



Close Reading & Text Complexity

**Selecting the best texts
and strategies to engage
and challenge our
students.**

First Impressions

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✓ Agenda:

Text Complexity Overview & Tools and Close-Reading Overview & Strategies for the classroom

Handouts

Blue: Note-taking sheet

Cream: Text Complexity

Goldenrod: Word Questioning

Green: Charting the Text

White: PowerPoint

Yellow: Doug Fisher article

Please read through the characteristics of close reading and place them in order of importance. Most important at the top and least at the bottom.

Order of Importance:

- Ask text-dependent questions
- Establish a purpose for reading
- Encourage text marking
- Select text of appropriate size & complexity
- Check for understanding
- Provide discussion time
- Engaging text for students

Order will vary...

Just be sure to remember these key factors when choosing texts and strategies for close reading.

- Select text of appropriate size
- Establish a purpose for reading
- Provide discussion time
- Encourage text marking
- Check for understanding
- Engaging text for students
- Asking text-dependent questions

Today's Focus: Power Standards

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

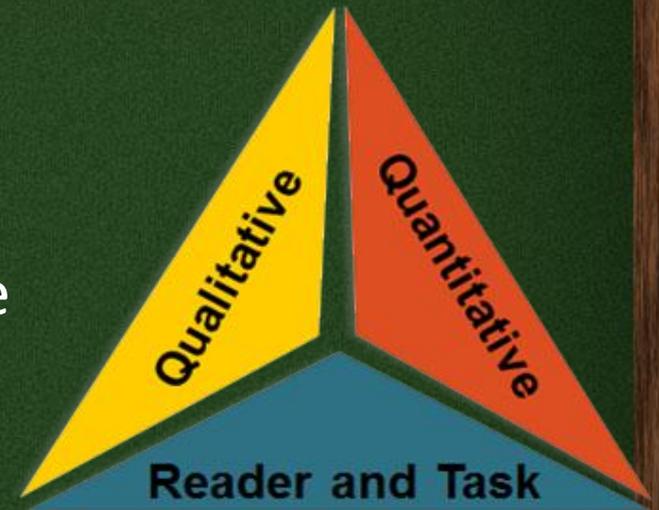
Text Complexity is:

“The inherent difficulty of reading and comprehending a text combined with consideration of reader and task variables; in the Standards, a three-part assessment of text difficulty that pairs qualitative and quantitative measures with reader-task considerations.”

CCSS Appendix A

Measuring Text Complexity

- **Quantitative measures** look at factors impacting “readability” as measured by particular computer programs.
- **Qualitative measures** examine levels of meaning, knowledge demands, language features, text structure, and use of graphics as measured by an attentive reader.
- **Reader and Task** considers additional “outside” factors that might impact the difficulty of reading the text.



Tools for Selecting Complex Text: Text Complexity Analysis Worksheet

Quantitative Measures using new, more demanding CCR Lexile Requirements.

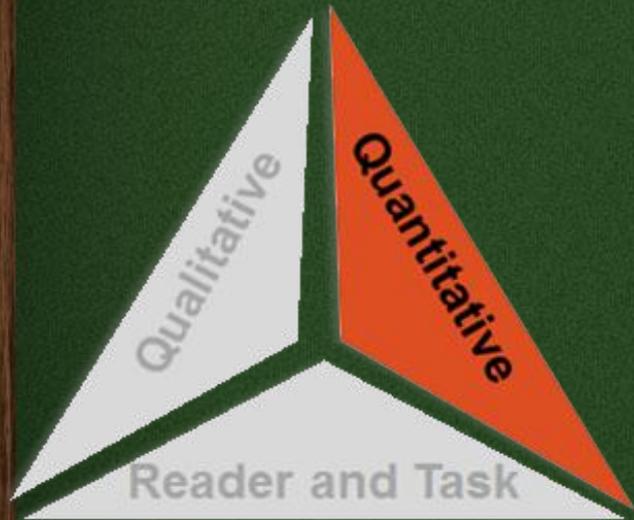
Qualitative Measures that analyze critical features of the text that computers cannot analyze.

Considerations for Reader and Task that guide the use of the text in the classroom.

Text Complexity Analysis Worksheet		Quantitative Analysis	Use computer based quantitative tools to analyze text complexity and grade band placement.																																											
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Text Description:		Grade Band Range:																																												
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Final Placement Recommendation that sums up the findings of all three factors.

Quantitative Measures of Text Complexity



- ATOS by Renaissance Learning
- Degrees of Reading Power by Questar
- Flesch Kincaid
- Lexile Framework by MetaMetrics
- Reading Maturity Metric by Pearson Education
- Source Rater by Educational Testing Service

Quantitative Measures of Text Complexity

These metrics give different weights to the following proxies for semantic and syntactic complexity:

Word Length
Word Frequency
Word Difficulty
Sentence Length
Text Length
Text Cohesion



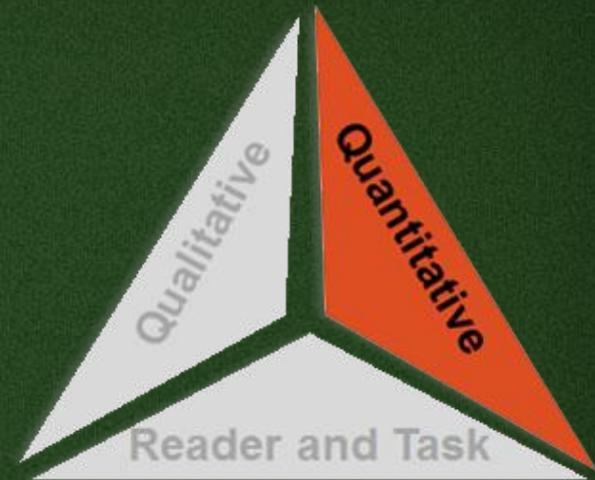
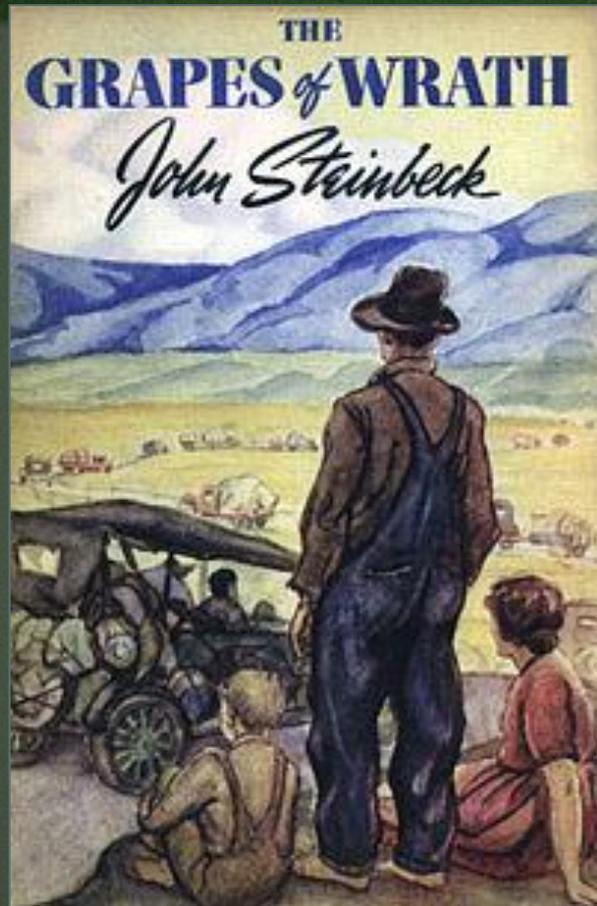
Educators can use any of the available software programs to determine reliably the quantitative complexity of a text.

Quantitative Measures and the CCSS

The CCSS include a staircase of increasing text complexity from elementary through high school keyed against recalibrated Lexile scores.

Grade Band	Old Lexile Ranges	CCR Lexile Ranges
2-3	450-725	420-820
4-5	645-845	740-1010
6-8	860-1010	925-1185
9-10	960-1115	1050-1335
11-CCR	1070-1220	1185-1385

Quantitative Measures and Real Texts



Lexile Score: 680

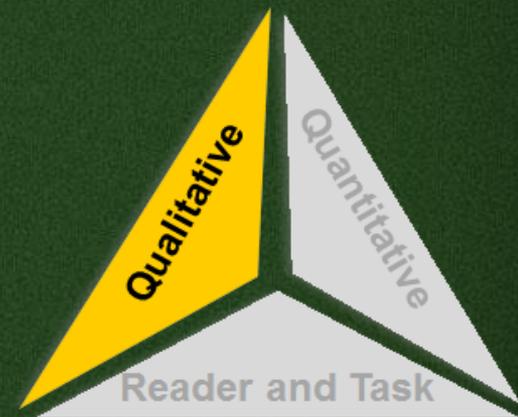
Grade Band Placement: 2-3

Agree or Disagree?

Qualitative Measures of Text Complexity

There are additional qualitative factors to consider when determining the complexity of a text:

- Meaning/Purpose
- Knowledge Demands
- Language Features
- Text Structures
- Use of Graphics



Judgments about these factors add additional information to the process of determining text complexity that Quantitative Measures cannot assess.

Qualitative Measures of Text Complexity

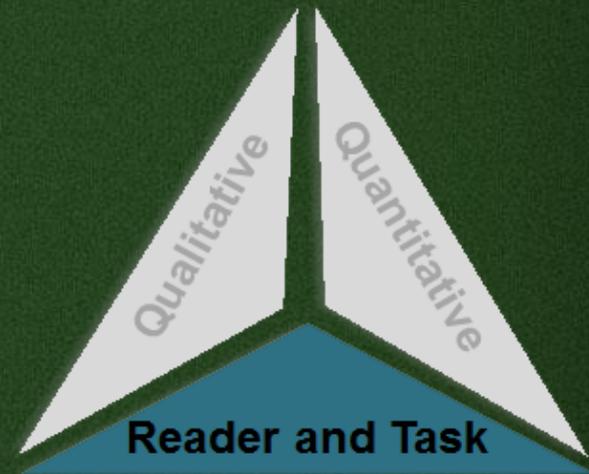
Because these factors lie on a continuum, measuring them involves judgment about the kind of complexity present.

Qualitative Analysis		Use professional judgment in determining the level of complexity present in the text with regards to knowledge demands, meaning/ purpose, text structure, language features, and visual supports.				
		Knowledge Demands	Meaning / Purpose	Text Structure	Language Features	Visual Supports
Complexity	Less	<ul style="list-style-type: none"> Subject matter common or familiar to most readers with no references or allusions to other texts or ideas 	<ul style="list-style-type: none"> One level of meaning or purpose with an obvious theme or point revealed early in the text, in clear, concrete, narrowly focused, and explicitly stated language 	<ul style="list-style-type: none"> Organization of main ideas, events, or plotlines is explicit, clear, chronological or easy to predict, rendering text features non-essential to understanding content 	<ul style="list-style-type: none"> The language is explicit and literal; vocabulary is familiar, contemporary, and conversational; the text employs primarily simple sentences 	<ul style="list-style-type: none"> In literary text there are extensive graphics that support the text, whereas in informational text there are minimal graphics that are unnecessary for understanding
		<ul style="list-style-type: none"> Subject matter common or familiar to many readers who possess some discipline-specific content knowledge and text includes few references or allusions to other texts or ideas 	<ul style="list-style-type: none"> Multiple levels of meaning or purpose distinguished from each other with a concrete theme or point implied in language with some subtlety but easy to identify based upon context or source 	<ul style="list-style-type: none"> Organization of main ideas, events, and plotlines are for the most part evident, generally sequential, yet contain implicit or subtle elements that render text features helpful in understanding content 	<ul style="list-style-type: none"> The language is fairly explicit and literal with some more complex meaning; vocabulary is mostly familiar, contemporary, and conversational; the text employs primarily simple and compound sentences 	<ul style="list-style-type: none"> In literary text there are several graphics that support the text, whereas in informational text there are some graphics that supplement understanding
		<ul style="list-style-type: none"> Subject matter is uncommon or unfamiliar to many readers, relying on discipline-specific content knowledge that includes some references or allusions to other texts or ideas 	<ul style="list-style-type: none"> Multiple levels of meaning or purpose that are difficult to identify or separate with an implicit, subtle, and complex theme or point revealed over the entirety of the text in language that is implied and more abstract than concrete 	<ul style="list-style-type: none"> Organization of an expanded range of ideas, events, and plotlines is often implicit or subtle, and may include narrative complexities or discipline-specific material that renders text features useful to understanding content 	<ul style="list-style-type: none"> The language is fairly complex, containing abstract and / or figurative language; vocabulary frequently includes archaic, unfamiliar, and discipline-specific words; the text employs many complex sentences with several subordinate phrases or clauses 	<ul style="list-style-type: none"> In literary text there are some graphics that support the text, whereas in informational text there are several useful graphics that directly support understanding
	More	<ul style="list-style-type: none"> Subject matter is uncommon or unfamiliar to most readers, relying on specialized, theoretical, or discipline-specific content knowledge that includes many references or allusions to other texts or ideas 	<ul style="list-style-type: none"> Multiple competing levels of meaning or purpose that are difficult to separate and interpret with an ambiguous, sophisticated, complex theme or point revealed over the entirety of the text in language that is subtle, intricate, and abstract 	<ul style="list-style-type: none"> Organization of an extensive range of ideas, events, and plotlines is intricate and ambiguous, and include narrative complexities or discipline-specific material that renders text features essential to understanding content 	<ul style="list-style-type: none"> The language is complex, containing abstract and / or figurative language; vocabulary regularly includes archaic, unfamiliar, or discipline-specific words; the text employs mainly complex sentences with several subordinate phrases or clauses 	<ul style="list-style-type: none"> In literary text there are minimal graphics that support the text, whereas in informational text there are many essential graphics that critically support understanding
Notes						

Reader and Task Analysis

Finally, there are factors relating to reader and task that should be considered when evaluating the complexity of a text:

- Complexity of Content
- Cognitive Capacities
- Reading Skills
- Motivation & Engagement
- Prior Knowledge
- Tasks and Assessment



Evaluation of these factors plays an important role in helping teachers think through the implications of using a particular text in the classroom and situating it appropriately in a grade band.

Text Complexity Nutshell

- Grade Band Appropriate
- Grapple, but successful
- Differentiate with Reader and Task
 - know your students; match text and task
- Layer Texts – explore relationship of texts
- Variety of texts to transfer skills
 - Questioning, Inferencing, Tracing an Argument, or Paraphrasing/Summarizing

Food for thought...

- Think of a text you frequently use with students. How could you make the text more complex by altering the task?

OR

- Think of a task that challenges your students. What alternative text, or scaffolding, could you use to make the task more manageable for your students?

Today's Focus: Power Standards

Key Ideas and Details

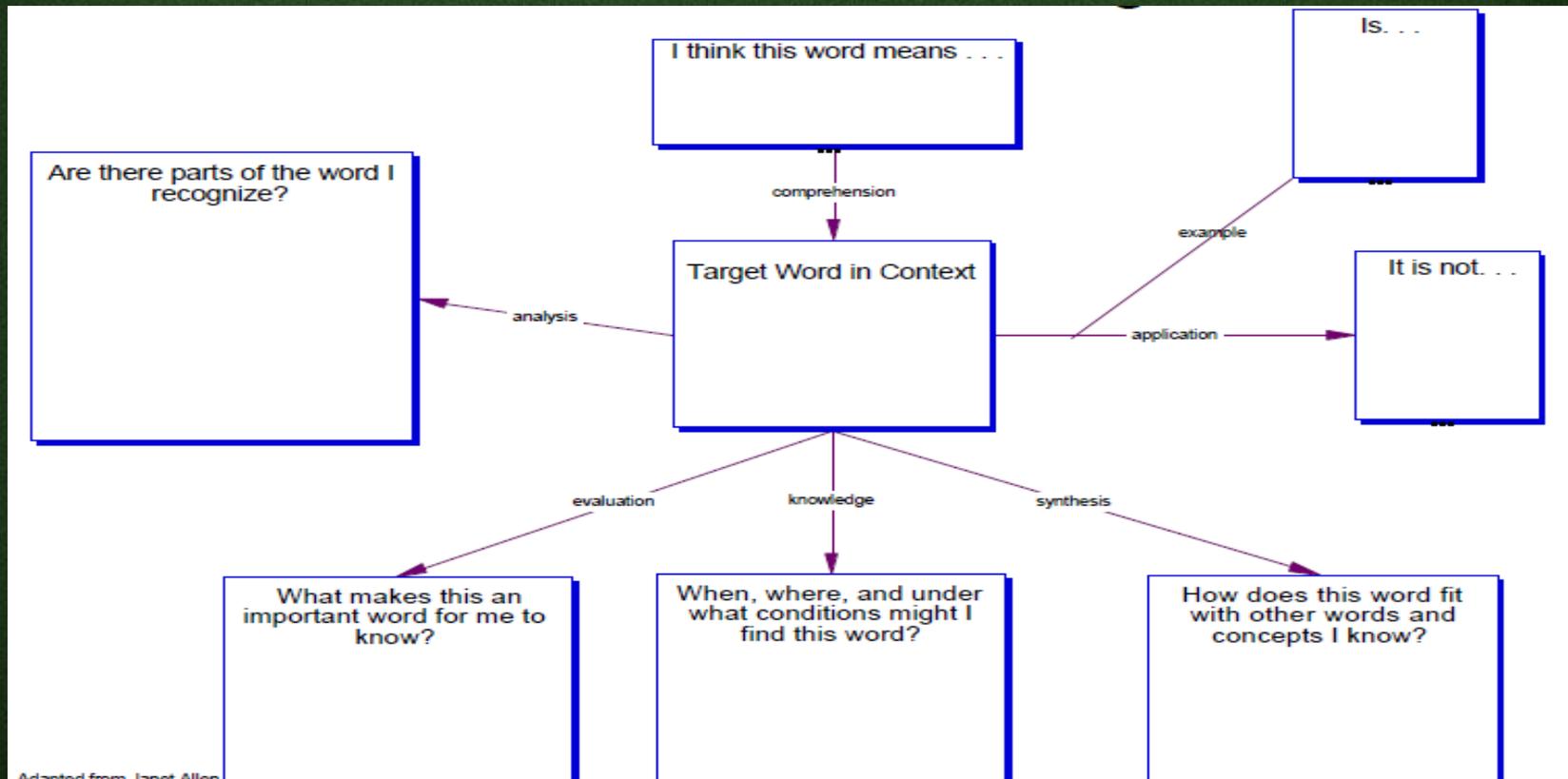
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

What is Close Reading?

Word Questioning Activity



Close Reading is...

—a methodical investigation of complex text—is a powerful, research-based strategy that can support students as they assume four critical roles as readers*:

Code Breaker: Understanding the text at the surface level, i.e. alphabetic, structural—CCSS Anchor Reading Standards 4 & 5

Meaning Maker: Comprehending the text at the level intended by the author—CCSS Anchor Reading Standards 1, 2, 3 & 9

Text User: Analyzing the factors that influenced the author and the text, including a historical grounding of the context within which it was written—CCSS Anchor Reading Standards 1, 3 & 8

Text Critic: Understanding that the text is not neutral and that existing biases inform calls to action—CCSS Anchor Reading Standards 1, 3, 6 & 9

*See *Text Complexity : Raising Rigor in Reading* (2012) by Fisher, Frey and Lapp, pgs. 107-108

Purpose for Reading

Interview with Doug Fisher

- Each group member selects a text
- Annotate the text using the following:
 - A = Agree with the statement
 - D = Disagree with the statement
 - ? = Something I am unsure of
 - * = Most important sentence

Save the Last Word for Me

- Select a timekeeper and a group member to start the discussion.
- 1st group member identifies the part of the article s/he found most significant.
- Other group members have 30 seconds to share thoughts on selection.
- After 30 seconds, the 1st group member may respond to colleagues thoughts or questions.
- Continue to remaining group members.

Debrief

- Did anyone return to the text for support or clarification?
 - Were you able to connect what Fisher was saying to your own classroom?
 - Return to the word questioning – Was your background knowledge accurate?
-

Side note: Protocols work well with classroom discussions and the annotation / margin notes strategies can also be altered for reading purpose.

Teaching Channel

- Thinking Notes

“Reading with a pencil” – AVID Style

- Clarifying Information
- Connecting Visual Information
- Summarizing Information
- Categorizing and/or Organizing Information
- Pausing to Connect Ideas within the Text
- Charting the Text
- Visualizing Ideas Presented in the Text
- Marking the Text/Writing in the Margins

Charting the Text

- ✓ Use “charting the text” with sophisticated texts.
- ✓ Helps readers gain insight into how authors construct meaning.
 - Macro
 - Whole text
 - Analyze organizational features to determine how structure influences meaning.
 - Micro
 - Paragraph or sentence
 - Analyze what the author is doing in smaller chunks

Don't let stereotypes Warp Your Judgments

by Robert L. Heilbroner

Saying:

There are misconceptions about people based on his or her physical appearance or attributes.

1 Is a girl called Gloria apt to be better-looking than one called Bertha? Are criminals more likely to be dark than blond? Can you tell a good deal about someone's personality from hearing his voice briefly over the phone? Can a person's nationality be pretty accurately guessed from his photograph? Does the fact that someone wears glasses imply that he is intelligent?

2 The answer to all these questions is obviously, "No."

Doing:

Challenging various stereotypes and engaging the reader.

Why is it that we stereotype the world in such irrational and harmful fashion? In part, we begin to typecast people in our childhood years. Early in life, as every parent whose child has watched a TV Western knows, we learn to spot the Good Guys from the Bad Buys. Some years ago, a social psychologist showed very clearly how powerful these stereotypes of childhood vision are. He secretly asked the most popular youngsters in an elementary school to make errors in their morning gym exercises. Afterwards, he asked the class if anyone had noticed any mistakes during gym period. Oh, yes, said the children. But it was the unpopular members of the class—the “bad guys”—they remembered as being out of step.

3-Minute Pause

Think about the strategies we have recently used.

- ✓ **Pattern Puzzle/Order of Importance**
- ✓ **Purpose for Reading**
- ✓ **Word Questioning**
- ✓ **Annotating a text / Thinking Notes**
- ✓ **Save the Last Word Protocol**
- ✓ **Charting the Text – AVID strategies**

Take a minute and decide which strategy you would use in the classroom and how it would be utilized. When you're ready, share your thoughts with the group.

Text-Dependent Questions

- Draw the reader back to the text to discover what it says.
- Have concrete and explicit answers rooted in the text.
- Frame inquiries in ways that do not rely on a mix of personal opinion, background information, and imaginative speculation.

Text Dependent Questions and the CCSS

TEXT DEPENDENT QUESTIONS DEFINED

An effective text dependent question first and foremost embraces the key principle of close reading embedded in the **CCSS ANCHOR READING STANDARDS** by asking students to provide evidence from complex text and draw inferences based on what the text explicitly says (**STANDARDS 1 AND 10**). A close look at the intervening Anchor Reading **STANDARDS 2-9** reveals that the variety of tasks they call on students to perform all critically rely on consulting the text for answers. As the name suggests, a text dependent question also does not rely on students possessing background knowledge or experiences to answer the question; instead it privileges the text itself and the information students can extract from it. Consider the following questions about the opening of Lewis Carroll's *Alice's Adventures in Wonderland*:

Non-Text Dependent Questions	Text Dependent Questions
Are books without pictures or conversations useful?	What kind of books does Alice find useful?
How would you react if you saw a talking rabbit?	How did Alice react when she saw a talking rabbit?
Would Alice have followed the rabbit down the hole had she not seen it look at a watch?	Why did Alice follow the rabbit down the hole?
What do you know about Lewis Carroll?	What does the reader know about the rabbit?

While questions like those found in the first column would undoubtedly generate conversation in the classroom, answering them does not move students closer to understanding *Alice in Wonderland*. Tellingly, non-text dependent questions cannot be answered by consulting the text, but instead rely on a mix of personal opinion, background information, and imaginative speculation on the part of the reader.

By contrast, the questions in the second column draw the reader back to the text to explicitly discover what it says about the rabbit or Alice's reasons for reacting the way she did. Such text-dependent questions have concrete and explicit answers rooted in the text, and there are measurable differences in kinds of answers students might give in response to them because such answers can be compared against an objective benchmark: the text itself.

FRAMING TEXT DEPENDENT QUESTIONS

It is critical that a text dependent question originate from the text itself, and the **CCS ANCHOR STANDARDS** suggest that questions focus on a word or phrase (**STANDARD 4**) or even a sentence, paragraph, or larger section of the text (**STANDARD 5**). Yet an equally important feature of text dependent questions is that they should be framed as open ended and not leading questions, as genuine learning only happens when students can engage in an authentic conversation about the text instead of the questions (or teachers) providing the right answer immediately. Effective text dependent questions therefore encourage students to spend time lingering over a specific portion of the text looking for answers instead of just a cursory look to get the gist of what is meant.

- Ask why the author chose a particular word
- Analyze the impact of the syntax of a sentence
- Collect evidence like a detective on the case
- Test comprehension of key ideas and arguments
- Analyze how portions of the text relate to each other and the whole
- Look for pivot points in a paragraph
- Track down patterns in a text
- Notice what's missing or understated
- Investigate beginnings and endings of texts

Text Dependent Question Worksheet

Teachers can use the worksheet to create new text-dependent questions for a text

Text Name & Author:

Suggestions for Framing Text Dependent Question

- | | | |
|-----------------------------------------------------------------------------------|----------------------------------------------------------------------------------|---------------------------------------------------------------------------------|
| <input type="checkbox"/> Focus on why the author chose a particular word / phrase | <input type="checkbox"/> Focus on testing comprehension of ideas and arguments | <input type="checkbox"/> Focus on noticing what is missing or understated |
| <input type="checkbox"/> Focus on defining academic vocabulary | <input type="checkbox"/> Focus on looking for pivot points in the paragraph | <input type="checkbox"/> Focus on unpacking challenging portions of the text |
| <input type="checkbox"/> Focus on examining the impact of sentence structures | <input type="checkbox"/> Focus on tracking down patterns across sections of text | <input type="checkbox"/> Focus on investigating beginnings and endings of texts |

New Text Dependent Question:

Question Checklist

Use professional judgment in assessing whether or not the question is text dependent using the following checklist; if no boxes are checked for a particular step, revise the question appropriately

Step 1: Check that the Question has a Text Based Focus

- | | | | | |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Is there a particular word that is the focus? (STANDARD 4) | <input type="checkbox"/> Is there a particular phrase that is the focus? (STANDARD 4) | <input type="checkbox"/> Is there a particular sentence that is the focus? (STANDARD 5) | <input type="checkbox"/> Is there a particular paragraph that is the focus? (STANDARD 5) | <input type="checkbox"/> Is there a connection between two parts of the text that is the focus? (STANDARD 5) |
|-------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------|

Step 2: Check that the Question is Aligned to a Close Reading Skill

- | | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Are students tasked with determining central ideas or themes and analyzing their development? (STANDARD 2) | <input type="checkbox"/> Are students tasked with summarizing the key supporting details and ideas? (STANDARD 2) | <input type="checkbox"/> Are students tasked with analyzing how specific word choices shape meaning or tone? (STANDARD 4) | <input type="checkbox"/> Are students tasked with analyzing how and why individuals, events, and ideas develop and interact? (STANDARD 3) |
| <input type="checkbox"/> Are students tasked with assessing how point of view or purpose shapes the content and style? (STANDARD 6) | <input type="checkbox"/> Are students tasked with integrating and evaluating content presented in diverse media and formats? (STANDARD 7) | <input type="checkbox"/> Are students tasked with assessing the relevance and sufficiency of the evidence? (STANDARD 8) | |
| <input type="checkbox"/> Are students tasked with delineating and evaluating the specific claims and overarching argument? (STANDARD 8) | <input type="checkbox"/> Are students tasked with assessing the validity of the reasoning? (STANDARD 8) | <input type="checkbox"/> Are students tasked with analyzing how two or more texts address similar themes or topics? (STANDARD 9) | <input type="checkbox"/> Are students tasked with interpreting technical, connotative, and figurative meanings of words and phrases? (STANDARD 4) |

Step 3: Check that the Question Requires a Text Based Answer

- | | | |
|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|
| <input type="checkbox"/> Is the question focused enough that it could only be answered with evidence or inferences from the text? (STANDARD 1) | <input type="checkbox"/> Is the question specific enough that it could only be asked about this particular text? (STANDARD 1) | <input type="checkbox"/> Is the question explicit enough that it could only be answered by first reading the text? (STANDARD 1) |
|------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|

Differences in Depth: Text versus Non-Text-Dependent Questions

Non-Text-Dependent Questions

Are books without pictures or conversations useful?

How would you react if you saw a talking rabbit?

Would Alice have followed the rabbit down the hole had she not seen it look at a watch?

What do you know about Lewis Carroll?

Text-Dependent Questions

What kind of books does Alice find useful?

How did Alice react when she saw a talking rabbit?

Why did Alice follow the rabbit down the rabbit-hole?

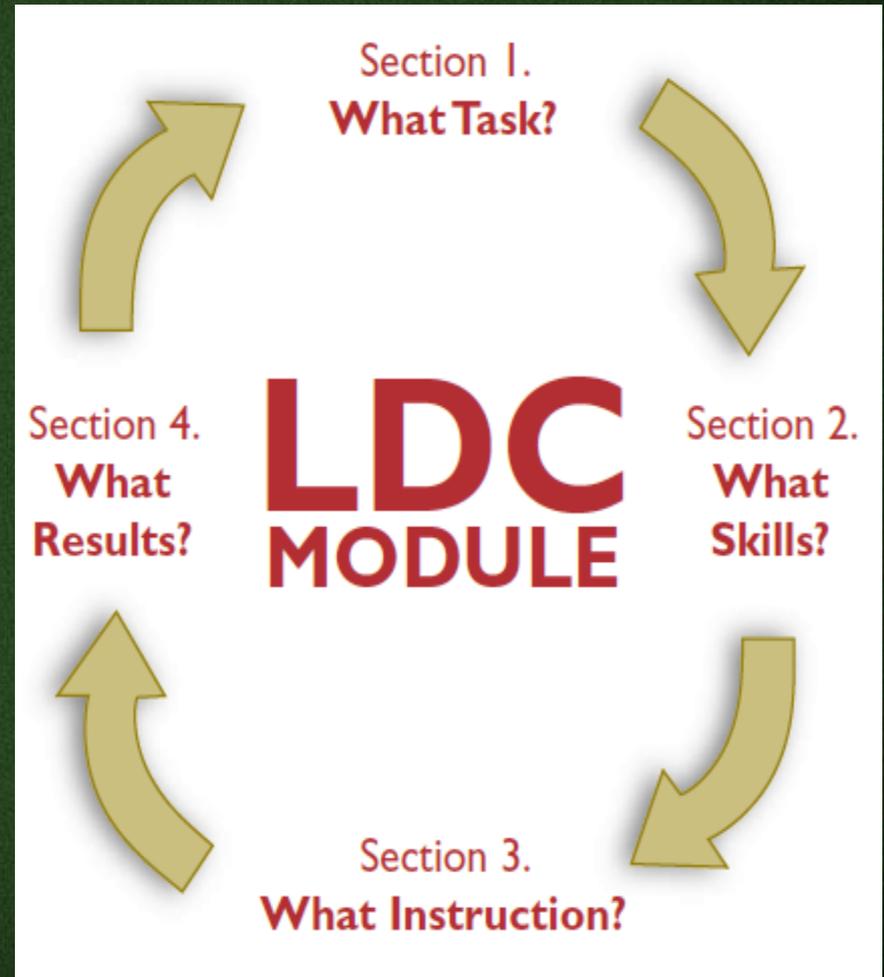
What does the reader know about the rabbit?

Hillsborough County Tools

- LDC
 - Literacy Design Collaborative
- CIS
 - Comprehensive Instructional Sequence

Literacy Design Collaborative

Comprehensive literacy plan – starting from a teaching task and ending with a student product.



What Task?

- ❑ Template tasks – CCSS literacy standards;
backwards design
- ❑ “Fill-in-the-blank”
format: Teachers create own content
- ❑ Reading & Writing assignments, typically take *2-4 weeks*
- ❑ Connects Reading and Writing

[Insert question] After reading ____ (literature or informational texts), write ____ (essay or substitute) that addresses the question and support your position with evidence from the text(s). **L2** Be sure to acknowledge competing views. **L3** Give examples from past or current events or issues to illustrate and clarify your position.

Social studies teaching task: How did the political views of the signers of the Constitution impact the American political system? After reading *Founding Brothers: The Revolutionary Generation*, write a report that addresses the question and support your position with evidence from the text.

ELA teaching task: Would you recommend *A Wrinkle in Time* to a middle school reader? After reading this science fiction novel, write a review that addresses the question and support your position with evidence from the text.

What Skills?

LDC Skills List Example

Specific Skills <i>What skills are essential?</i>	Skills Defined ("Ability to ...") <i>How do you define/describe those skills?</i>
Skills Cluster 1: Preparing for the task	
1. Bridging Conversation	Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.
2. Task analysis	Ability to understand and explain the task's prompt and rubric.
3. Project planning	Ability to plan so that the task is accomplished on time.
Skills Cluster 2: Reading process	
1. Reading "habits of mind"	Ability to select appropriate texts and understand necessary reading strategies needed for the task.
2. Essential Vocabulary	Ability to apply strategies for developing an understanding of a text(s) by locating words and phrases that identify key concepts and facts, or information.
3. Note-taking	Ability to read purposefully and select relevant information; to summarize and/or paraphrase.
4. Organizing Notes	Ability to prioritize and narrow supporting information.
Skills Cluster 3: Transition to writing	
1. Bridging Conversation	Ability to transition from reading or researching phase to the writing phase.
Skills Cluster 4: Writing process	
1. Initiation of Task	Ability to establish a controlling idea and consolidate information relevant to task.
2. Planning	Ability to develop a line of thought and text structure appropriate to an informational or explanatory task.
3. Development	Ability to construct an initial draft with an emerging line of thought and structure.
4. Revision	Ability to apply revision strategies to refine development of information or explanation, including line of thought, language usage, and tone as appropriate to audience and purpose.

What Instruction? The LDC Instructional Ladder

1. Teachers start with the skills list/clusters.
2. Teachers design a “mini-task” for each skill.
 1. Using small or short assignments (a class period or so) to engage students in learning each of the skills necessary to complete tasks.
3. Teachers add instructional strategies and pacing.
 1. Close Reading strategies – opportunities to collaborate and grapple with text.

What Results?

scoring rubric for argumentation template tasks

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately and establishes a position, but focus is uneven.		Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position.		Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose. (L2) Makes no mention of counter claims.		Establishes a claim. (L2) Makes note of counter claims.		Establishes a credible claim. (L2) Develops claim and counter claims fairly.		Establishes and maintains a substantive and credible claim or proposal. (L2) Develops claims and counter claims fairly and thoroughly.
Reading/ Research	Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.		Accurately and effectively presents important details from reading materials to develop argument or claim.
Development	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt. (L3) Makes no connections or a connection that is irrelevant to argument or claim.		Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations. (L3) Makes a connection with a weak or unclear relationship to argument or claim.		Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim. (L3) Makes a relevant connection to clarify argument or claim.		Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim. (L3) Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning.
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.		Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.		Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.
Content Understanding	Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Highlights of LDC

- Cross Curricular – Modules centered around all topics – Technology, Health, History of Florida, AP
- Lends itself to a variety of strategies to help students read closely:
 - Pattern Puzzles, Annotating texts, Charting the Text, Frayer Model, Socratic Seminar/Fishbowl, Argument Map, Word Questioning, Paraphrasing, Summarizing, AllWrite Consensus

Highlights of LDC

- Variety of text types
 - Videos, primary source documents, excerpts of literary texts, newspaper articles...
- Progress Monitoring Pieces
 - Stoplight
 - Checkpoints of preparing to write; class discussions; informal assessments – teacher choice
- Reading & Writing
 - Students produce a piece of writing @ end of module

Unpacking the Task

Would you recommend A Wrinkle in Time to a middle school reader? After reading this science fiction novel, write a review that addresses the question and support your position with evidence from the text.

- Have students chart what they need to know vs. what they need to do.
- Verbs vs. Nouns

Would you recommend A Wrinkle in Time to a middle school reader? After reading this science fiction novel, write a review that addresses the question and support your position with evidence from the text.

- Know

- A Wrinkle in Time
- Middle school reader
- Science fiction novel
- Review - question
- Evidence from text

- Do

- Recommend
- Reading
- Write a review
- Address question
- Support position

Assessment

Whole
Class



Individual

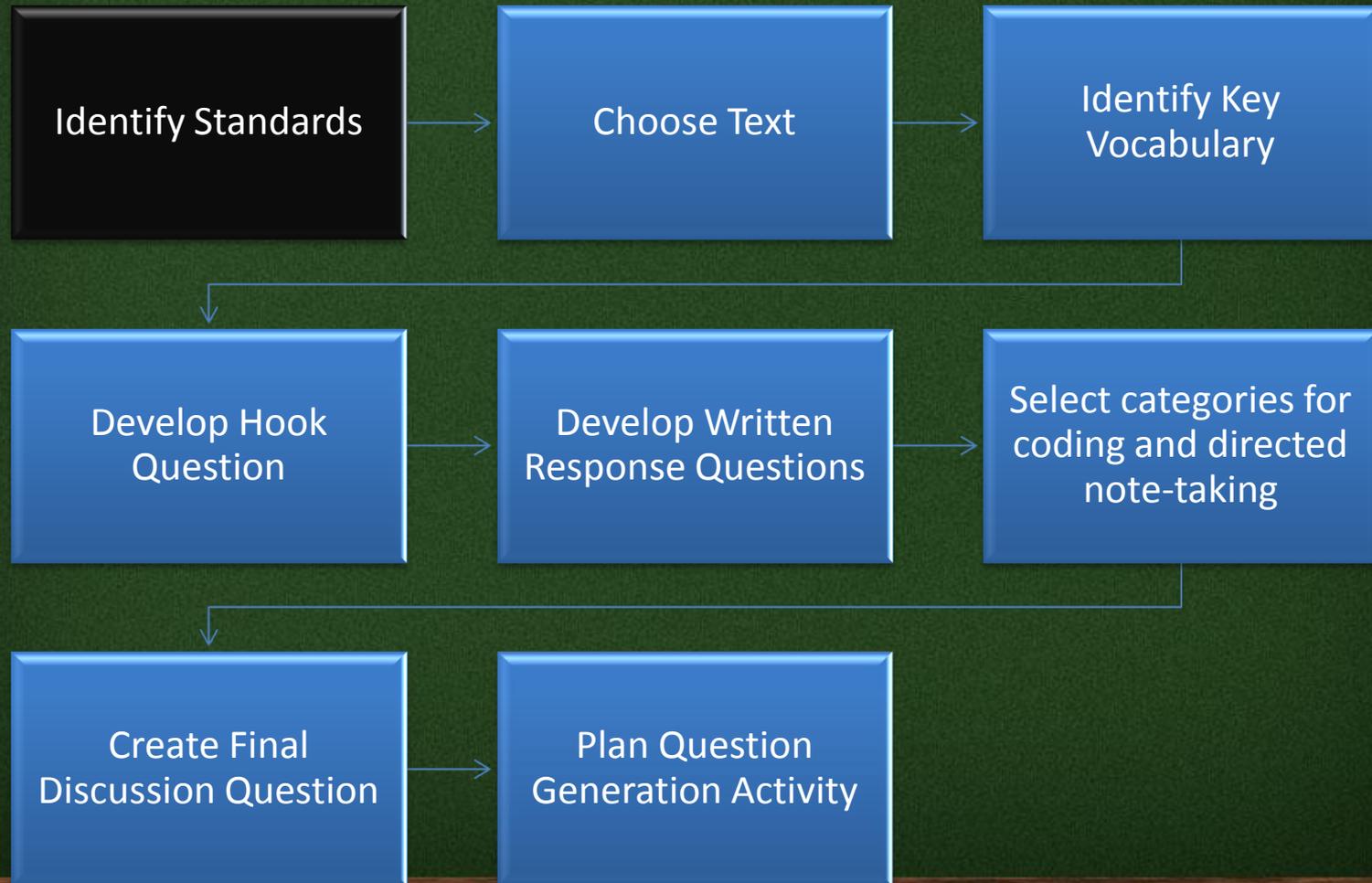
Video Example

- Literacy Design Collaborative

Comprehensive Instructional Sequence

Multiple-strategy lesson structure that teachers can use to scaffold complex texts for students.

CIS Lesson Development



Hook Question

- Students discuss in groups or pairs

Predictive Writing

- Students respond in writing and then discuss

Text Coding

- Students code the text while reading (with initial modeling from teacher) and compare codes

Directed Note Taking

- Students take notes with a focus and discuss

Written Response to Text

- Students respond in writing and then discuss

Question Generation

- Students develop their own questions with direction from the teacher

Final Written Response

- Students respond in writing and discuss

Hook Question

- Students discuss in groups or pairs

Predictive Writing

- Students respond in writing and then discuss

Text Coding

- Students code the text while reading (with initial modeling from teacher) and compare codes

Written Response to Text

- Students respond in writing and then discuss

Directed Note Taking

- Students take notes with a focus and discuss

Final Discussion

- Teacher poses debate question to encourage reflection and preparation for final writing

Final Written Response

- Students respond in writing and discuss

Question Generation

- Students develop their own questions with direction from the teacher

Attributes of the Text

- Text should be complex for the students intended to use it
- Try to use text that lends itself to opposing views and deep discussion
- Try to use text that allows for cross-curricular connections
- Try to use text that will encourage students to think more globally

Highlights of CIS

- Variety of texts
- Numerous writing opportunities
- Brief vocabulary instruction
- Note-taking & Text-marking
- Generate questions
- Text-based discussion
- Collaborative Inquiry
- Written response to reading

Video Example

- CIS

Resources

- Literacy Design Collaborative
 - *www.literacydesigncollaborative.org*
- Comprehensive Instructional Sequence
 - *<http://www.justreadflorida.com/pdf/CIS-Brochure.pdf>*
- Questioning
- McGraw Hill Education
- Teaching Channel
- Achievethecore.org
- TeachingThought