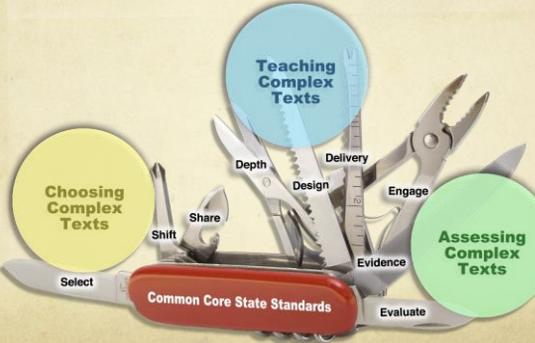




Understanding the CCSS:
 What They Are and How They Work
 Choosing, Teaching, and Assessing Complex Texts
 Dr. David Pook

Key Shifts in the Standards



Teaching Complex Texts
 Choosing Complex Texts
 Assessing Complex Texts

**Common Core Design:
 Anchor Standards**



Anchor Standards that are common to all grades offer an integrated focus

Anchor Standards clearly specify College and Career Readiness

Common Core Design: Grade Level Standards

Each **Grade** has specific end-of-year expectations for Reading, Writing, Speaking and Listening, & Language

Across Grades there is a cumulative progression of understandings & skills

Each **Standard** has a 1-1 correspondence with an Anchor Standard



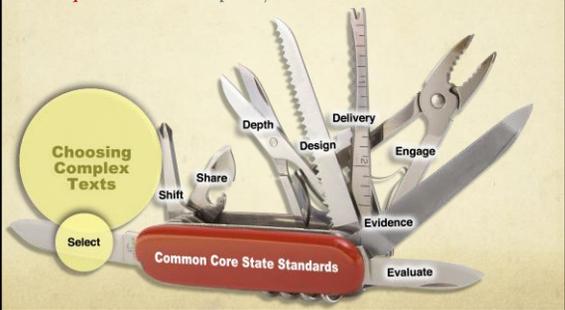
A Sample Comparison: Old NH versus New CCSS

Demonstrate initial understanding of elements of literary texts by **identifying, describing, or making predictions** about character (such as protagonist or antagonist), setting, problem/solution, or plots/subplots, as appropriate to text; or **identifying** any significant changes in character, relationships, or setting over time; or **identifying** rising action, climax, or falling action.

Analyze how complex characters (e.g., those with multiple or conflicting motivations) **develop** over the course of a text, **interact** with other characters, and **advance** the plot or **develop** the theme.

Selecting Complex Texts

Texts must be evaluated as to whether they meet the **grade-band requirements** for complexity.



Sample Text

From Winston Churchill's "Blood, Toil, Tears, and Sweat"



I would say to the House as I said to those ministers who have joined this government, I have nothing to offer but blood, toil, tears and sweat. We have before us an ordeal of the most grievous kind. We have before us many, many long months of struggle and of suffering. You ask, what is our policy? I can say: It is to wage war, by sea, land and air, with all our might and with all the strength that God can give us; to wage war against a monstrous tyranny, never surpassed in the dark, lamentable catalogue of human crime. That is our policy. You ask, what is our aim? I can answer in one word: It is victory, victory at all costs, victory in spite of all terror, victory, however long and hard the road may be; for without victory, there is no survival. I take up my task with buoyancy and hope. I feel sure that our cause will not be suffered to fail among men. At this time I feel entitled to claim the aid of all and to say, "Come then, let us go forward together with our united strength."

Select

Why Selecting Complex Text Matters

- The ability to read complex texts is the **single greatest predictor** of success in college and career
- Text complexity in elementary and secondary texts **has declined steadily**
- Less than 50% of high school graduates being able to read college and career ready complex text

Text Complexity and the CCSS

Text Complexity Overview
What is meant by text complexity is a measurement of how challenging a particular text is to read. There are a number of different ways of measuring text complexity, each using the application of the readability algorithms to the length of its sentences or some measurement of the text as a whole. Because there are many ways to measure text complexity, the application of the readability algorithms to the text as a whole is not a simple task. The application of the readability algorithms to the text as a whole is not a simple task. The application of the readability algorithms to the text as a whole is not a simple task.

Text Complexity and the CCSS
Reading complex text is the heart of the new standards, with the text complexity levels growing steadily over the course of students' K-12 education. A key requirement of the *Anchor Standards on Reading for Literacy* is that students read and comprehend texts of increasing complexity. The text complexity levels are designed to be consistent with the text complexity levels of the *Anchor Standards on Reading for Literacy*.

Grade Level	Lexile Range	CCSS Lexile Range
K-2	100-150	400-600
3-5	180-280	600-800
6-8	300-400	800-1000
9-12	500-1200	1000-1300

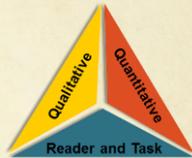
Key Elements of Text Complexity: Quantitative, Qualitative, and Reader and Task
Quantitative measures look at factors impacting "readability" as measured by particular computer programs. Qualitative measures examine levels of meaning, knowledge demands, language features, text structure, and use of graphics that computers cannot judge. Reader and Task considers additional "outside" factors that might impact the difficulty of reading the text and guide instruction in the classroom.

Select

Measuring Text Complexity

Appendix A in the CCSS identifies the following factors as determining text complexity:

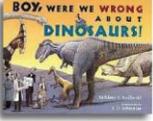
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Select

Practice Identifying TDQs

From Kudlinski,
Boy, Were We Wrong About Dinosaurs



BOY, WERE WE WRONG ABOUT DINOSAURS!

Long, long ago, before people knew anything about dinosaurs, great bones were found in China. Wise men who saw the bones tried to guess what sort of creatures owned them—they could have been dragons.

After they studied the fossil bones, the ancient Chinese decided that they came from dragons. They thought these dragons must have been taught dragons to be so large. And they believed that dragons could still be alive.

Boy, were they wrong!

We now know exactly what dinosaurs looked like. All that is left of them are fossil bones and a few other clues. Now that we think that many of our own past guesses about dinosaurs were just as wrong as those of ancient China.

Some of our mistakes were little ones. When the first fossil bones of *Iguanodon* were found, one was shaped like a chin's horn. Scientists guessed that the strange horn is like a spike on *Iguanodon's* nose.

Boy, were we wrong about *Iguanodon*!

When a full set of fossil bones was found later, there were two pointed bones, they were part of *Iguanodon's* hands, not its nose!

Other more than show us that we may have been wrong about every kind of dinosaur.

Some of our first drawings of dinosaurs showed them with their elbows and knees pointing out to the side, like a lion's. With legs like that, big dinosaurs could only waddle clumsily on all fours or foot underwater.

Now we know that their legs were straight under them, like a horse's. Dinosaurs were not clumsy. The sizes and shapes of their leg bones now show that some were as fast and graceful as deer.

Creating Text Dependent Questions

Level of Text Specificity	CCS Anchor Standard Close Reading Skill	Text Dependent Question
Words/Phrases	Analyze how specific word choices shape tone (Standard 4)	Why wasn't Alice "burning with curiosity" when she initially saw the rabbit? What subsequent events led to her feeling this way?

Creating Text Dependent Questions

Level of Text Specificity	CCS Anchor Standard Close Reading Skill	Text Dependent Question
Sentences	Assess how point of view shapes content (Standard 6)	In the opening paragraph Alice states "what is the use of a book ... without pictures or conversation?" What does that sentence reveal about her?

Creating Text Dependent Questions Draft

Level of Text Specificity	CCS Anchor Standard Close Reading Skill	Text Dependent Question
	Summarize key supporting details (Standard 2)	What details about the rabbit did Alice perceive in the third paragraph?
Paragraphs	Investigate the structure of specific sentences, paragraphs, and sections of text (Standard 5)	Around what word or phrase does the meaning of the third paragraph pivot (i.e. pinpoint where in the paragraph its meaning and purpose change)?

Close Reading and SBAC

SBAC assessments are built around the close reading of complex texts as determined by answers to text dependent questions.

Assessment Questions for Standard 3 (Grades 6-8)

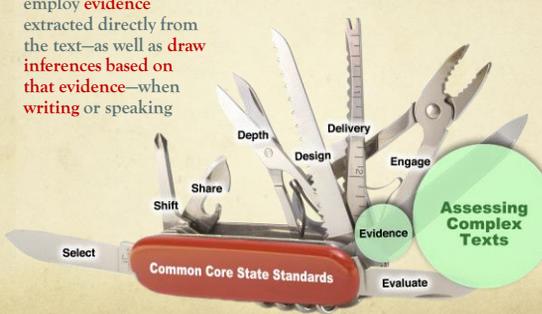
Sample Question
 The passage suggests that people created a novel genre of fiction in America. How do their lives connect with the text? Analyze how the author uses the text to create a novel genre of fiction in America. How do their lives connect with the text? Analyze how the author uses the text to create a novel genre of fiction in America. How do their lives connect with the text? Analyze how the author uses the text to create a novel genre of fiction in America.

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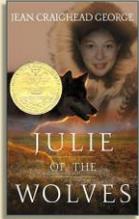
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Evidence in Assessing Complex Texts

Students should employ **evidence** extracted directly from the text—as well as **draw inferences based on that evidence**—when writing or speaking



Sample Narrative Performance Task



In the passage, the author used **key details and rich vocabulary** to develop a strong character named Miyax. Think about Miyax and the **words and details** the author used to create that character. **Write an original story to continue where the passage ended.** In your story, be sure to use what you have learned about the character Miyax from your **close reading of the passage** as you tell what happens to her next.

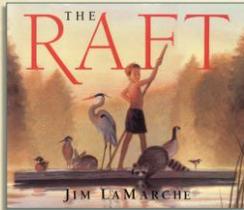
Sample Explanatory Performance Task

“Besides being beautiful to contemplate, space diamonds teach us important lessons about natural processes going on in the universe, and suggest new ways that diamonds can be created here on Earth.”



Explain how information learned from space diamonds can help scientists make diamonds on Earth. **Use evidence from the passage to support your answer.**

Sample Argumentative Performance Task



While reading LaMarche's *The Raft*, students should note key events and details within the story about what Nicky's grandmother did that made her a “river rat” and how Nicky came to appreciate her world.

After introducing their essay, students should share an opinion about Nicky and/or his grandmother and support it using details they have selected from the text. Successful essays will include linking words that connect reasons and evidence to the opinion as well as convey a sense of closure.

Sample Research Task



You have read **three texts** describing Amelia Earhart. The three texts are:
 “Biography of Amelia Earhart”
 “Amelia Earhart’s Life and Disappearance”
 “Earhart’s Final Resting Place Believed Found”
 All three include the **claim** that Earhart was a brave, courageous person.

Consider the **argument** each author uses to demonstrate Earhart’s bravery. **Write an essay that analyzes the strength of the arguments** about Earhart’s bravery in at least two of the texts. Remember to use **textual evidence** to support your ideas.

Standards Based Writing Rubrics

SBAC will use writing rubrics that **reflect the priorities of the CCSS** and evaluates students based on their ability to **collect, organize, and analyze evidence** in writing

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