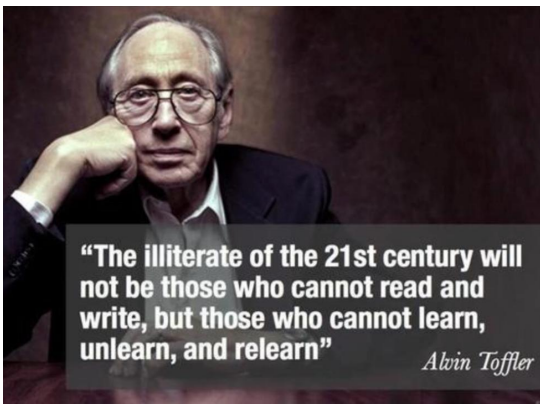


**Literacy:
the WHAT**

**School Wide
Changes**



Reading gets kids
to college!

Writing keeps
them there!

School Wide Instruction – Big Changes

1. **School Wide Literacy**
2. Text Complexity
3. Close Reading
4. Writing

Shared Responsibility

ELA

Rigor - ELA

1. Complex Text
2. Independent Reading
3. Argumentative Writing

Shift

≠

Abandon

Six Instructional Shifts in ELA



http://engagemy.org/wp-content/uploads/2011/08/instructional_shifts.pdf

Six Instructional Shifts in ELA

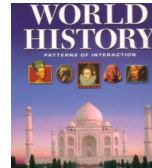
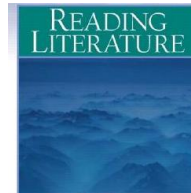
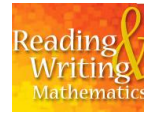
1. Text – Narrative vs. Informational
2. Cross-Content
3. Text Complexity
4. Text-Based Response ("Close Reading")
5. Writing from Sources
6. Academic Vocabulary

http://engagemy.org/wp-content/uploads/2011/08/instructional_shifts.pdf

Literacy and Instruction

*Literacy and good teaching
are inseparable.*

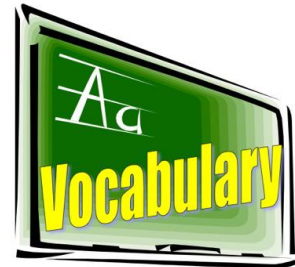
Cross-Content Literacy



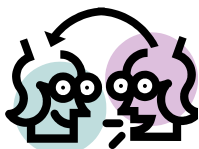
"Literacy Rich"



Academic Vocabulary



Speaking and Listening



- Effective communication

Language

- Conventions of standard English
- Includes acquisition of vocabulary
- Address in context of other strands



Barriers to Literacy Instruction

1. "Students *"should"* already know how to read."

Response: "First, with a few exceptions, students are functionally literate, but lack the skills needed to read academically at grade level. Second, all students can learn, but not all students learn at the same rate or in the same way. Many students, particularly under-resourced students, need direct, explicit literacy instruction every year or their skills will not improve. Finally, literacy instruction is not just for struggling learners. Even our best students need to improve their reading and writing skills."

Barriers to Literacy Instruction

2. "I don't have the time."

Response: "The best place to teach literacy skills is in the content areas. Reading, writing, listening, and discussing course content improves student understanding and promotes higher-level thinking, application, and long-term retention of learned content."

Barriers to Literacy Instruction

3. "I'm not a reading teacher."

Response: "Teachers teach using language. We do not expect teachers to be reading teachers. All we ask is that each teacher teach the language of her content area—more directly and more explicitly. For example, science teachers need to teach students to read science text, write like a scientist, and think and discuss like a scientist. It is our job to show you, the teacher, how to do that."

Essential Question

School wide literacy is now a minimum expectation!
Are you ready?

Action Steps - Literacy

- Form a school wide **literacy council**.
- Begin by analyzing the current state of your school from a literacy perspective. Gather and analyze **data** related to standardized test scores, state assessments, grades, quantitative measures of student reading comprehension, and the number of tier 2 and tier 3 interventions.
- Open discussions with your staff related to the **capacity of teachers** to integrate literacy skills into content area instruction and identify teachers with particular strengths in adolescent literacy.
- Use the "Barriers to Literacy Instruction" as a conversation starter with the school leadership team.
- Begin identifying key **academic vocabulary**.

School Wide Instruction – Big Changes

1. School Wide Literacy
2. **Text Complexity**
3. Close Reading
4. Writing

ELA Common Core: Appendix A

Figure 3: Text Complexity Grade Bands and Associated Lexile Ranges (in Lexiles)

Text Complexity Grade Band in the Standards	Old Lexile Ranges	Lexile Ranges Aligned to CCR expectations
K-1	N/A	N/A
2-3	450-725	450-790
4-5	645-845	770-980
6-8	860-1010	955-1155
9-10	960-1115	1080-1305
11-CCR	1070-1220	1215-1355



Text Complexity Bands

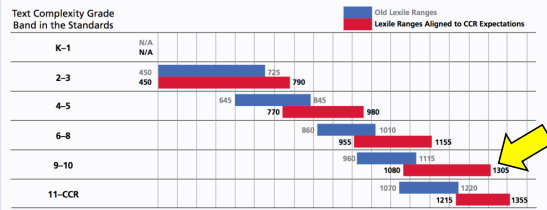
Figure 1: Updated Text Complexity Grade Bands and Associated Ranges from Multiple Measures⁷

Common Core Band	ATOS	Degrees of Reading Power ^a	Flesch-Kincaid ^b	The Lexile Framework ^c	Reading Maturity	SourceRater
2 nd – 3 rd	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	0.05 – 2.48
4 th – 5 th	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	0.84 – 5.75
6 th – 8 th	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	4.11 – 10.66
9 th – 10 th	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	9.02 – 13.93
11 th – CCR	11.20 – 14.10	67 – 74	10.34 – 14.2	1185 – 1385	9.57 – 12.00	12.30 – 14.50

Revised August, 2012

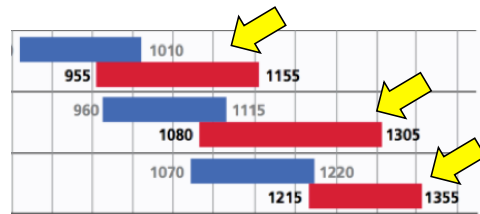
Lexile Comparison

Comparison of Recommendations for Lexile Levels in Common Core With Previous Lexile Levels



Source: This figure summarizes content in Appendix A of the Common Core State Standards (CCSS-Appendix A, 2010, p. 8). It is reprinted with permission of TextProject.

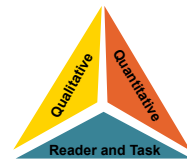
Lexile Comparison



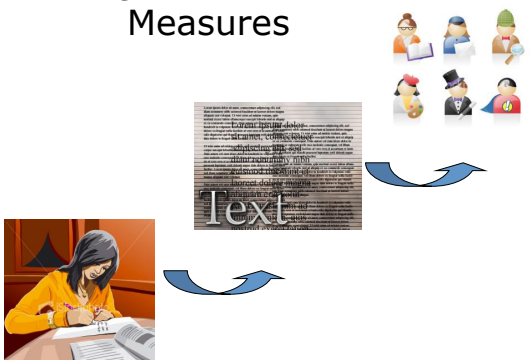
1300
or
DUST

Text Complexity

- Quantitative measures** – readability and other scores of text complexity. A vertical scale tied to text.
- Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.
- Reader and Task considerations** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.

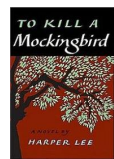


Quantitative Measures



Text

Step 1: Quantitative Measures



Lexile Text Measure: **870L**




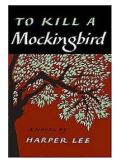
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In which of the text complexity bands would this novel fall?

32

Step 1: Quantitative Measures



Lexile Text Measure: **870L**




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In which of the text complexity bands would this novel fall?

33

Text Complexity

Filter 1: Can students read the text?

Analyzing text complexity uses a series of three filters. The first filter or "quantitative" measure of text complexity asks "Can the student read the text?"



A quantitative measure of text complexity measures **readability** and uses a **vertical scale tied to text** including lexiles and other similar measures.

Grade equivalent is a vertical scale, but it is not tied to text. Rather, it is a normed score comparing students to other students at the same grade level.


34

Text Complexity

Filter 2: Should students read the text?

The second filter relates to "qualitative measures" of text complexity including:

- levels of meaning
- structure
- language conventionality and clarity
- knowledge demands



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Text Complexity

Filter 3: Do students want to read the text?

The third filter or "reader and task considerations" asks "Can the student read the text?"

Reader and Task Considerations relates to the following:

- background knowledge of reader
- motivation
- interests
- complexity generated by tasks



36

ELA Common Core Appendix A

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Text Complexity Bands

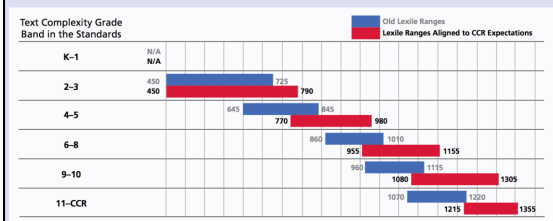
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Revised August, 2012

Lexile Comparison

Comparison of Recommendations for Lexile Levels in Common Core With Previous Lexile Levels



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Text Complexity Grade Level Ranges

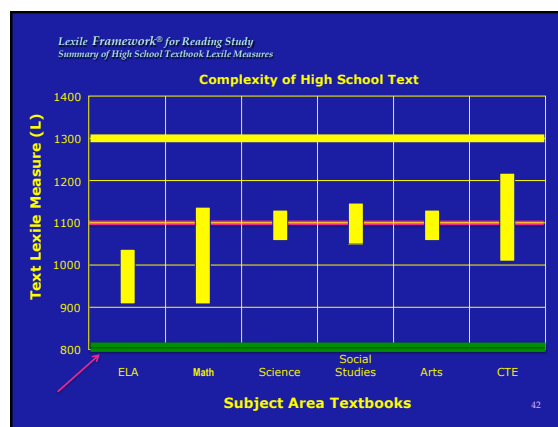
Grade	Lexile Ranges
2-3	420-820
4-5	740-1010
6-8	925-1185
9-10	1050-1335
11-12	1185-1385

Revised August, 2012

Text Complexity - Grade Level Targets

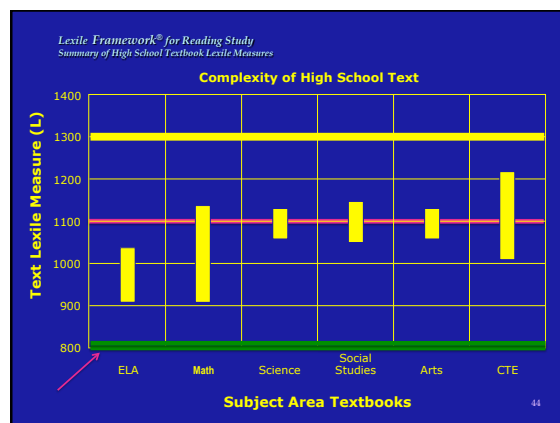
Grade	Lexile Target
3	800
5	950
8	1100
10	1200
12	1300

CCSS ELA Appendix A p. 8



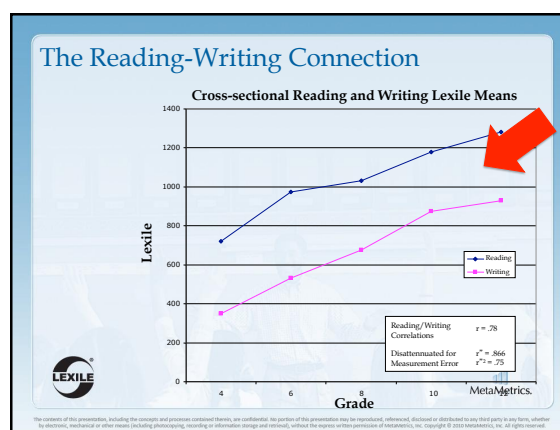
Standard Textbook

Lexile	Comprehension
1080	
1100	76%
1000	67%
900	57%
800	46%



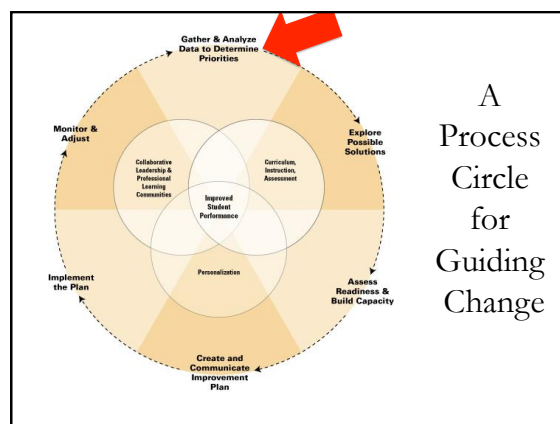
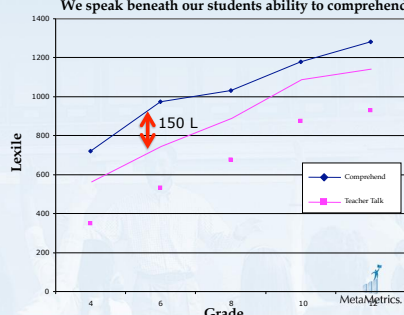
New Text Standard

Lexile	Comprehension
1300	
1100	58%
1000	47%
900	36%
800	27%



The Speaking-Listening Connection

We speak beneath our students ability to comprehend.



Where are we?



Where do we want to go?



How are we doing?



GHS Ninth Grade

Grade	Lexile Target	GMHS 9th Grade
3	800	7%
5	950	23%
8	1100	38%
10	1200	21%
12	1300	23%

CCSS ELA Appendix A p. 8, CCR ~ 1300 Lexile

Leveled vs. Complex Text

1. Research does not support the use of leveled text!
2. Quantitative Measures alone are not sufficient to determine the appropriateness of text for all students.
3. Leveled texts set the bar too low and are too easy = low expectations
4. Leveled texts minimize teacher input



<http://www.adexcellence.net/commentary/education/gaffty-daily/common-core-watch/2013/common-core-the-false-promise-of-leveled-literacy-programs.html>

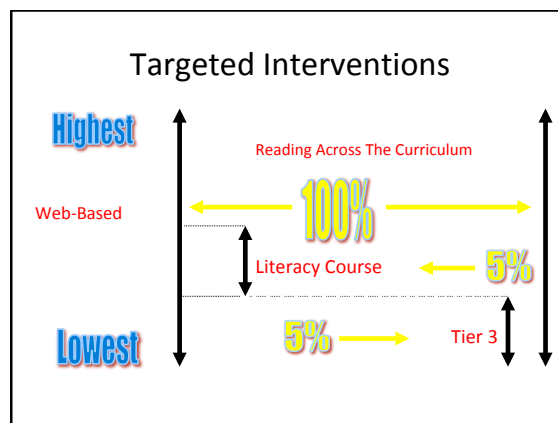
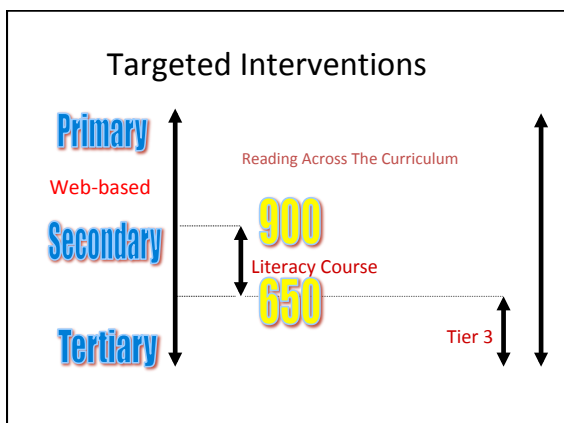
Leveled vs. Complex Text

Instead of asking what book level to teach someone at, teachers should ask, "If I place a student in a book this challenging, how much support will I need to provide to enable him/her to learn from this text?"

Tim Shanahan



<http://www.shanahanliteracy.com/2013/02/a-question-on-text-complexity.html>



Essential Question

How will the increases in text complexity and grade-level shift impact you?

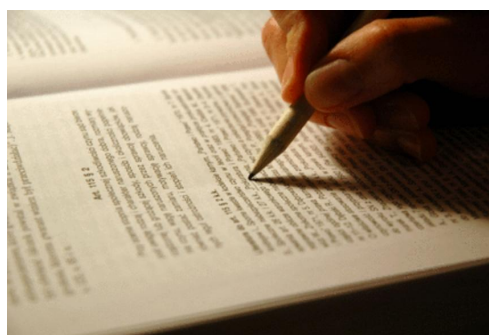
Action Steps – Text

- Form a school wide **literacy council**.
- Begin **discussions** of text complexity and the move to informational text.
- **Analyze library books**, teacher supplied texts, and textbooks to determine their quantitative level (Lexile, ATOS, DRP Analyzer, REAP, SourceRater, Pearson Reading Maturity Matrix) and compare them to the quantitative bands in Appendix A of the Common Core Standards for ELA.
- Conduct an **annual diagnostic literacy assessment** of all students or use state assessment data, if reported in Lexiles or a comparable vertical scale tied to text.
- Analyze available assessment data to identify the current **expected reading comprehension level** of students.

School Wide Instruction – Big Changes

1. School Wide Literacy
2. Text Complexity
- 3. Close Reading**
4. Writing

Read with a pencil



A Different Kind of Reading

- A close reading of text is a **rereading** of a small slice of a story (or something that is short to begin with, like a poem or an essay)—perhaps rereading it many times.
- Then, through **careful inspection** of words, sentences, paragraphs, and the way they work as parts and together as a whole, the teacher leads the students to discern the author's meaning.
- Students are **guided** to provide **"textual evidence"** that the author's meaning is what it is. They can't guess, based only their prior knowledge and a cursory look at the words on the page, what the author intends. This means, practically, that a *Cliff Note's* acquaintanceship with the text won't cut it.

<http://goetts.teachers.net/goetts/wordpress/sarah-powley/the-text-the-students-and-me-close-reading/>

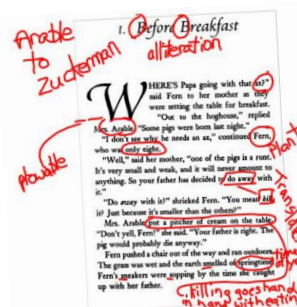
Read like a detective!



"Students can read closely and critically."



Annotate



Highlight

CLOSE READING: "A Worn Path"

While you are reading, highlight each of the details in a different color.

- What do you think Phoenix might be like?
- What is Phoenix doing as the story opens? How is she dressed?
- Select one detail that appeals to each of the senses:
 - Sight
 - Smell
 - Touch
 - Hearing
 - Taste
- Storytellers often use perilous journeys as metaphors for life. As you continue reading the story, consider how Phoenix Jackson's journey may be symbolic.

Cornell Two-Column Notes

Keywords:	Notes:
	Types of Matter
Solids	I. Solids A. Have a definite shape B. Have a definite volume
Liquids	II. Liquids A. Do not have a definite shape B. Have a definite volume
Gases	III. Gases A. Do not have a definite shape B. Do not have a definite volume
Summary:	(Insert summary of lecture after class.)

Text-based questions

TEXT-BASED MULTIPLE CHOICE QUESTIONS

Focus	Questions
First reaction	What is your first reaction or response to the text? Describe or explain it briefly.
Feelings	What feelings did the text awaken in you? What emotions did you feel as you read the text?
Perceptions	What did you see happening in the text? Paraphrase it—retell the major events briefly.
Visual images	What image was called to mind by the text? Describe it briefly.
Associations	What memory does the text call to mind—of people, places, events, sights, smells, or even of something more ambiguous, perhaps feelings or attitudes?



Action Steps –Close Reading

- Work with the school literacy council to plan professional development for teachers.
- Analyze teacher-developed formative and summative assessments to determine the degree to which students are asked to engage in close reading and to construct responses that refer to evidence contained in the text.

School Wide Instruction – Big Changes

1. Literacy
2. Text Complexity
3. Close Reading
- 4. Writing**

Writing

70% of students in grades 4-12 are low-achieving writers.

Writing Next, 2007, page 10



Writing

"Reading gets students to college.

Writing keeps them there."



Writing

1. Enhances students' comprehension of text.
2. Strengthens students' reading comprehension
3. Writing about what they read improves comprehension.



<http://www.hegg.org/her/abstract/846>

Write like an investigative reporter!

More nonfiction writing!



Writing

- Argumentative replaces Persuasive
- Explanatory replaces Expository



Writing

By 4th Grade

Narrative (35%)

Informative (35%)

Argumentative (30%)



Writing

By 12th Grade

Narrative (20%)

Informative (40%)

Argumentative (40%)

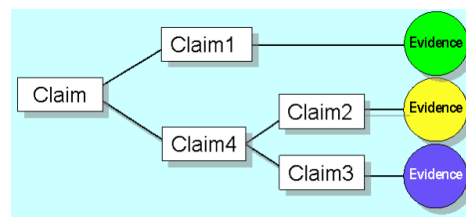


Writing

- Arguments
 - Claims
 - Evidence
 - Logic
 - Critical Thinking
 - Multiple Viewpoints



Argumentation with evidence



Action Steps - Writing

- Work with the school literacy council to develop an agreed-upon school wide approach to writing
- Adopt a school wide writing rubric
- Emphasize the importance of writing in all classes
- Adopt grade level expectations for the amount and type of formal and informal writing
- Increase student time spent writing
- Ask students to respond in complete sentences in every classroom.