Standards-in-Action 2.0
State-Based Curriculum Review

Close Reading of Complex Texts
(Part 1)
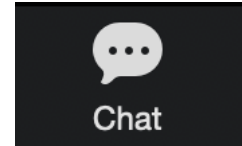
Welcome!

Disclaimer

Let's Hear From You!

- Join the group chat by selecting the Chat icon.

- In the group chat, share your answer to this question:

  - *On a scale of 1 to 5, how much have you worked with the ideas of text complexity?* (1 is not much; 5 is a great deal.)

- Use the chat feature to ask questions or make comments during this presentation.

Agenda

- Overview of Dimension 1 and its research base

- Introduction to the content criteria for Dimension 1

- Breakout work session with your team

- Review of substantiations and ratings in the Example Workbook

- Next steps and final questions

Meeting Norms and Expectations

1. Be present and engage fully.

2. Ask questions.

3. Prepare for productive struggle.

4. Consider differing perspectives.

5. Create and maintain a safe space for professional learning.

6. Be mindful of different learning styles.

Research Base for Dimension 1

Research conducted by ACT (2006), Cervetti and Hiebert (2009), and Willingham (2010) shows that:

- The greatest predictor of success in college and careers is the complexity of text students can read.

- By reading high-quality, complex informational texts, students increase their reading proficiency.

- We understand and remember what we pay attention to and think about. Attending to evidence in text leads to understanding and retaining text content.

What Does Research on Complex Text Mean for High-Quality Curriculum?

It means curriculum resources should include texts that are:

- Largely within the recommended range of complexity for the level;

- Consistently of high quality and worth reading;

- Content-rich and contain useful information;

- Largely nonfiction; and

- Short enough to read and study carefully.

Two-Part System for Measuring Text Complexity

1. Quantitative Scale: Text features best "seen" and measured by a computer include word frequency, sentence length, and text cohesion.

2. Qualitative Measures: Text features best judged by human evaluation include text structure, language clarity and conventions, knowledge demands, and purpose.

How Do the Two Parts Work Together?

- First, use quantitative measures to locate a text within a level because they measure dimensions of text complexity.

- Then, use qualitative measures to determine other aspects of text complexity that a computer cannot grasp.

Role of Professional Judgment

- Once a text is determined to be at the right level of complexity as determined by quantitative and qualitative measures, consider:

    - What does the curriculum do with this text to help students read and understand it?

    - What does the curriculum suggest instructors do to ensure students have access to it?
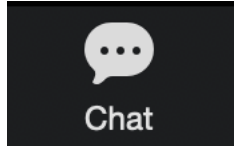
Quantitative Analysis Chart for Determining Text Complexity

CCR Levels of Learning	ATOS	Degrees of Reading Power	Flesch-Kincaid	The Lexile Framework
Level B	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820
Level C	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010
Level D	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185
Level E $_1$	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335
Level E $_2$	11.20 – 14.10	67 – 74	10.34 – 14.2	1185 – 1385

Let's Chat!

For years, it was common practice to match readers and texts. That has changed with college and career readiness standards. In the group chat, share your answer to this question:

➢ *What should instructors consider now when they prepare to teach texts?*

We'll ask everyone to hit "enter" at the same time so…

WAIT to hit "enter"!

Content Alignment Criteria

Dimension 1: Content Criterion 1

Curriculum includes anchor texts—central reading texts—that are complex according to quantitative and qualitative analyses.

Ask Yourself:

- *Do the anchor texts fall within the level-specific complexity range?*

- *Does the curriculum spend most instructional time on these texts?*

Dimension 1: Content Criterion 2

At least 50 percent of the anchor or central reading texts included in the curriculum are nonfiction.

Ask Yourself:

- *Does the curriculum include a list of texts used in the curriculum so you can evaluate the balance of fiction and nonfiction?*

- *Do the texts include a range of content-rich informational texts in science and history?*

Dimension 1: Content Criterion 3

Curriculum provides repeated encounters with challenging content-rich complex texts—each time with a different purpose—to promote understanding.*

Ask Yourself:

- *Does the curriculum require learners to engage with texts through rereading, answering sequences of text-dependent questions, and other text-based tasks?*

- *Are the questions sequenced to help build an understanding of the text or only to practice a specific reading strategy?*

Rating for Content Alignment

2 Points: Most or all of the components of the content criteria are present.

1 Point: Some components of the content criteria are present.

0 Points: Few or no components of the content criteria are present.

Breakout: 45 minutes

Your turn to work with your team:

- Examine the evidence in the curriculum for each of the content criteria for Dimension 1.

- Check the content criteria that are evident and cite in your notes where you found evidence.

- Discuss the evidence you found for all the content criteria with your team and agree upon a rating for the dimension.

- When we reconvene, we will ask you to share comparisons of your rating, criteria checks, substantiations, and commentary.
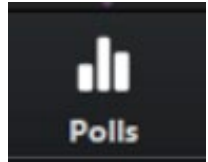
Breakout Materials

- Your copy of the Participant Workbook (p. 2)

- Curriculum: EL Education

- Resources:
  - Text Analyses of *Esperanza Rising*
  - Teacher Guide
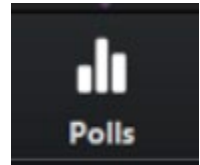 - Teacher Supporting Materials

Welcome Back!

Let's Hear From You!

- POLL: What is your rating for **Dimension 1 Content Alignment**?

  O 2 points: Most or all components of the content criteria are present.

  O 1 point: Some components of the content criteria are present.

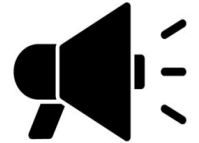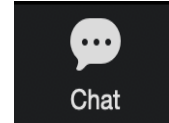 O 0 points: Few or no components of the content criteria are present.

Let's Hear From You!

- POLL: Did you check (as present) the same criteria as in the Example Workbook?

    O Yes, we checked the same criteria as the example.

   O No, we checked one or more criteria differently than the example.

Let's Discuss!

- Let's take 5 minutes to review the Example Workbook that contains the substantiations for the content criteria.

- Then in the group chat, you will share your answer to this question:

  ➢ *CHAT: How do your substantiations compare to the example?*

  Now let's hear from a couple of teams about the evidence they found and noted in their Summary Comments.

Let's Chat!
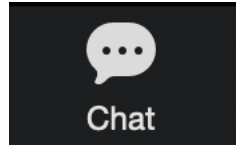
- Type your comments in the group chat. This time we'll ask everyone to hit enter at the same time.

  ➢ *CHAT: What is your biggest takeaway, or something you've learned, from today's activities related to close reading of complex texts?*

We'll ask everyone to hit "enter" at the same time so…

WAIT to hit "enter"!

You Will Meet With Your Team to:

1. Apply specific lessons from today's training to the state-based curriculum you selected to review.

2. Focus on the *overall goal* of this training which is to:

    Promote the review of existing curricula in your state so all instructors have the tools they need to improve student outcomes.

Taking the First Step to Expand Curriculum Work in Your State

- *Team Assignment*: Plan to conduct your next curriculum review. That includes planning the who, what, where, when, and how of that review once this training ends.

- We'll support you with:

  - A Gantt Project Planner (see link in chat);

  - Key Considerations (see link in chat); and

  - Coaching support during your in-between work sessions.

Next Steps

- We will focus on the **EL Supports** for **Dimension 1** to:

  - Examine the sample curriculum for its attention to EL supports, related to a focus on close reading of complex text.

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Thank you!