

~ CCSS Elementary Protocol 4: Text Complexity ~
Hawaii Department of Education


Purpose: To provide job-embedded professional development focused on implementation of Common Core State Standards

Desired Outcomes:


- General understanding of the three measures of *text complexity* and why this is important to College and Career Readiness
- Opportunity to apply the process of *text complexity* using a given text
- General understanding of the definition of “*text-dependent question*” and why it is important to College and Career Readiness
- Opportunity to identify and review *text-dependent questions* using a given text

Essential Question: *How might our understanding of text complexity and text-dependent questions affect our approach to curriculum, instruction, and assessment?*

<i>Time</i>	<i>Content (What)</i>	<i>Process (How)</i>	<i>Materials</i>
3 minutes	<p>Start-up</p> <ul style="list-style-type: none"> ▪ Welcome ▪ College & Career Readiness (CCR): Tools for Schools-Elementary Sequence ▪ CCSS: reaching ALL students ▪ Connection to CCSS-ELA 7 Shifts <ul style="list-style-type: none"> ✓ Focus for this protocol: <ul style="list-style-type: none"> ➢ Text complexity and range ➢ Read closely to analyze, infer and give evidence ▪ Desired Outcomes ▪ Essential Question 	<ul style="list-style-type: none"> ◆ Present (see <u>facilitators' script</u> for ppt) ▪ <i>Introduce this protocol as the 4th of six protocols for the elementary series</i> 	<ul style="list-style-type: none"> ◆ LCD Projector ◆ PowerPoint (ppt) ▪ Slides 1-6
3 minutes	<p>Why is Text Complexity Important?</p> <ul style="list-style-type: none"> ▪ Importance of text complexity: <ul style="list-style-type: none"> ✓ <i>Why is text complexity important?</i> ✓ <i>Why should we take action?</i> 	<ul style="list-style-type: none"> ◆ Present (see <u>facilitators' script</u> for ppt) 	<ul style="list-style-type: none"> ▪ Slides 7-10

<i>Time</i>	<i>Content (What)</i>	<i>Process (How)</i>	<i>Materials</i>
(cont'd.)	<ul style="list-style-type: none"> ▪ A look at Lexile® changes from “pre-Common Core” to current ▪ Research: ACT Study <ul style="list-style-type: none"> ✓ Performance on complex text is the clearest differentiator in reading between students who are likely to be ready for college and those who are not. ✓ For occupations that do not require a college degree but that provide a living wage, the reading and mathematics skills are similar to those needed to succeed in college. 		
8 minutes	<p>Reading Anchor Standard #10</p> <ul style="list-style-type: none"> ▪ Text Complexity Anchor Standard #10 - (<i>focus for this session</i>) ▪ Staircase of Increasing Text Complexity for... <ul style="list-style-type: none"> ✓ Literature ✓ Informational Text ▪ Defining text complexity: Three dimensions of text complexity <ul style="list-style-type: none"> ✓ Quantitative Measures ✓ Qualitative Measures ✓ Reader & Task Considerations 	<p>♦ Present (<i>see <u>facilitators' script</u> for ppt</i>)</p> <p> Watch New York DOE video clip (5 min)</p>	<ul style="list-style-type: none"> ▪ Slides 11-14 ▪ New York DOE Video- Slide15
2 minutes	<p>Determining Text Complexity: Overview of the 4-Step Process</p> <ol style="list-style-type: none"> 1. Determine quantitative measure of a give text 2. Analyze the qualitative measures of the text using the rubric to determine the band (<i>top, middle, bottom</i>)for the given text 3. Reflect upon the reader and task considerations 4. Recommend placement in the appropriate text complexity band 	<p>♦ Present (<i>see <u>facilitators' script</u> for ppt</i>)</p>	<ul style="list-style-type: none"> ▪ Slide 16

<i>Time</i>	<i>Content (What)</i>	<i>Process (How)</i>	<i>Materials</i>
2 minutes	<p>Tools for Quantitative & Qualitative Measurements and Reader & Task Consideration</p> <ul style="list-style-type: none"> ▪ Quantitative Measures <ul style="list-style-type: none"> ✓ Lexile Analyzer: www.lexile.com/findabook/ ✓ AR BookFinder: www.arbookfind.com ✓ Common Scale ▪ Qualitative Measures <ul style="list-style-type: none"> ✓ Rubric for Literary Text ✓ Rubric for Informational Text ▪ Reader & Task Consideration <ul style="list-style-type: none"> ✓ Questions for professional reflection 	<p>♦ Present (see <i>facilitators' script</i> for ppt)</p>	<ul style="list-style-type: none"> ▪ Slides 17-18 ▪ Slides 19-22 ▪ Handout 1 ▪ Handout 3 ▪ Handout 4
15 minutes	<p>Determining Text Complexity-Using the 4 Step Process</p> <ul style="list-style-type: none"> ▪ Passage from, <i>Sarah, Plain and Tall</i> – Patricia MacLachlan (Lexile=560L; grade 2-3 band) 	<p>♦ Present (see <i>facilitators' script</i> for ppt)</p> <p>TASK:</p> <ul style="list-style-type: none"> ▪ Read the passage <i>independently</i>. (The Lexile level [<u>quantitative measures</u>] has been provided) (*Handout 2) ▪ Independently review the rubric for literary texts. Explore the <u>qualitative measures</u> of the text before moving into a grade level team discussion about the placement of this text on the rubric for literary texts. (*Handout 3) ▪ Reflect upon the <u>reader and task considerations</u>. Have a grade level discussion about these considerations. (*Handout 4) ▪ Arrive at a consensus about the <i>placement</i> of the text on the grade level band: <i>bottom, middle, or top</i> 	<ul style="list-style-type: none"> ▪ Slides 23-25 ▪ Handout 2 ▪ Handout 3 ▪ Handout 4

<i>Time</i>	<i>Content (What)</i>	<i>Process (How)</i>	<i>Materials</i>
1 minutes	Key Criteria for Text Selections - (Publishers' Criteria for Common Core State Standards)	♦ Present (see <i>facilitators' script</i> for ppt)	▪ Slides 26-27
1 minutes	Close-Reading <ul style="list-style-type: none"> ▪ Connecting <i>text complexity, text-dependent questions & close reading</i> ▪ Defining “close reading” 	♦ Present (see <i>facilitators' script</i> for ppt)	▪ Slides 28-30
1 minute	Text-Dependent Questions <ul style="list-style-type: none"> ▪ Defining “text-dependent questions” ▪ Importance of text-dependent questions 	♦ Present (see <i>facilitators' script</i> for ppt)	▪ Slides 31-32
6 minutes	Identifying Text-Dependent Questions	♦ Present (see <i>facilitators' script</i> for ppt)  Pause the recording to provide time to complete the task below. <ul style="list-style-type: none"> ▪ Use *Handout 2 (passage from “Sarah, Palin and Tall”) and *Handout 5 (sample text-dependent questions) ▪ TASK: <ol style="list-style-type: none"> 1. Read each question <u>independently</u>. 2. Write Y (yes) beside each question that is a text-dependent question and N (no) beside each question that is NOT a text-dependent question. 3. As a grade level team, review your Answers and decide whether the questions are text-dependent questions or not. Discuss your reasoning for your responses. 4. Following your discussion, your facilitator will review the answers. 	<ul style="list-style-type: none"> ▪ Slide 33 ▪ Handout 5 ▪ Handout 2

<i>Time</i>	<i>Content (What)</i>	<i>Process (How)</i>	<i>Materials</i>
		Answers: 1. Yes 2. No 3. Yes (inference) 4. No 5. Yes (inference) 6. Yes 7. No	
1 minute	Key Criteria for Questions & Task - (Publishers' Criteria for Common Core State Standards)	♦ Present (see <u>facilitators' script</u> for ppt)	▪ Slide 34
2 minutes	Closing/Debrief <ul style="list-style-type: none"> ▪ Tips to consider ▪ Revisit essential question ▪ Commitment to action ▪ Additional Resources ▪ PDE3 Survey Reminder 	♦ Present (see <u>facilitators' script</u> for ppt)	▪ Slides 35-40
❖ TOTAL: 45 minutes			