf bumped into him, and Sullivan

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- Is this text at or above the complexity level expected for **Grade 6**? Why or why not?
- Is this text worthy of student time and attention? Why or why not?

High School Leaders: Practice The Skills

Read the text “Because I Could Not Stop for Death.” With a partner, analyze the complexity of the text:

- **Quantitative Analysis:** Navigate to www.lexile.com and search for the title of the text to get a quantitative measure. **Determine the quantitative complexity of the text and place it in the appropriate grade band** using the Tennessee Text Complexity Framework.
- **Qualitative Analysis:** Using the rubric, **evaluate the qualitative features of the text. Provide evidence** for each feature. **Place the passage in the appropriate grade.**

High School Leaders: Practice The Skills

Because I could not stop for Death (712)

By Emily Dickinson
Published in 1890

Because I could not stop for Death –
He kindly stopped for me –
The Carriage held but just Ourselves –
And Immortality.

We slowly drove – He knew no haste
And I had put away
My labor and my leisure too,
For His Civility –

We passed the School, where Children strove
At Recess – in the Ring –
We passed the Fields of Gazing Grain –
We passed the Setting Sun –

Or rather – He passed us –
The Dews drew quivering and chill –
For only Gossamer, my Gown –
My Tippet – only Tulle –

We paused before a House that seemed
A Swelling of the Ground –
The Roof was scarcely visible –
The Cornice – in the Ground –

Since then – 'tis Centuries – and yet
Feels shorter than the Day
I first surmised the Horses' Heads
Were toward Eternity –

- Is this text at or above the complexity level expected for **Grade 11**? Why or why not?
- Is this text worthy of student time and attention? Why or why not?

The logo consists of a red square containing the white letters 'TN' in a bold, serif font. Below the red square is a thin, dark blue horizontal bar.

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Bridge to Practice

Reflection: Revise or Strengthen Your Strategy

Return to your **Literacy Strategy** and consider where you might make adjustments to the **Vision & Expectation** section based on today's learning.

- Have you **prioritized time and support for teachers to read, discuss and analyze the texts** they use with students?
- What **tools can you provide them** to help with this important work?
- What do your **teachers know** about compelling and complex text?
 - Do they know **what** it is?
 - Do they know **why** it matters for all students?
- How might this understanding **impact** how they support **students**?

	School Name: _____ Leader Name: _____
REFLECTION TEMPLATE: LITERACY ACADEMIC STRATEGY	
Vision and Expectations	
Do staff at your school share a common vision for what excellent literacy instruction looks like and sounds like? Why or why not? What range of views/pedagogical philosophies exist?	
What is your current strategy to build a shared vision of excellent literacy instruction in your school?	
Curriculum and Assessment	
Do teachers have access to and use standards-aligned instructional materials and resources in literacy that provide a pathway to achieve the instructional vision?	
What is your current strategy to ensure all teachers have access to and are using standards-aligned instructional materials (curriculum and assessment) in literacy?	

Differentiated Bridge to Practice

- If this is your **first exposure** to Core Action 4 and text complexity analysis, **analyze the quality and complexity of the texts in your current curriculum materials** (*only one text at each grade level*).
 - Use the language from the **Literacy Learning Walk Tool** and the tools in the **Tennessee Text Complexity Framework** to conduct your analyses.
 - Bring your **Literacy Academic Strategy document** and your **text analyses** to ILC Session 2.
 - Come prepared to discuss.
- If you have **already completed this activity through the ELA module**, focus on taking the next step by **communicating** with your teachers what you found through the text analysis and **collaboratively plan** for next steps.
 - Bring your plan to ILC Session Two.
 - Come prepared to discuss

Contact Information

- [personalize appropriately]



Department of
Education

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