

Approaching the *Big Shifts*



STRATEGIES FOR CCSS ADAPTATION

Prepared for the Regional Common Core State Standards Literacy Summit, February 9, 2012
Tricia Anne Baar, Henderson State University

The Five *Big Shifts*



- Text complexity and range
- Analysis and inference
- Writing to sources
- Mastery of speaking and writing
- Academic vocabulary

Text Complexity and Range

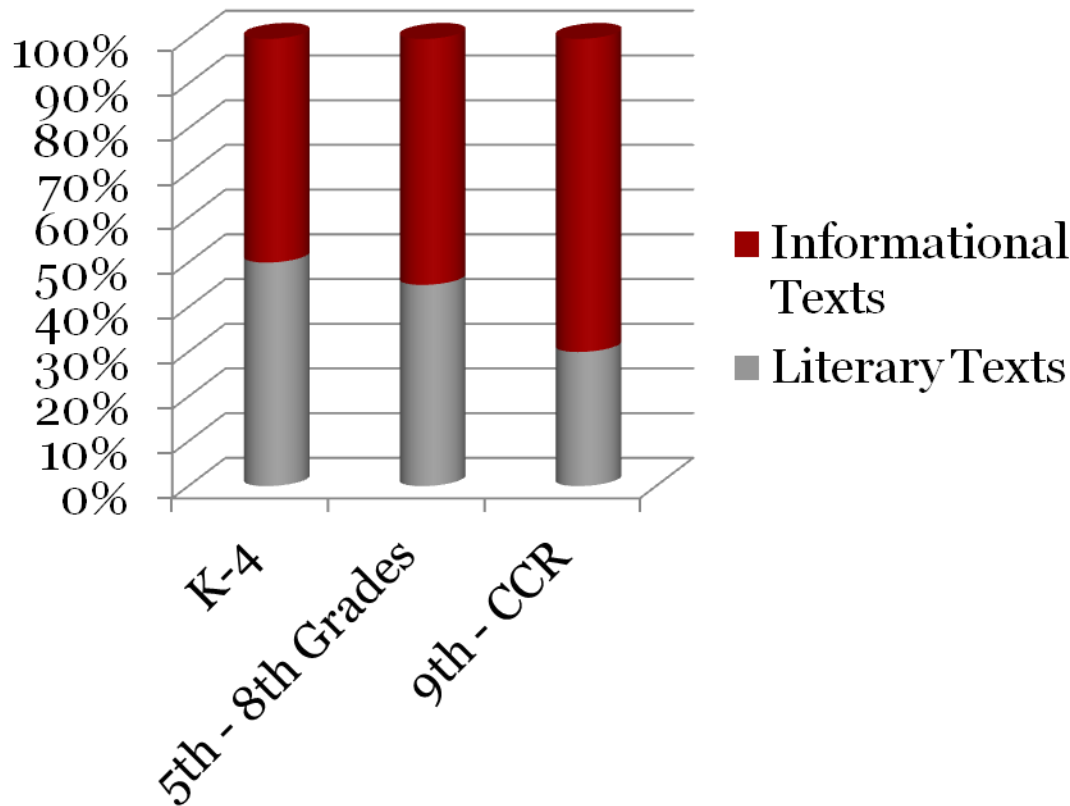


**“THE DIFFICULTY OF COLLEGE
TEXTBOOKS...HAS NOT DECREASED IN ANY
BLOCK OF TIME SINCE 1962”**

**“THE WORD DIFFICULTY OF EVERY
SCIENTIFIC JOURNAL AND MAGAZINE FROM
1930 TO 1990...HAD ACTUALLY INCREASED”**

**“WORKPLACE READING, MEASURED IN
LEXILES, EXCEEDS GRADE 12 COMPLEXITY
SIGNIFICANTLY”**

Text Selection: Range

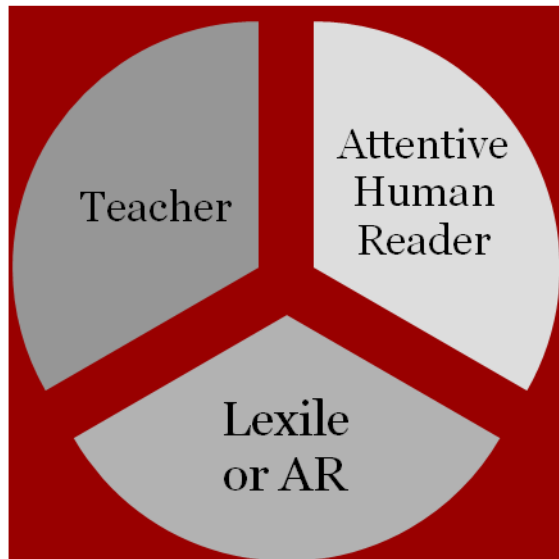


The Common Core State Standards require aligned ELA curriculum materials in grades 6-12 to include a blend of literature (fiction, poetry, and drama) and a substantial sampling of literary nonfiction.

Literary nonfiction includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for broad audiences.

Text Selection: Complexity

Standard 10: Measuring Text Complexity



- Qualitative Evaluation
- Quantitative Evaluation
- Matching reader to text and task

Qualitative evaluation includes levels of meaning, structure, language conventionality and clarity, and knowledge demands.

Quantitative evaluation is concerned with readability measures and other scores of complexity.

The teacher must consider reader variables such as motivation, knowledge, and experiences, and task variables such as purpose and complexity of task and questions posed, to match readers with appropriate texts.

The quality of suggested texts is high--they are worth reading closely and exhibit exceptional craft and thought or provide useful information. Texts should be worthy of close attention and careful re-reading for understanding. (PARCC)

Practice with Text Selection

Qualitative Evaluation Task

- Read *The Autobiography of Benjamin Franklin*.
- Write a qualitative evaluation of the text, addressing the following concerns:
 - Levels of meaning / Clarity of purpose
 - Structure
 - Language conventionality and clarity
 - Knowledge demands
- Choose one text from the CCSS list of Exemplar Texts for Grade 11-CCR with which you are familiar, and write a comparison of the qualitative aspects of *The Autobiography* and that exemplar text.
- Is *The Autobiography* suitable for use in the 11th or 12th grade, according to a comparison between it and the exemplar text(s)?

Quantitative Evaluation Task

- Choose one text from the Informational Texts (ELA) list for Grade 11-CCR, and identify **three** texts of varying focus, length, and complexity, with which you might supplement study of the exemplar.
- Refer to Publisher's Criteria 1.E for more information on appropriate texts.
- Use the Lexile Analytical Framework to determine the reading level of the text. If your selected texts do not yet have Lexile measures, use the Lexile Analyzer to submit a section of text for analysis.
- Write a brief (one-page) rationale of the reading list you have created, noting bridging element(s) and range of complexity.



Quick Book Search: [Advanced Search](#)
Put an exact title or author in quotes (ex: "new moon")

- About Lexile Measures
- Using Lexile Measures
- Common Core
- Lexile Tools
- Lexile Training



1370L

Autobiography of Benjamin Franklin

Author: [Franklin, Benjamin](#)

Page count: 160
Publisher: Simon & Schuster
Copyright: 1997
ISBN: 0684841967
ISBN13: 9780684841960

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Lexile Calculator

Get a reader's expected comprehension.

[Go](#)

Summary:

From printer's apprentice to internationally famous scientist, inventor, statesman, legislator, and diplomat, Benjamin Franklin led a most remarkable life. Seldom is history so well articulated by someone who was there.

Categories

- [Biography](#)
- [History & Social Studies](#)

Analysis and Inference



“AMONG THE HIGHEST PRIORITIES OF THE COMMON CORE STATE STANDARDS IS THAT STUDENTS BE ABLE TO READ CLOSELY AND GAIN KNOWLEDGE FROM TEXTS.”

“CURRENT TRENDS SUGGEST THAT IF STUDENTS CANNOT READ CHALLENGING TEXTS WITH UNDERSTANDING...THEY WILL READ LESS IN GENERAL”

“ONLY 30% OF 1992 HIGH SCHOOL SENIORS WHO WENT ON TO ENROLL IN POSTSECONDARY EDUCATION BETWEEN 1992 AND 2000 AND THEN TOOK ANY REMEDIAL READING COURSE WENT ON TO RECEIVE A DEGREE OR CERTIFICATE”



Questions and Tasks

Text-dependent questions do not require information or evidence from outside the text or texts; they establish what follows and what does not follow from the text itself. Eighty to 90 percent of the Reading Standards in each grade require text-dependent analysis.

- High-quality sequences of text-dependent questions elicit sustained attention to the specifics of the text and their impact.
- Questions and tasks require the use of textual evidence, including supporting valid inferences from the text.
- Instructional design cultivates student interest and engagement in reading rich text carefully.
- Questions and tasks attend to analyzing the arguments and information at the heart of...literary nonfiction in grades 6-12.
- Questions and tasks require careful comprehension of the text before asking for further evaluation or interpretation.

“The best questions will motivate students to dig in and explore further—just as texts should be worth reading, so should questions be worth answering.”

Practice with questions and tasks: Who is in a better position to know what questions are worth answering—the teacher, or the students? What would happen if we asked our secondary students themselves to develop the questions and tasks relative to literary nonfiction texts?

Design a lesson in which you guide your 11th or 12th grade class in developing relevant questions and tasks for the primary text on your reading list.

Writing to Sources

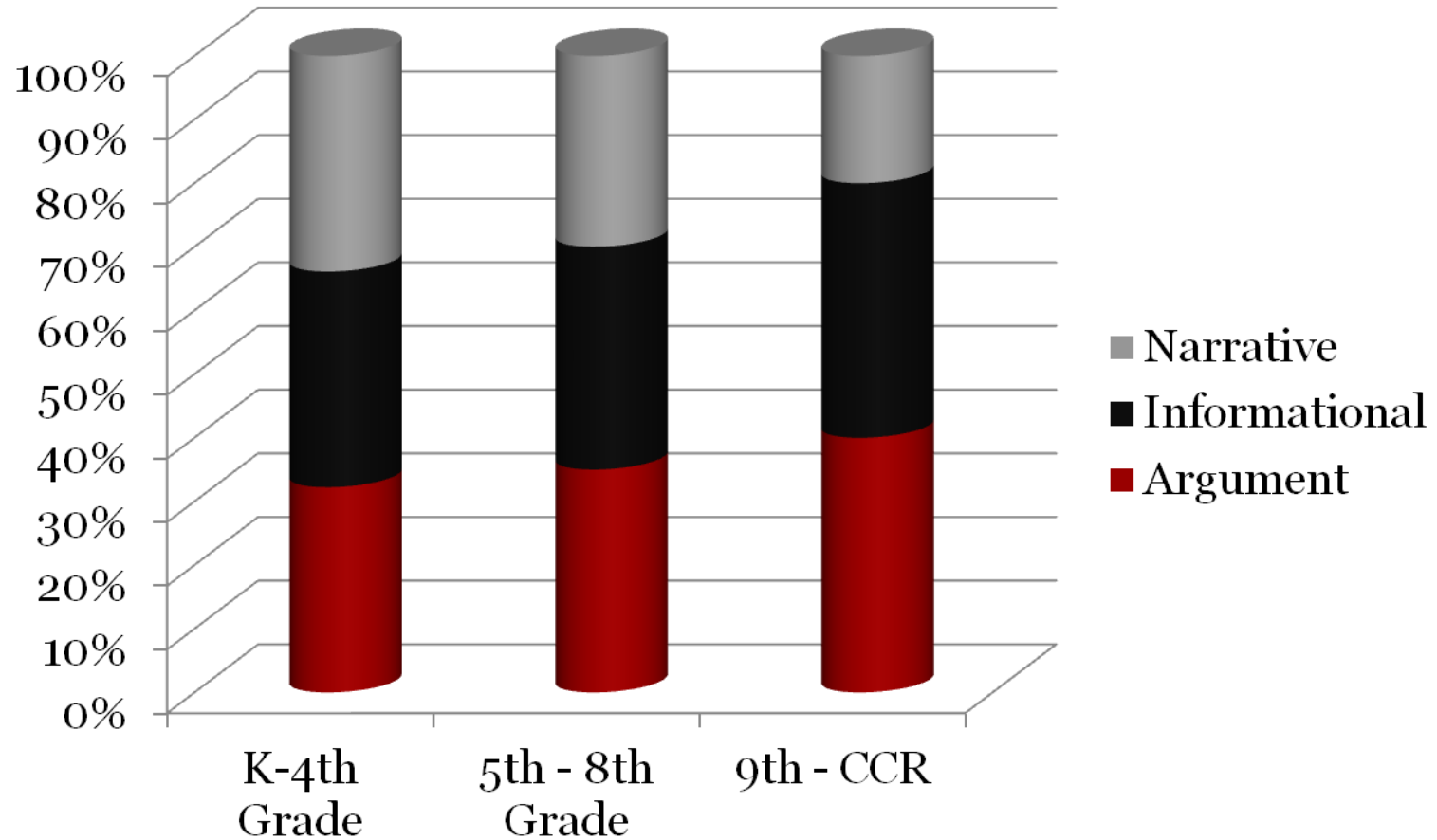


“[STUDENTS WILL] DRAW EVIDENCE FROM LITERARY OR INFORMATIONAL TEXTS TO SUPPORT ANALYSIS, REFLECTION, AND RESEARCH.”

“BECAUSE AN ARGUMENT DEALS WITH WHETHER THE MAIN CLAIM IS TRUE, IT DEMANDS EMPIRICAL DESCRIPTIVE EVIDENCE”

“THE STANDARDS PLACE SPECIAL EMPHASIS ON WRITING LOGICAL ARGUMENTS AS A PARTICULARLY IMPORTANT FORM OF COLLEGE- AND CAREER-READY WRITING.”

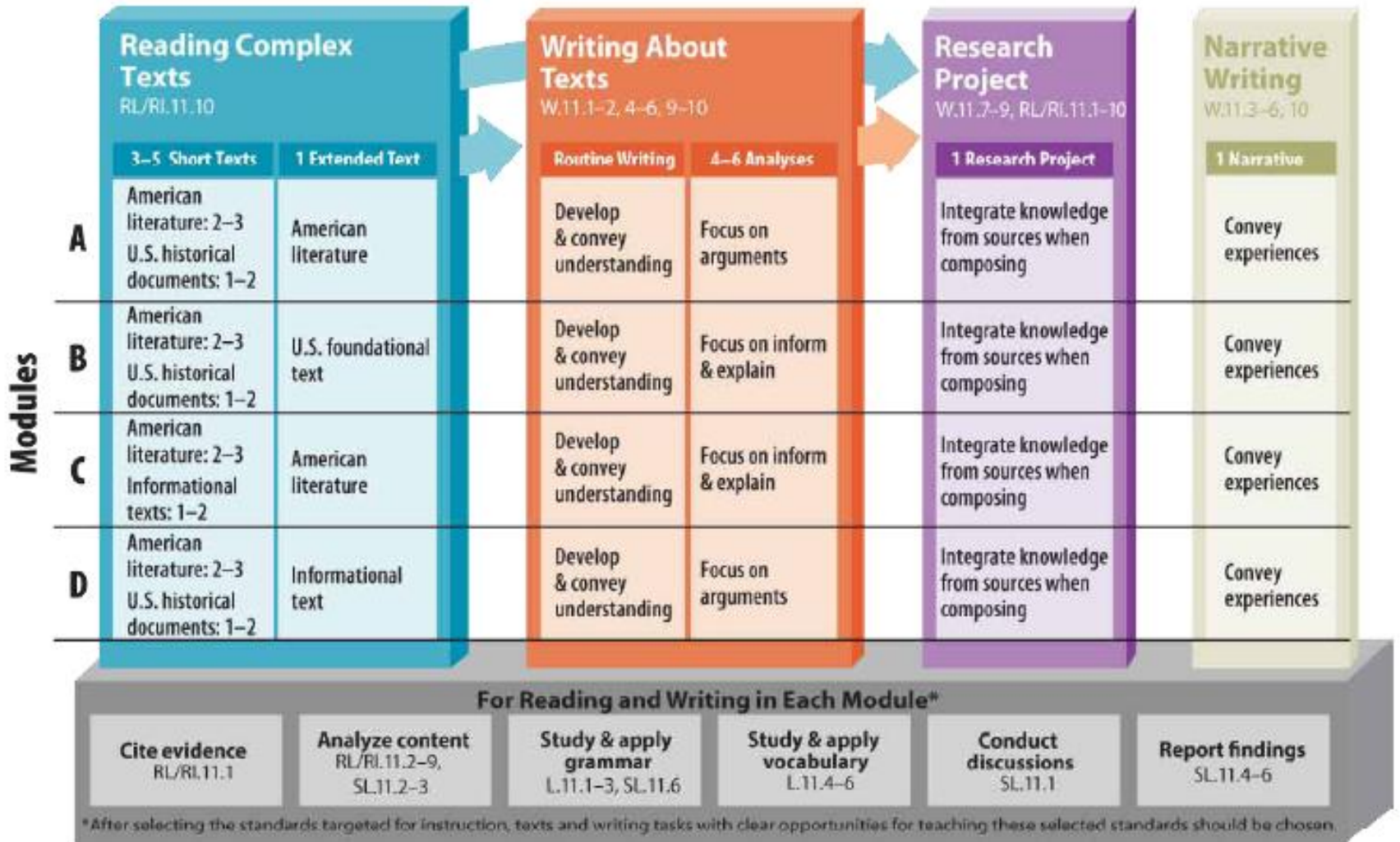
Purposeful Writing



What?

Is this goodbye to
expressive writing??

PARCC Model Content Frameworks, Grade 11



Academic Vocabulary



**“THE IMPORTANCE OF STUDENTS
ACQUIRING A RICH AND VARIED
VOCABULARY CANNOT BE
OVERSTATED.”**

CCSS's Three Tiers of Vocabulary



Materials focus on academic vocabulary prevalent in complex texts throughout reading, writing, listening, and speaking instruction.

- Tier 1: Words of everyday speech, usually learned during the early grades.
- Tier 2: “General academic words”: Words with higher nuance or precision, more likely to appear in written texts than in oral language. These are words that are found across many types of texts and subject areas.
- Tier 3: “Domain-specific words”: Specific to a particular domain or field of study, these words are more-often defined within the text itself and/or heavily scaffolded.

Tier Two Words in Context



from

The Autobiography of Benjamin Franklin

I have ever had pleasure in obtaining any little anecdotes of my ancestors. You may remember the inquiries I made among the remains of my relations when you were with me in England, and the journey I undertook for that purpose. Imagining it may be equally agreeable to [...] you to know the circumstances of my life, many of which you are yet unacquainted with, and expecting the enjoyment of a week's uninterrupted leisure in my present country retirement, I sit down to write them for you.

- Anecdotes
- **Remains**
- Undertook
- Circumstances
- Unacquainted
- Uninterrupted
- Leisure

Practice with Vocabulary Building

Methods Assignment

- Develop a vocabulary task to accompany the primary text from your reading list. Address the Language standards 4, 5, and 6 for grades 9 and 10.

Sample Student Submission

General Directions: In groups of four, collaborate to determine the appropriate definitions for the following words from Elie Wiesel's *Night*.

...penury waiflike mysticism peril...

Begin by considering the word itself: what does it sound like it might mean? Write down some tentative ideas.

Next, locate each word in the text, and look at the context for clues as to a possible meaning. Write down your ideas.

Look up each word in the dictionary and read all of the possible definitions. Consult the text again, and use context clues to determine which definition is the relevant one. Write this definition down next to the word, and note the part of speech for the form of the word that is used.

The Five *Big Shifts*' Outcomes



- More complex texts, with a heavier focus on non-fiction.
- Questions and tasks which focus on the text's own content and composition.
- More persuasive writing and argumentation, using sourced information and synthesized content.
- Wider and more advanced vocabulary, particularly with regard to “Tier Two” words.
- Mastery of speaking and writing

