

College and Career Readiness Standards English Language Arts/Literacy

Instructional Advances



Instructional advances



Complexity

Evidence

Knowledge

These three instructional advances guide:

- the texts we should be using
- the types of questions students should be addressing in reading and writing
- the instructional strategies we should be using to build knowledge

U.S. Department of Education, Office of Vocational and Education, College and Career Readiness Standards for Adult Education, Washington, D.C., 2013.

Instructional advances



Complexity

Evidence

Knowledge

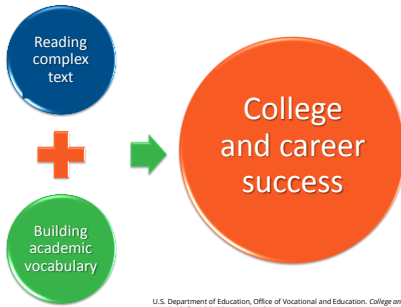
Complexity



“Students should have regular practice with complex text and its academic language.”

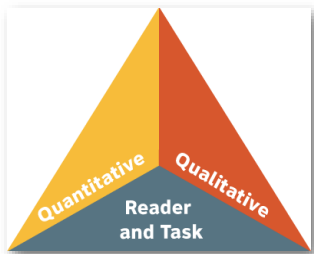
U.S. Department of Education, Office of Vocational and Education, College and Career Readiness Standards for Adult Education, Washington, D.C., 2013.

Complexity



U.S. Department of Education, Office of Vocational and Education, College and Career Readiness Standards for Adult Education, Washington, D.C., 2013.

Determining text complexity




Determining text complexity



A sampling of quantitative measurements



- Flesh-Kincaid
- Achieve the Core
- Lexile® framework
- ATOS analyzer



Quiz 1: Quantitative Measurements

Quiz - 1 question

Last Modified: Aug 08, 2016 at 09:52 AM

PROPERTIES

On passing, 'Finish' button: [Goes to Next Slide](#)

On failing, 'Finish' button: [Goes to Next Slide](#)

Allow user to leave quiz: [After user has completed quiz](#)

User may view slides after quiz: [At any time](#)

Show in menu as: [Multiple items](#)

Edit in Quizmaker

Edit Properties

... Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans... unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed, and to which we are committed today at home and around the world.

Let every nation know... that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty.

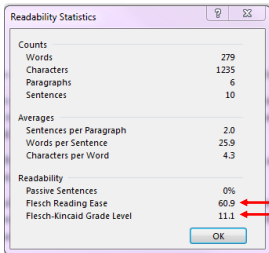
To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful friends. United there is little we cannot do in a host of cooperative ventures. Divided there is little we can do—for we dare not meet a powerful challenge at odds and split asunder.

To those new states whom we welcome to the ranks of the free, we pledge our word that one form of colonial control shall not have passed away merely to be replaced by a far more iron tyranny. We shall not always expect to find them supporting our view. But we shall always hope to find them strongly supporting their own freedom—and to remember that, in the past, those who foolishly sought power by riding the back of the tiger ended up inside.

To those people in the huts and villages of half the globe struggling to break the bonds of mass misery, we pledge our best efforts to help them help themselves... because it is right. If a free society cannot help the many who are poor, it cannot save the few who are rich.
-John F. Kennedy (JFK)

Read a complete transcript of John F. Kennedy's Inaugural Address at the National Archives: <http://www.nordocuments.gov/086.php?doc=95&page=transcript>

Flesch-Kincaid



Lexile framework



Lexile® reader measure
Represents a person's reading ability on the Lexile® scale

Lexile® text measure
Represents a text's difficulty level on the Lexile® scale

<https://lexile.com/>

Achieve the Core - ATOS Analyzer



Results:

File Submitted:	Direct Entry
ATOS Level:	8.6
Word Count:	279
Average Word Length:	4.3
Average Sentence Length:	27.9
Average Vocabulary Level:	3.5
Language selected:	English
Confirmation #:	1029116

<http://www.renaissance.com/Products/AcceleratedReader/ATOS/ATOSAnalyzerForText>

Quantitative Measures of Text Complexity



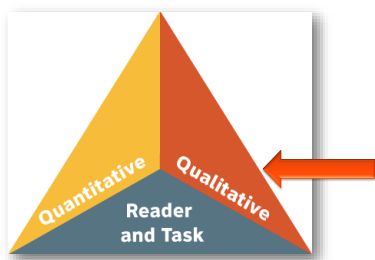
CCR Anchor 10: Read and comprehend complex literary and informational texts independently and proficiently.¹


Associated Quantitative Measures of Text Complexity to B-E Levels of Learning

Common Core Band	ATOS	Degree of Reading Power ²	Flesch-Kincaid	The Lexile Framework ³	Reading Maturity	SourceRater
2nd - 3rd (B)	2.75 - 5.14	42 - 54	1.98 - 5.34	420 - 820	3.53 - 6.13	0.05 - 2.48
4th - 5th (C)	4.97 - 7.03	52 - 60	4.51 - 7.73	740 - 1010	5.42 - 7.92	0.84 - 5.75
6th - 8th (D)	7.00 - 9.98	57 - 67	6.51 - 10.34	925 - 1185	7.04 - 9.37	4.11 - 10.66
9th - 10th (E)	9.67 - 12.01	62 - 72	8.32 - 12.12	1050 - 1335	8.41 - 10.81	9.02 - 13.93
11th - CCR (E)	11.20 - 14.10	67 - 74	10.34 - 14.2	1185 - 1385	9.57 - 12.00	12.30 - 14.50

<http://incs.ed.gov/publications/pdf/CCRStandardsAdultEd.pdf>

Determining text complexity



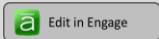
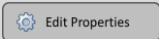
 **Qualitative Features**
Folders - 5 Folders (Including Introduction)
 Last Modified: Aug 08, 2016 at 10:17 AM

PROPERTIES

Show interaction in menu as: [Multiple items](#)

Allow user to leave interaction: [At any time](#)

Prev/Next player buttons go to: [Step in interaction](#)

Determining text complexity



Reader and task



- Cognitive capabilities
- Reading skills
- Motivation and engagement with the text
- Prior knowledge and experience
- Content and/or theme concerns
- Complexity of associated tasks

<http://programs.ccssa.org/projects/common%20core%20resources/documents/reader%20and%20task%20considerations.pdf>

Determining text complexity



Academic vocabulary



- Words that are used in academic texts and discussions
- Typically not part of everyday conversation
- Go across disciplines

Examples: analyze, chronology, dimension

Academic vocabulary



Tier 3

- Words not used frequently except in a specific content area
- aorta, parabola, trachea

Tier 2

- High frequency words used across several content areas
- Obvious, complex, verify

Tier 1

- Common words used everyday
- Clock, baby, happy, walk

Quiz 2 Academic Vocabulary
 Quiz - 8 questions
 Last Modified: Aug 08, 2016 at 10:01 AM

PROPERTIES


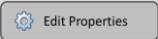
On passing, 'Finish' button: [Goes to Next Slide](#)

On failing, 'Finish' button: [Goes to Next Slide](#)

Allow user to leave quiz: [After user has completed quiz](#)

User may view slides after quiz: [At any time](#)

Show in menu as: [Multiple items](#)

Check your answers



These are words from the JFK speech.

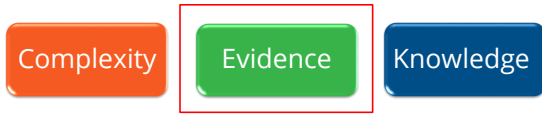
- Tier 1 – friend, foe, nation, support
- Tier 2 – society, ventures, asunder, tyranny
- Tier 3 – none in this passage excerpt

Why text complexity is essential



In a variety of ways, exposure to complex text prepares students for the kinds of reading they will see in college and careers.

Instructional advances



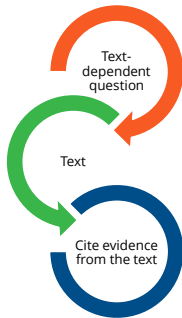
Evidence



“Students should be asked to complete reading, writing, and speaking assignments where they need to use evidence from the text to complete the task.”

U.S. Department of Education, Office of Vocational and Education, College and Career Readiness Standards for Adult Education, Washington, D.C., 2013.

Using text-dependent questions



Moving toward text-dependent questions



Non-Text-dependent

Text-dependent

In "Casey at the Bat," Casey strikes out. Describe a time when you failed at something.

What makes Casey's experiences at bat humorous?

In "Letter From a Birmingham Jail," Dr. King discusses nonviolent protest. Discuss a time when you wanted to fight against something that you felt was unfair.

What can you infer from King's letter about the letter that he received?

From "The Adventures of Tom Sawyer," have students identify the different methods of removing warts that Tom and Huck talk about. Ask students to devise their own charm to remove warts. Are there cultural ideas or artifacts from the current time that could be used in the charm?

Why does Tom hesitate to allow Ben to paint the fence? How does Twain construct his sentences to reflect that hesitation? What effect do Tom's hesitations have on Ben?

... Let the word go forth from this time and place, to friend and foe alike, that the torch has been passed to a new generation of Americans... unwilling to witness or permit the slow undoing of those human rights to which this nation has always been committed, and to which we are committed today at home and around the world.

Let every nation know... that we shall pay any price, bear any burden, meet any hardship, support any friend, oppose any foe to assure the survival and the success of liberty.

To those old allies whose cultural and spiritual origins we share, we pledge the loyalty of faithful friends. United there is little we cannot do in a host of cooperative ventures. Divided there is little we can do—for we dare not meet a powerful challenge at odds and split asunder.

To those new states whom we welcome to the ranks of the free, we pledge our word that one form of colonial control shall not have passed away merely to be replaced by a far more iron tyranny. We shall not always expect to find them supporting our view. But we shall always hope to find them strongly supporting their own freedom—and to remember that, in the past, those who foolishly sought power by riding the back of the tiger ended up inside.

To those people in the huts and villages of half the globe struggling to break the bonds of mass misery, we pledge our best efforts to help them help themselves... because it is right. If a free society cannot help the many who are poor, it cannot save the few who are rich.

-John F. Kennedy (JFK)

Read a complete transcript of John F. Kennedy's Inaugural Address at the National Archives: http://www.archives.gov/John_F_Kennedy/inaugural.html

Quiz 3 Text Dependent Questions
 Quiz - 7 questions
 Last Modified: Aug 08, 2016 at 10:00 AM

PROPERTIES

On passing, 'Finish' button: [Goes to Next Slide](#)

On failing, 'Finish' button: [Goes to Next Slide](#)

Allow user to leave quiz: [After user has completed quiz](#)

User may view slides after quiz: [At any time](#)

Show in menu as: [Multiple items](#)

[Edit in Quizmaker](#) [Edit Properties](#)

Check your answers



Text-dependent questions

1. Who is speaking and what is the occasion of the speech?
2. What does Kennedy say the U.S. will do to assure the survival and success of liberty?
3. In the third paragraph, what does "asunder" mean? What clues in the text would help you to understand the meaning of the word if you didn't know it.
4. Name at least two ways Kennedy says the U.S. will support human rights around the world.

Non-text-dependent questions

1. Do you think the U.S. should become involved when citizens of another county are having their liberties violated? Why or why not?
2. What are some examples of times when the U.S. has helped other countries in the past 15 years?
3. Describe a time when you had to help someone.

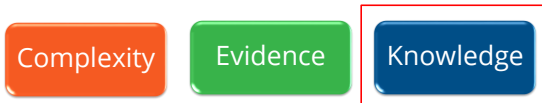
Why citing evidence is essential



"Students need to be able to use evidence from text to be able to complete postsecondary and workplace tasks."

CCRS Implementation Institute presentation (2014)

Instructional advances



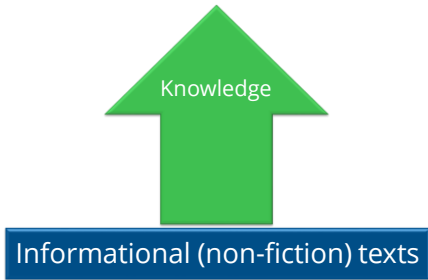
Knowledge



“Building knowledge by using content-rich nonfiction prepares students for applying that knowledge in other disciplines.”

U.S. Department of Education, Office of Vocational and Education, *College and Career Readiness Standards for Adult Education*, Washington, D.C., 2013.

Building knowledge



Knowledge



Photo licensed under the Creative Commons Attribution-Share Alike 3.0 Unported license.

Knowledge



What are your ideas for how students might extend their learning and build knowledge after reading John F. Kennedy's inaugural address?

Photo licensed under the Creative Commons Attribution-Share Alike 3.0 Unported license.

Why building knowledge is essential



“Building knowledge through content-rich nonfiction is critically important for its power to accelerate student growth.”

CCRS Implementation Institute Handout #7 (2015)

Reflection



Complexity

Evidence

Knowledge



Thank you



To complete the Individual PD Reflection Form, please click [here](#).
