

A Team Approach to Literacy

OHIO SCHOOL BOARDS ASSOCIATION
CAPITAL CONFERENCE

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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

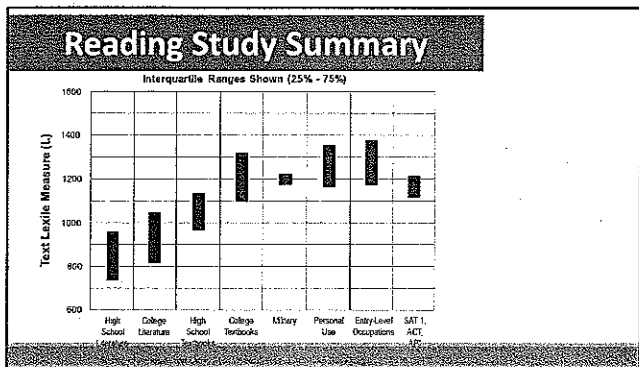
47% also met the ACT Science Benchmark

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?

Sample Test Item 1

Read the passage carefully and answer the question. Use the evidence from the passage to support your answer. Write your answer on the line provided. Be sure to include a clear explanation of your answer.

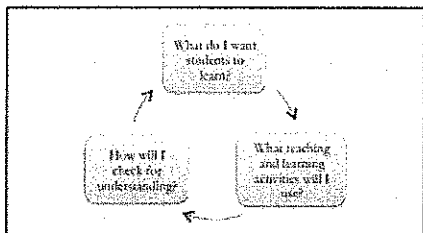
Passage: The first step in the scientific process is to ask a question. This question should be something that you can investigate through an experiment. For example, you might ask, "Does the amount of light affect the rate at which a plant grows?"

Question: What is the independent variable in this experiment?

Answer: The independent variable is the amount of light.

From Grade 4 Physical Science Content

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.
- * There 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 texts?



COMMON CORE STATE STANDARDS FOR
English Language Arts
&
Literacy in
History/Social Studies,
Science, and Technical Subjects
Appendix B. Text Formats and
Sample Performance Tasks

www.Newseia.com
www.Readworks.org
www.lzzit.org
www.NextDraft.com
www.ProCon.org
The Document-Based Question Project
www.dbqproject.com

Final Thoughts

What can I do as a Board member/administrator?

**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

Comments:

2. The presentation was informative and relevant to my position/district.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

Comments:

3. Presentation flowed in a logical sequence.

Strongly Agree

Agree

Neutral

Disagree

Strongly Disagree

Comments:

4. Suggestions for improvement?

Thanks so much!

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

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 batteries keeps our cars

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, Iowa, 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, 1968. 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.

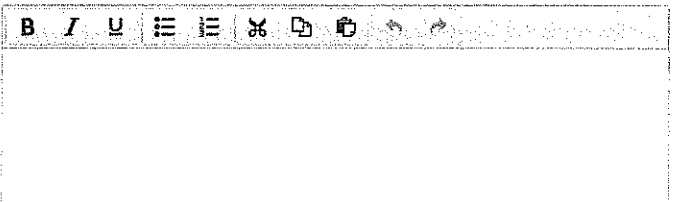
Tinker v. Des Moines Independent Community School District
by Justice Abe Fortas

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

Category	Notes and Comments on the Characteristics the Text, (Support For Placement in This Band)	How Complex is it for this level?			
		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	<ul style="list-style-type: none"> ○ Organization: Connections among ideas, processes, or events are explicit and clear; organization of text is chronological, sequential, or easy to predict ○ Text Features: If used, help the reader navigate and understand content but are no essential to understanding content ○ 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 	<ul style="list-style-type: none"> ○ Organization: Connections among some ideas or events are implicit or subtle; organization is evident and generally sequential or chronological ○ Text Features: If used, enhance the reader's understanding of content ○ Use of Graphics: If used, graphics, pictures, tables, charts, etc., are mostly supplementary to understanding the text 	<ul style="list-style-type: none"> ○ Organization: Connections among an expanded range of ideas, processes, or events are often implicit or subtle; organization may contain multiple pathways or exhibit some discipline-specific traits ○ 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 	<ul style="list-style-type: none"> ○ Organization: Connections among an extensive range of ideas, processes, or events are deep, intricate, and often ambiguous; organization is intricate or discipline-specific ○ Text Features: If used, are essential in understanding content ○ 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 text
LANGUAGE CLARITY AND CONVENTIONS	<ul style="list-style-type: none"> ○ Conventionality: Explicit, literal, straightforward, easy to understand ○ Vocabulary: Contemporary, familiar, conversational language ○ Sentence Structure: Mainly simple sentences 	<ul style="list-style-type: none"> ○ Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning ○ Vocabulary: Mostly contemporary, familiar, conversational, rarely overly academic ○ Sentence Structure: Primarily simple and compound sentences, with some complex constructions 	<ul style="list-style-type: none"> ○ Conventionality: Fairly complex; contains some abstract, ironic, and/or figurative language ○ Vocabulary: Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic ○ Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words 	<ul style="list-style-type: none"> ○ Conventionality: Dense and complex; contains considerable abstract, ironic, and/or figurative language ○ Vocabulary: Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading ○ Sentence Structure: Mainly complex sentences with several subordinate clauses or phrases and transition words; sentences often contain multiple concepts
KNOWLEDGE DEMANDS	<ul style="list-style-type: none"> ○ Subject Matter Knowledge: Relies on everyday, practical knowledge; includes simple, concrete ideas ○ Intertextuality: No references or allusions to other texts, or outside ideas, theories, etc. ○ Purpose: Explicitly stated, clear, concrete, narrowly focused 	<ul style="list-style-type: none"> ○ Subject Matter Knowledge: Relies on common practical knowledge and some discipline-specific content knowledge; includes a mix of simple and more complicated, abstract ideas ○ Intertextuality: Few references or allusions to other texts or outside ideas, theories, etc. ○ Purpose: Implied but easy to identify based on context or source 	<ul style="list-style-type: none"> ○ Subject Matter Knowledge: Relies on moderate levels of discipline-specific or theoretical knowledge; includes a mix of recognizable ideas and challenging abstract concepts ○ Intertextuality: Some references or allusions to other texts or outside ideas, theories, etc. ○ Purpose: Implicit or subtle but fairly easy to infer, more theoretical or abstract than concrete 	<ul style="list-style-type: none"> ○ Subject Matter Knowledge: Relies on extensive levels of discipline-specific or theoretical knowledge; includes a range of challenging abstract concepts ○ Intertextuality: Many references or allusions to other texts or outside ideas, theories, etc. ○ Purpose: Subtle and intricate, difficult to determine; includes many theoretical or abstract elements
Text Title	Text Author			