A Team Approach to Literacy

OHIO SCHOOL BOARDS ASSOCIATION CAPITAL CONFERENCE

NOVEMBER 11, 2014

Research and Reasons

Previous K-12 literacy expectations and the need for a change

Text complexity research

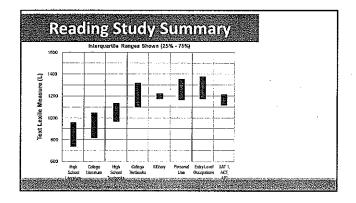
- ~ 2006 ACT Study: students who struggled answering questions derived from complex texts scored poorly overall; ACT studied the scores across all subject areas
- -MetaMetrics text and Lexile studies (various)

The findings

ACT Study (2006)

Of those who met the Reading Benchmark 94% also met the ACT English Benchmark 63% also met the ACT Mathematics Benchmark 47% also met the ACT Science Benchmark

Of those who did not meet the Reading Benchmark 41% met the ACT English Benchmark 16% met the ACT Mathematics Benchmark 5% met the ACT Science Benchmark



Research and Reasons

Research shows the need for more rigorous expectations and standards in English Language Arts, as well as a need for literacy standards for other subject areas (Social Studies, Science, Other Technical Subjects).

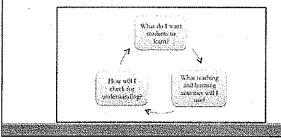
Standards were created and put in place. Now, how will they be measured?

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From Grade 8 Social Studies and American History Content	
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From Grades 3 and 4 Life Science Content	
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Sample Test Item 4	
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	Sample Test Item 5		
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	Discussion and Reflection		
	Think about the following:		
	What implication does this information have on the classroom teacher?		
	On the student?		
	Turn to the person sitting next to you and share.		
		1	
			•
•			
	Teachers' Role		
	*Use instructional time wisely		
	 Find content that is accurate, complex, and appropriate at the grade level 		
	* Include ongoing formative assessment		
	°Take ownership that ALL teachers own a piece of getting our kids literate		
	 Get kids to persevere through a difficult task and support them Use purposeful cross-curricular content 		
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When preparing	any	lesson,	teachers
need to ask:			



Text Complexity is Essential

- Academic Vocabulary can only be learned from complex texts.
- Mature language skills needed for success can only be gained by working with demanding materials.
- Students won't be prepared reading simplified texts that have restricted, limited and/or thin meaning.
- ^aThere is no evidence that struggling readers catch up by reading from simpler texts.
- *Activity: Selecting (and Measuring) Texts Worth Reading

Text Complexity Activity

- Selecting (and Measuring) Texts Worth Reading
- *Purpose of Activity
- Materials
- *Directions

Where do we get complex t	exts?		
COMMON CORE STATE STANDARDS FOR	www.Newseia.com www.Readworks.org www.Izzit.org		
& Literacy in History/Social Studies, Science, and Technical Subjects	www.NextDraft.com www.ProCon.org The Document-Based Question Project		
ন papeodul জী: Teat Seemplars and Seery'ত Performance Leavo	www.dbqproject.com		
Final Thoughts			
What can I do as a Boar	d member/administrator?		
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STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

ELA Anchor Standards: Reading:

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.
- 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
- 3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

CRAFT AND STRUCTURE

- 4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
- 5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
- 6. Assess how point of view or purpose shapes the content and style of a text.

INTEGRATION OF KNOWLEDGE AND IDEAS

- 7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
- 8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
- 9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

RANGE OF READING AND LEVEL OF TEXT COMPLEXITY

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

PRESENTATION FEEDBACK: "A TEAM APPROACH TO LITERACY"

1.	The information was	presented in a	clear manner.		
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Comn	nents:				
2.	The presentation was	s informative an	d relevant to my po	osition/district.	
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Comn	ments:				
3.					a. 1 D.
	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
Comn	ments:				
		. 0			
4.	Suggestions for impr	ovement?			

Sample Test Items

Item #1

Today you will research electricity and consider some of the methods used in science texts and videos to support different purposes. First you will read a passage that explains some general principles of electricity. Next, you will watch a video about fun ways to learn about electricity circuits. Finally, you will read an article that explains how different materials conduct electricity. As you review these sources, think about the purpose of each and the role that explanations, demonstrations, and/or descriptions of experiments play in communicating that purpose. At the end of the task, you will be asked to write an essay.

Energy Story

Hands-on Science with Squishy Circuits

Conducting Solutions

Read the passage titled "Energy Story." Then answer the questions.

Energy Story

by Editors

en Electricity figures everywhere in our lives. Electricity lights up our homes, cooks our food, powers our computers, television sets, and other electronic devices. Electricity from hotteries because our core.

You have learned about electricity by reading two articles, "Energy Story" and "Conducting Solutions," and viewing a video clip titled "Hands-on Science with Squishy Circuits."

in an essay, compare the purposes of the three sources. Then analyze how each source uses explanations, demonstrations, or descriptions of experiments to help accomplish its purpose. Be sure to discuss important differences and similarities between the information gained from the video and the information provided in the articles. Support your response with evidence from each source



Item #2

In 1968 three students in Des Moines, lowa, arrived at their separate schools wearing black armbands to protest United States involvement in the Vietnam War. The principals of the schools quickly instituted a policy banning the wearing of armbands, leading to the suspension of the students. A lawsuit filed on behalf of the students was eventually argued in the Supreme Court on November 12, 1986. Today you will read two passages and listen to a short audio clip discussing the context and impact of the case. At the end of the task, you will be asked to write an analytical essay.

The United States Supreme Court majority opinion by Chief Justice Abe Fortas

The United States Supreme Court dissenting opinion by Justice Hugo Black

audio clip of an interview with law professor Catherine Ross

Read the passage from the United States Supreme Court majority opinion written by Justice Abe Fortas, Then answer the questions.

Tinker v. Des Moines Independent Community School District

by Justice Abe Fortes

You have just read or listened to three sources discussing the Supreme Court case of *Tinker v. Des Moines*:

- the United States Supreme Court majority opinion by Chief Justice Abe Fortas
- the United States Supreme Court dissenting opinion by Justice Hugo Black
- an audio clip of an interview with law professor Catherine Ross

Consider the points made by each source about the issues surrounding the Tinker v. Des Moines case.

Write an essay analyzing the arguments of those who believe certain kinds of speech should be prohibited within an educational setting and those who believe the opposite. Base the analysis on the specifics of the *Tinker v. Des Moines* case and the arguments and principles put forth in the three sources. The essay should consider at least **two** of the sources presented.



MODULE 2 Selecting Texts Worth Reading Directions for Text Complexity Activity

Activity: Selecting and Measuring Texts Worth Reading

- 1. Read and annotate the "Quantitative Analysis Chart for Determining Text Complexity" and the "Qualitative Analysis e "Rubric for Informational Texts." Be comfortable with the different levels involved with structure, language and knowledge demands, and purpose.
- 2. Closely read and annotate the excerpt from Linda R. Monk.

Part 1: Qualitative Evaluation

- 1. Look at the quantitative measures listed at the top of the Qualitative Analysis of Text worksheet for *The Words We Live By*.
- 2. Consult the "Quantitative Analysis Chart for Determining Text Complexity" to determine in what **grade band** the text belongs.

Part 2: Qualitative Evaluation

- 1. Review the "Qualitative Analysis Rubric for Informational Texts". For each category, provide evidence in the blank space provided for why you think it is or isn't especially challenging in that category.
- 2. Share your evidence with other participants at your table and discuss any points of agreement and/or disagreement.
- 3. Then, as a group, assign placement ratings in each category, and then an overall placement of how complex the text is when you consider all the features.

Part 3: Reader and Task Evaluation

1. Based on your qualitative analysis, which grade would this text be most appropriate for? Use evidence from the text to defend your answer.

Worksheet: Qualitative Analysis of Text

Name of Text: Linda R. Monk, The Words We Live By: Your Annotated Guide to the Constitution

Lexile: 1250 ATOS: 9.4

Type of Text (Literary/Informational): Informational

	Notes and Comments on the Characteristics the Text,	How (Complex is	it for th	is level?
Category	(Support For Placement in This Band)	Slightly Complex	Moderately Complex	Very Complex	Exceedingly Complex
Structure					
Language Clarity and Conventions					
Knowledge Demands					
Purpose					
Overall Placement					

Resource: Quantitative Analysis Chart for Determining Text Complexity

CCSS Levels of Learning	ATOS	Degrees of Reading Power	Flesch-Kincaid	The Lexile Framework	Reading Maturity
B (2 nd – 3 rd)	2.75 – 5.14	42 – 54	1.98 – 5.34	420 — 820	3.53 – 6.13
C (4 th – 5 th)	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92
D (6 th – 8 th)	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57
E (9 th – 10 th)	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81
E (11 th – CCSS)	11.20 – 14.10	67 74	10.34 14.2	1185 – 1385	9.57 – 12.00

Note: ATOS and Lexile are bolded because they are the two measures used to analyze the text excerpts used in this activity.

Resource: Excerpt from Monk, Words We Live By: Your Annotated Guide of the Constitution From "The Preamble: We the People"

The first three words of the Constitution are the most important. They clearly state that the people—not the king, not the legislature, not the courts—are the true rulers in American government. This principle is known as popular sovereignty.

But who are "We the People"? This question troubled the nation for centuries. As Lucy Stone, one of America's first advocates for women's rights, asked in 1853, "We the People'? Which 'We the People'? The women were not included." Neither were white males who did not own property, American Indians, or African Americans—slave or free. Justice Thurgood Marshall, the first African American on the Supreme Court, described the limitation:

for a sense of the evolving nature of the constitution, we need look no further than the first three words of the document's preamble: 'we the people.' when the founding fathers used this phrase in 1787, they did not have in mind the majority of America's citizens . . . the men who gathered in Philadelphia in 1787 could not... have imagined, nor would they have accepted, that the document they were drafting would one day be construed by a Supreme Court to which had been appointed a woman and the descendant of an African slave.

Through the Amendment process, more and more Americans were eventually included in the Constitution's definition of "We the People." After the Civil War, the Thirteenth Amendment ended slavery, the Fourteenth Amendment gave African Americans citizenship, and the Fifteenth Amendment gave black men the vote. In 1920, the Nineteenth Amendment gave women the right to vote nationwide, and in 1971, the Twenty-sixth Amendment extended suffrage to eighteen-year-olds.

Resource: Qualitative Analysis Rubric for Informational Texts

	Slightly Complex	Moderately Complex	Very Complex	Exceedingly Complex
STRUCTURE	O Organization: Connections among ideas, processes, or events are explicit and clear, organization of text is chronological, sequential, or easy to predict. O Text Features: If used, help the reader navigate and understand content but are no essential to understanding content. O Use of Graphics: If used, graphics, pictures, tables, charts, etc., are simple and unnecessary to understanding the text, but they may support and assist readers in understanding the written text.	O Organization: Connections among some ideas or events are implicit or subtle; organization is evident and generally sequential or chronological O Text Features: If used, enhance the reader's understanding of content O Use of Graphics: If used, graphics, pictures, tables, charts, etc., are mostly supplementary to understanding the text	O Organization: Connections among an expanded range of ideas, processes, or events are often implicit or subtle; organization may contain multiple pathways or exhibit some disciplinespecific traits O Text Features: If used, directly enhance the reader's understanding of content Use of Graphics: If used, graphics, tables, charts, etc., support or are integral to understanding the text	O Organization: Connections among an extensive range of ideas, processes, or events are deep, intricate, and often ambiguous: organization is intricate or discipline-specific. O Text Features: If used, are essential in understanding content O Use of Graphics: If used, intricate, extensive graphics, tables, charts, etc., are extensive and are integral to making meaning of the text, may provide information not otherwise conveyed in the
LANGUAGE CLARITY AND CONVENTIONS	O Conventionality: Explicit, literal, straightforward, easy to understand O Vocabulary: Contemporary, familiar, conversational language O Sentence Structure: Mainty simple sentences	O Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning O Vocabulary: Mostly contemporary, familiar, conversational; rarely overly academic O Sentence Structure: Primarily simple and compound sentences, with some complex constructions	O Conventionality: Fairly complex, contains some abstract, ironic, and/or figurative language O Vocabulary: Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic O Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words	O Conventionality: Dense and complex; contains considerable abstract, ironic, and/or figurative language O Vocabulary: Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading O Sentence Structure: Mainly complex sentences with several subordinate clauses or phrases and transition words; sentences of the contains the
KNOWLEDGE DEMANDS	O Subject Matter Knowledge: Relies on everyday, practical knowledge, includes simple, concrete ideas O Intertextuality: No references or allusions to other texts, or outside ideas, theories, etc.	O Subject Matter Knowledge: Relies on common practical knowledge and some discipline-specific content knowledge; includes a mix of simple and more complicated, abstract ideas. O Intertextuality: Few references or allusions to other texts or outside ideas, theories, etc.	O Subject Matter Knowledge: Relies on moderate levels of discipline-specific or theoretical knowledge, includes a mix of recognizable ideas and challenging abstract concepts O Intertextuality: Some references or allusions to other texts or outside ideas, theories, etc.	O Subject Matter Knowledge: Relies on extensive levels of discipline-specific or theoretical knowledge; includes a range of challenging abstract concepts O Intertextuality: Many references or allusions to other texts or outside ideas, theories, etc.
PURPOSE	O Purpose: Explicitly stated, clear, concrete, narrowly focused	O Purpose: Implied but easy to identify based on context or source	O Purpose: Implicit or subtle but fairly easy to infer, more theoretical or abstract than concrete	O Purpose: Subtle and intricate, difficult to determine, includes many theoretical or abstract elements
Text Title			Text Author	