

Building & Sustaining Capacity of Literacy Instruction Through Open-Access Resources (Professional Development and Teacher Education)

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FIVE FORMS OF OPEN-ACCESS MATERIALS at textproject.org

- Audio-Visual
 - Texts
 - Modules
 - Exemplar Materials to use with Students
 - Collections of Resources
-

1. Audio-Visual

- Virtual Institute + blogs
 - Webinars + Professional Learning Guides
 - 77 seconds on Text Complexity
 - Questions about the CCSS: Answers from Literacy Leaders
-

Illustrations of Audio-Visual

CCSS Webinar Series

This series of webinars on the Common Core State Standards offers educators the chance to hear from, and talk with experts who served in advisory roles to the CCSS development team.

Virtual Institute Assessment and the Common Core

The institute focuses on the new assessments that will be administered in grades 3 to 12 in the majority of American states, beginning in the 2014-2015 school year. Presentations at an institute on this topic were videotaped at the International Reading Association (2013).

0:77_{sec} Text Complexity

Dr. Freddy Hiebert presents 77 seconds on issues and aspects of text complexity. This series is a part of TextProject Answers, where Dr. Hiebert answers commonly asked question on reading instruction.



This **bus** is yellow. The big yellow **bus** takes me to school.

Beginning
Reads

Level 4
Set 2
Book 3

Big and Little



0:77 sec
Text Complexity

Informational Text and the CCSS: Pitfalls and Potential

Nell K. Duke
University of Michigan

SCHOOL OF EDUCATION  UNIVERSITY OF MICHIGAN



TextProject
WEBINAR
GUIDE
SERIES

Common Core State Standards Webinar Series

Webinar Guide 3

Key Shifts in Assessment and Instruction Related to CCSS-ELA

Webinar Presented by Karen K. Wixson (April 24, 2013)
Guide by Thomas DeVere Wolsey & Elfrieda H. Hiebert

Overview

Listen and Learn

View the webinar (<http://www.youtube.com/watch?v=IHYcJAX0AO8>) while consulting the webinar slides (<http://www.textproject.org/library/presentations/assessment-and-instruction-in-the-era-of-the-ccss-in-english-language-arts/>)

Reflect and Respond

Explore terms and definitions
Consider questions for discussion or written response

Analyze and Apply

Articles and resources for additional reading, writing, and discussion

Background

This presentation illustrates what the key features of the Common Core State Standards (CCSS) mean for the new-assessments that are being created to assess students' attainment of the standards. These shifts include: 1) Regular practice with complex text and its academic language; 2) Reading, writing and speaking grounded in evidence from literary and informational text; and 3) Building knowledge through content-rich nonfiction. Two consortia are creating CCSS-aligned assessments: Smarter Balanced Assessment Consortium (SBAC) and Partnership for Assessment of Readiness for College and Careers (PARCC). States that have adopted the Common Core have chosen to be part of one of these two consortia (although, as of fall of 2013, several states have decided to create their own assessments). Note that the assessments are still being developed and piloted, so this information may change for the states that are using the PARCC or SBAC (see key terms, below) assessments.



For more information about the TextProject Webinar Guide Series, visit www.textproject.org/wgs
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2. Texts



- Text Matters
- Reading Research Reports
- Reading Essentials Reprint Series
- Frankly Freddy (columns)

Examples of Texts



Text Matters



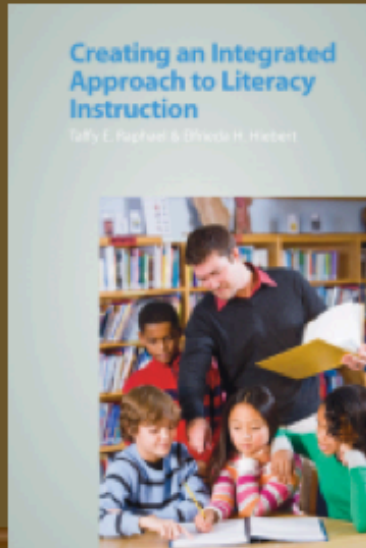
2 January 2013

Text Complexity and English Learners—Building Vocabulary



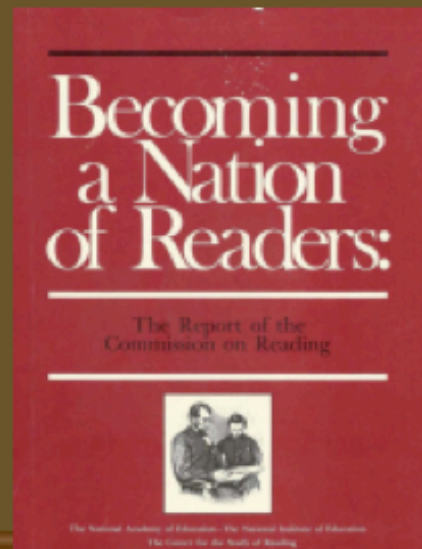


Books



26 November 2013

Creating an Integrated Approach to Literacy Instruction



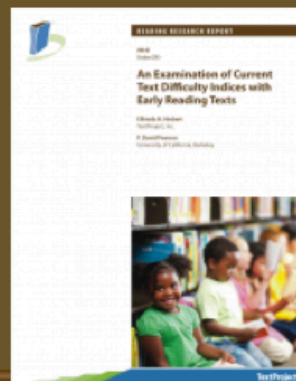
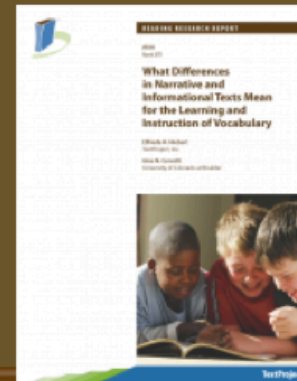
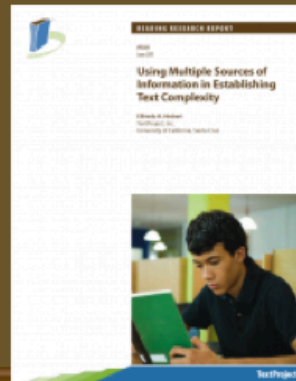


Reading Research Reports



30 August 2013

The State of the Field: Qualitative Analyses of Text Complexity: Reading Research Report #13.01



Reading Rules for Becoming Proficient with Complex Texts

Posted by Elfrieda (Freddy) H. Hiebert on 30 August 2013

Michael Pollan based his best-selling book, *Food Rules*, on a seven-word mantra, broken into three phrases: “Eat food. Mostly green. Not too much.” I’m taking a similar tack to support teachers, students, and parents in attending to what underlies proficient reading of complex text. Here are my Reading Rules:

Read often. Mostly silent. Focus on knowledge.

Read often

Getting good at cognitive-motor processes such as playing the piano, golfing, doing surgery, and reading is a function of practice. Think about two fourth graders, Alex and Alice. Alex reads for 7.2 minutes daily in school. Alice reads for 15 minutes. If both read 100 words per minute, Alex will have read about 129,000 words over the school year. Alice will have read about 267,000 words. By reading more than twice as much as Alex, Alice will have encountered twice as many rare words—all of which represent new distinctions and concepts.

These two students, while hypothetical, illustrate the amount that two groups of American fourth graders have reported reading in school¹. Alex represents the third of a national age group that falls below the basic standard on the National Assessment of Educational Progress (NAEP); Alice represents the third of an age group nationally that is at proficient or higher on the NAEP.

The texts and tasks of the two Common Core State Standards assessment consortia will be similar to those of the NAEP. That is, students (from third grade on) will need to read silently and respond to questions for half-hour periods or longer as on the NAEP. But, in addition, students will also participate in performance tasks where they will be asked to write essays based on what they have read.

To engage in inquiry with complex texts, students need to have read many complex texts. And, if students don’t get to read in the classroom, they are unlikely to develop a habit of reading. How much you read in schools is tied to how much you read at home. Most students, like adults, don’t practice what they aren’t good at in school (or, in the case of adults, their day jobs) in the evenings.

3. Modules



TextProject
TEACHER
DEVELOPMENT
SERIES

Text Complexity and the Common Core State Standards

Module 1 of 5

What is Text Complexity?

Thomas DeVere Wolsey, Dana L. Grisham & Elfrieda H. Hiebert

Overview

Read and Learn

Activity 1

Read foundation material:

- *Common Core State Standards, Appendix A* (2010b), pp. 2–15
- *Reading Between the Lines* (ACT, 2006), pp. 1–27

Reflect and Respond

Activity 2

Respond to the purpose-setting questions.

Analyze and Apply

Activity 3

Analyze the two foundation readings (*CCSS Appendix A, Reading Between the Lines*) using the “staircase” of text complexity.

Activity 4

Read the Text Matters article *7 Actions that Teachers Can Take Right Now: Text Complexity* (Hiebert, 2012) and compare this article to the two foundation readings.

Activity 5

Apply what you know about text complexity to supplemental texts from two grade bands (4–5 or 9–10).

Background

Text levels have typically been addressed indirectly within past generations of standards documents. For example, a standard might describe fifth graders as needing to identify figurative language in “grade-level” but grade-level text was not defined. Readability estimates were of some help; however, they are limited measures that cannot fully capture the complexity of a novel or expository text. By contrast, Standard 10 of the Common Core State Standards (CCSS, 2010a) turns the spotlight of the English/language arts standards to ensuring an increase in students’ ability to comprehend more and more complex text across their school careers.



For more information about the TextProject Teacher Development Series, visit www.textproject.org/tds
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2 TextProject TEACHER DEVELOPMENT SERIES: Text Complexity and the Common Core State Standards

Key Terms

CCR: An acronym for “College and Career Ready” and refers to the idea that standards should be aligned with and prepare students for college and work expectations. College and career readiness builds in “steady and increasing complexity of texts and tasks.” (CCSS, Appendix A, 2010b, p. 2).

Close reading: Close reading is characterized by the use of evidence from the text to support, analysis, conclusions, or views of texts. For example, responses to the definition of text complexity would begin with a reference to the place in the text where the term is defined.

Lexile: A Lexile measure is a valuable piece of information about either an individual’s reading ability or the difficulty of a text, like a book or magazine article. The Lexile measure is shown as a number with an “L” after it—880L is 880 Lexile (MetaMetrics, 2012).

Readability measures: Over the last several decades, a number of measures have been devised to quantitatively estimate the difficulty of texts intended for student use. These include the Fry Readability Estimate, Flesch-Kincaid, and others. Each estimates readability, typically in terms of grade level, based on a variety of factors such as sentence length, word length, or a count of words that are more or less frequent in the English language. Additional examples are available [here](#).

Staircase: The staircase represents the idea, embedded in the Common Core State Standards (2010a), that the texts students are asked to read and the tasks related to them are increasingly and steadily more complex and challenging.

The Activities

Read and Learn

Activity 1

In this module, you will learn what factors and features make text complex for reading and apply close reading techniques.

Purpose-Setting Questions

- ▶ How do the CCSS standards define text complexity?
- ▶ What does the “text complexity band” mean?
- ▶ What are the three factors for “measuring” text complexity?

Reading

Read sections on text complexity within the *Common Core State Standards, Appendix A* (2010b, pp. 2–15), and a portion of *Reading Between the Lines* (ACT, 2006) (pp. 1–27). *Reading Between the Lines* served as an impetus for the Standards’ em-

4. Exemplar Materials for Use with Students



Stop the summer slump

"Read to learn" while learning to read



Talking Points

For Kids

Increase meaningful, text-based discussions



A magazine based reading program



Use everyday words to teach new words



Use pictures to teach complex words

WORD LISTS

Be informed about vocabulary

Read-Aloud Favorites

Increase student knowledge through read-alouds

5. Collections Of Resources

TextProject Topics



Common Core State
Standards



Assessment

Example: Topic—Assessment



Key Shifts in Assessment and Instruction Related to CCSS-ELA

Event

27 March 2013

Dr. Karen K. Wixson, University of North Carolina at Greensboro

Dr. Wixson presents on the upcoming assessments. She takes a close look at the sample questions and discusses the different question formats.

Institute 19: Assessment in the Era of the Common Core State Standards

Event

31 January 2013

This session gives educators insight into assessments that support the goals of the Common Core State Standards (CCSS). Speakers include leaders in the development of the CCSS and related assessments, researchers of assessment practices and issues, and leaders in state agencies and teacher education who are working on implementation of the CCSS. Articles and presentations of presenters and opportunities to ask questions of presenters will be available prior to the institute to support shared background for dialogue and presentations. Participants will also be able to ask questions of speakers digitally during the institute which will be addressed in summary sessions.

An Inside View of the New Assessments

Frankly Freddy Post

8 May 2013

Freddy discusses the computer adaptive assessment portion of the new upcoming assessments.

Preparing Students for New Assessments of the Common Core State Standards

Presentation

28 October 2013

Barbara Kapinus' slides for her 10/19/2013 presentation at the [Asilomar 62 The Language Arts Conference](#).

Vocabulary Assessment

Research Article

10 April 2007

Pearson, P.D., Hiebert, E.H., & Kamil, M.L. (2007). Vocabulary assessment: What we know and what we need to know. *Reading Research Quarterly*, 42(2), pp. 282-296.



TextProject

[Go](#)

TextProject aims to bring beginning and struggling readers to high levels of literacy through a variety of strategies and tools, particularly the texts used for reading instruction.

TextShelf



TextProject Topics



Common Core State Standards



Assessment

[More topics](#)



Creating an Integrated Approach to Literacy Instruction re-released!

If you've ever looked for the comprehensive book that explores the nature of literacy instruction with a specific emphasis on teaching students about written text, then look no further than this 1996 re-print. TextProject is proud to release a downloadable electronic version of the book.

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Student Resources

TextProject provides free, downloadable sets of texts that fill specific needs:



Stop the summer slump

"Read to learn" while learning to read



For Kids

Increase meaningful, text-based discussions



A magazine based reading program

Teacher Resources

TextProject helps teachers with evidence-based lessons and lists. Free downloads.



Use everyday words to teach new words



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WORD LISTS

Be informed about vocabulary

Read-Aloud Favorites

Increase student knowledge through read-alouds

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TextProject provides resources for teacher education.

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View the latest presentations



Answers to frequently asked reading research questions

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