MC3 Professional Development Framework Making the Common Core Accessible for English Language Learners

MC3 Regional ELL/CCSS Task Force

November 2012

TABLE OF CONTENTS

INTRODUCTION

Statistical data published in the Condition of Education 2010, it is estimated that eighty five percent of public school teachers have one or more English language learners (ELL)s in their classrooms. The trend is that the number of students having limited proficiency in the English language to function at the level of their mainstream counterparts will continue to increase. The four states served by MC3, Arkansas, Kansas, Missouri and Oklahoma show a constant increase in the number of English Language Learners being served in our public schools:
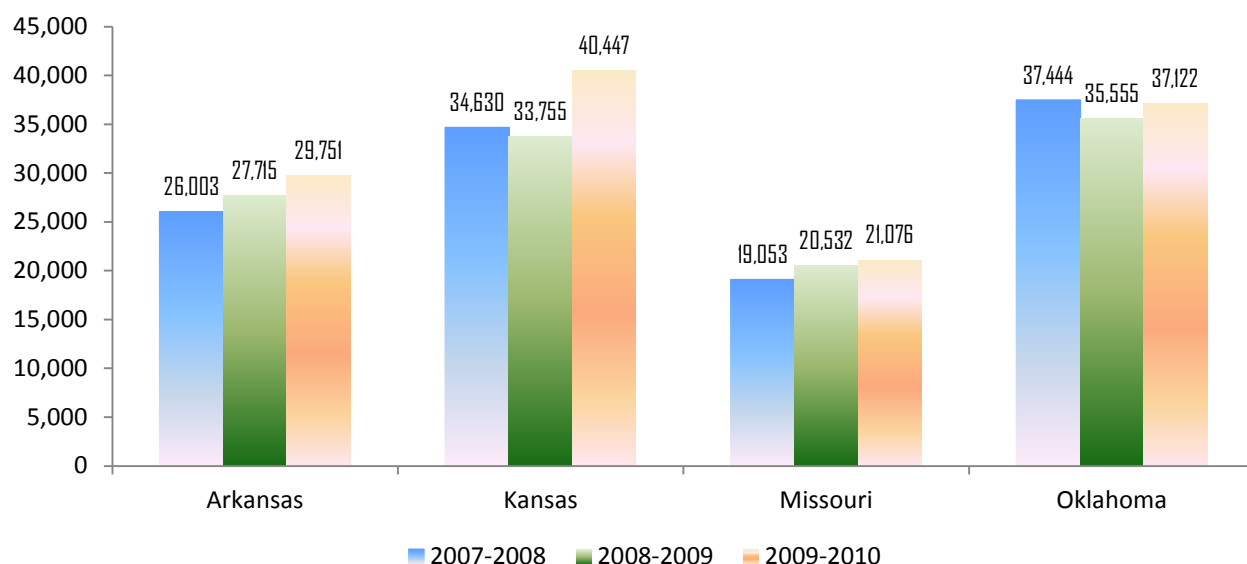
Paralleling this potential dilemma, the Common Core State Standards (CCSS) require a more rigorous and in depth curriculum to be provided to **ALL** students regardless of their level of English language proficiency. As the states' CCSS Committees work on effective ways to implement the common core standards in the classroom, it is vital to bring ELLs up to the level of proficiency required to accomplish the standards.

In February 2 and 3, 2012, MC3 put together a one day and a half institute, where administrators from the four states in the region had the opportunity to identify possible solutions to the expected challenges for English language learners (ELLs) related to the transition to Common Core State Standards (CCSS). The Institute also offered a venue to share successful programs already in place in school districts with high numbers of ELLs.

At the end of the institute, participants were asked to brainstorm on ways in which MC3 could support the professional learning efforts of the four states. As a

result, a request was placed to establish the MC3 English Language Learners (ELL)/Common Core State Standards (CCSS) Task Force with representatives from the four states. This task force was then charged with the preparation of a professional development framework to include processes and resources that enable regional educators to make the CCSS accessible to ELLs.

Since then, the MC3 Regional ELL/CCSS Task Force has been working under the guidance of Dr. Diane August who is a nationally recognized researcher on issues in the acquisition of English as a second language.

MC3 Regional ELL/CCSS Task Force Membership

Diane August, Ph. D.
Diane is a Managing Director affiliated with the American Institutes for Research and a Senior Research Scientist at the Center for Applied Linguistics, both located in Washington DC. Her area of expertise is the development of science and literacy in second-language learners. Diane is the Principal Investigator for a large NICHD-funded study investigating the development of literacy in English-language learners and Co-Principal Investigator at the IES-funded National Research and Development Center on English language Learners. She has conducted a series of experimental studies focused on developing science knowledge and skills in middle grade ELLs. She was Staff Director for the National Literacy Panel on Language Minority Children and Youth. She has been a Senior Program Officer at the National Academy of Sciences where she was study director for the Committee on Developing a Research Agenda on the Education of Limited English Proficient and Bilingual Students. Dr. August has worked as a teacher, school administrator, legislative assistant, Grants Officer for the Carnegie Corporation, and Director of Education for the Children's Defense Fund. In 1981, she received her Ph.D. in education from Stanford University, and in 1982 completed a postdoctoral fellowship in psychology also at Stanford. She has published widely in journals and books.

Mary T. Bridgforth, Ed.D.- University of Arkansas, Fayetteville.
Mary currently serves as Coordinator for the English as a Second Language Program for Springdale Public Schools. The program serves approximately 8800 students who speak a first language other than English, which is 43% of the total student population. She holds a doctorate in Curriculum and Instruction. Mary also coordinates the Springdale Family Literacy Program, which engages over 225 parents in the education of their children

Rosie García-Belina. Ed. D., Texas A&M University-Kingsville
Rosie has been an educator for more than 48 years serving in different capacities in the public and private education systems, and as a faculty member in universities in Mexico, and the United States. Her areas of expertise include language acquisition, bilingual education, multiculturalism, migrant education, early childhood education and parental involvement. Rosie has served as the English Language Learners (ELL)s and Migrant Education Technical Assistance Coordinator with the University of Oklahoma for different Comprehensive Centers: Region VII (1996-2005), MC3 (Mid Continent) (2005-2012) and currently the South Central Comprehensive Center (SC3) and the Central Comprehensive Center (C3) building the capacity of administrators, teachers and teachers' assistants to effectively help ELLs improve in their academic achievement. Rosie also works closely with Hispanic families in understanding systems in the United States as they make the transition into their new country**.**

Lori Hanna, M.Ed., Southeast Missouri State University
Lori is the Director of ELL Curriculum at the Missouri Department of Elementary and Secondary Education (DESE). She has nearly 10 years of experience in the field of English teaching. She is a passionate advocate for English language learners and their families. Lori is a certified WIDA consultant and CLIMBS Facilitator. This year, Lori is serving as the Chair of the annual Missouri Migrant Education and English Language Learning Conference. Lori holds a Master's degree in TESOL from Southeast Missouri State University and a Bachelor's degree in elementary education from Lindenwood University.

Amy Suzanne King
Amy is an English Language Learning Consultant based in Kansas City. She has nearly 20 years of experience in the field of English teaching and adult learning in this country and abroad. She is an independent consultant for WIDA and presents regularly at regional and national

conferences, including TESOL and Learning Forward. Before working as a consultant, she taught ESL in K-12 public schools, private language schools and adult education programs. Internationally, she has taught in both Slovakia and South Korea. In Slovakia, she was a visiting lecturer at Mateja Bela University. In Korea, she worked at Shin-il High School as a Fulbright English Teaching Assistant and at the Foreign Language Institute of Yonsei University.

Melanie Manares., M. A., The University of Iowa

Melanie has served as the State of Kansas ESOL/Bilingual Education and Title III program consultant for the past five years. Prior to her current position she worked for six years at another state agency as the LEP Access Coordinator. She has also served as an elementary and secondary English Teacher Trainer in the US Peace Corps, has taught adult ESL in an adult basic education program, and taught several courses at an Intensive English Program at the University of Iowa. She has a BA in Spanish and an MA in Linguistics with a focus on TESOL.

Melissa McGavock

Melissa has been in education since 1995 working as a coop English and Spanish teacher in western Oklahoma. She moved afterwards to her hometown of El Reno, Oklahoma where she taught English as a Second Language (ESL), 8th Grade Spanish, Spanish I, and served also as the school district's ESL Coordinator. In December 2006, Melissa transitioned from the classroom to the Oklahoma State Department of Education as the Bilingual Education Coordinator and in 2008 she became the Director of Bilingual and Migrant Education when Titles I-C and III-A merged into one office. Melissa truly enjoys working with parents, designing innovative programs for English language learners, teaching English to speakers of other languages, and providing services to the migrant and immigrant children and youth of Oklahoma. She always says: "I can think of nothing better I would like to do."

Lucy Trautman, M.Ed.

Lucy serves as the Literacy Technical Assistance (TA) Coordinator for the South Central Comprehensive Center (SC3), Central Comprehensive Center (C3) and Striving Readers Comprehensive Literacy Center (SRCL) at the University of Oklahoma. As a TA provider, she has worked to broker the services of reading researchers and other national technical assistance providers to build the capacity of the state education agencies to advance literacy skills for all students from birth through grade 12, including limited-English-proficient students and students with disabilities. An educator for over 30 years, Lucy has served as elementary classroom teacher, bilingual teacher, migrant center curriculum writer, Title I reading teacher, reading specialist, director of tutoring, and adjunct college instructor.

Jennifer Shackles

Jennifer is a Professional Development and Certified WIDA Trainer with more than fourteen years of experience in education. For the last seven years she was at the Southwest Regional Professional Development Center in the State of Missouri as a Migrant and English Language Learner Instructional Specialist and School Improvement Consultant. Jennifer has been involved with many special projects for ELLs including Gifted ELLs, Identifying ELLs with Special Needs, and WIDA/CCSS alignment. Jennifer worked closely with MC3 in the process of turning around the schools in Carthage, MO and in conducting a Case Study for Fairview Elementary. Jennifer has presented on special topics both statewide and nationally with the goal of improving education for both teachers and students.

Expected outcomes

At the end of the presentation, participants will be able to:

1. Identify the structure of the Common Core State Standards and its relation with English Language Learners.

2. Become aware of the considerations for guiding instruction for ELLs.

3. Recognize the elements that are needed to ensure that all students meet the CCSS in English language arts, and the additional support the ELLs must receive to meet the standards.

4. Improve the capacity of the Region SEAs Administrators and staff as they understand what teachers will need to do to ensure ELLs meet the new standards and be prepared for higher education.

Rationale for a Professional Development Framework

Data from the 2011 National Assessment of Educational Progress—across all grades and subjects tested—indicates a large gap in achievement between ELL and English proficient students. The gap at middle schools grows almost double as compared to the gap at the elementary levels. Suggest that as students grow, they become more and more at risk of lagging behind their native English counterparts.

NAEP Data Average grade scale scores for the 2009 National Assessment for Educational Progress assessment

Grade 4 (2011)	ELLs	English Proficient	Difference
Math	219	243	**-24**
Reading	188	225	**-37**
Grade 8	ELLs	English Proficient	Difference
Science	106	154	**-48**
Math	244	286	**-42**
Reading	224	267	**-43**

National Center for Education Statistics. (2011a). *The nation's report card.* Washington, DC: Institute of Education Sciences, U.S. Department of Education

A scale score is a score derived from student responses to assessment items that summarizes the overall level of performance attained by that student. NAEP scale scores range from 0-500 for reading and math and 0-300 for science. 8% lower for reading and math; and 15% difference in science

Math performance indicators:
   150-simple arithmetic,
   200-beginning skills and understanding,
   250 numerical operations and beginning problem solving, and
   300 moderately complex procedures and reasoning
Reading performance indicators:
   150-simple discrete reading tasks,
   200-demonstrate partially developed skills and understanding,
   250 interrelate ideas and make generalizations,
   300 understand complicated information

ELLs' main challenges are the need to develop content knowledge and skills and at the same time acquire a second language. Additionally, they need to demonstrate their learning through assessments in English developed for mainstream students; therefore they require supplementary cognitive and foundational grammar conventions to understand the content. For 2010, ELL's drop out at 10.2% as compared with 5.8% of English proficient students (Condition of Education, 2012).

The Common Core State Standards

This initiative is a state-led effort to ensure that all children across the country are given the tools they need to succeed. Having high standards consistent across states, provide teachers, parents, and students with a set of clear expectations that everyone can work toward. The standards s are designed to ensure children are getting the best possible education no matter where they live, so that they are well prepared to compete here at home and around the world. (http://www.corestandards.org/frequently-asked-questions)

The standards for English Language Arts (ELA) and Mathematics were guided by the National Governors Association and the Council of Chief State School Officers. Currently, they have been adopted by 45 states and 3 territories. A new set of standards and a framework for guiding correspondence to the CCSS are being developed:
- ▸ The Next Generation Science Standards, a K-12 Framework for Science Education by the National Research Council, and the
- ▸ Framework for English Language Proficiency Development Standards.

The English Language Arts Standards comprise five areas, reading (foundational skills, literature and informational text), writing, listening & speaking, language, and literacy standards in history/social studies, science, and technical subjects, structured as follows:

Example of grade level standards:

COMMON CORE STATE STANDARDS FOR ENGLISH LANGUAGE ARTS & LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS

Reading Standards for Informational Text K–5   RI

	Kindergartners:		Grade 1 students:		Grade 2 students:
Key Ideas and Details					
1.	With prompting and support, ask and answer questions about key details in a text.	1.	Ask and answer questions about key details in a text.	1.	Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
2.	With prompting and support, identify the main topic and retell key details of a text.	2.	Identify the main topic and retell key details of a text.	2.	Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
3.	With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.	3.	Describe the connection between two individuals, events, ideas, or pieces of information in a text.	3.	Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Craft and Structure					
4.	With prompting and support, ask and answer questions about unknown words in a text.	4.	Ask and answer questions to help determine or clarify the meaning of words and phrases in a text.	4.	Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
5.	Identify the front cover, back cover, and title page of a book.	5.	Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.	5.	Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.
6.	Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.	6.	Distinguish between information provided by pictures or other illustrations and information provided by the words in a text.	6.	Identify the main purpose of a text, including what the author wants to answer, explain, or describe.
Integration of Knowledge and Ideas					
7.	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).	7.	Use the illustrations and details in a text to describe its key ideas.	7.	Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text.
8.	With prompting and support, identify the reasons an author gives to support points in a text.	8.	Identify the reasons an author gives to support points in a text.	8.	Describe how reasons support specific points the author makes in a text.
9.	With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	9.	Identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).	9.	Compare and contrast the most important points presented by two texts on the same topic.
Range of Reading and Level of Text Complexity					
10.	Actively engage in group reading activities with purpose and understanding.	10.	With prompting and support, read informational texts appropriately complex for grade 1.	10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

13 | K-5 | READING: INFORMATIONAL TEXT

Six Instructional Shifts Needed to Effectively Implement the Common Core State Standards (From *Engage NY* at http://engageny.org)

Shift 1 (PreK-5)	**Balancing Informational & Literary Texts**	Students read a true balance of informational and literary texts.
Shift 2 (Grades 6-12)	**Knowledge in The Disciplines**	Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities
Shift 3	**Staircase of Complexity**	Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.
Shift 4	**Text-Based Answers**	Students engage in rich and rigorous evidence based conversations about text.
Shift 5	**Writing from Sources**	Writing emphasizes use of evidence from sources to inform or make an argument.
Shift 6	**Academic Vocabulary**	Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.

The MC3 Professional Development Framework

Teacher coordination and collaboration across the content areas is critical for ELLs' success (August and Hakuta, 1997). The CCSS require shared responsibility for literacy development. The standards claim that instruction in reading, writing, speaking, listening and language be a shared responsibility within the school…(p. 4, Common Core State Standards For English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects).

Two main elements guided the development of the MC3 Professional Development Framework: the unique needs of English language learners and the three areas included in the *Quality Rubric*, created by the Tri-State Collaborative (Appendix# 1). Educational leaders from Massachusetts, New York, and Rhode Island developed criterion-based rubrics and review processes to evaluate the quality of lessons and units intended to address the Common Core State Standards for ELA/Literacy.

Specific considerations to work with English language learners:

1. ELLs need to have access to cognitively challenging, grade-appropriate text so that they do not fall academically behind their English-speaking peers.

2. ELLs need to acquire the foundational skills and knowledge that form the basis for grade-level content knowledge and skills.

3. ELLs need additional support because they are learning language and content concurrently.

4. ELLs bring tremendous resources to learning in a second language, namely their first language knowledge and skills.

5. ELLs require differentiated instruction based on their native and target language knowledge and skills

Tri-State Collaborative Quality Rubrics

1. Alignment to Rigor:

- Focuses teaching and learning on a targeted set of grade-level CCS Standards in ELA/Literacy.
- Includes a clear and explicit purpose for instruction and selects texts that are of sufficient quality and scope for the stated purpose.
- Makes reading text closely a central focus of instruction and include sequences of text-dependent questions that cause students to examine textual evidence and discern deep meaning.

2. Instructional Supports:

▸ Cultivates student interest and engagement in reading, writing, and speaking about texts.
▸ Provides all students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text.
▸ Integrates appropriate supports for students who are ELL, have disabilities, or read well below the grade level text band.
▸ Provides extensions and/or more advanced text for students who read well above the grade level text band.

3. Assessment:

▸ Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade-level standards with appropriately complex texts.
▸ Assesses student proficiency using methods that are unbiased and accessible to all students.
▸ Includes aligned rubrics and/or assessment guidelines that provide sufficient guidance for interpreting performance.

The Process

Following the Yellow Brick Road

Activities

Activity # 1 - Identifying Background Needed

1. Read the following excerpt from Martin Luther King's speech, "I have a Dream".

"I am happy to join with you today in what will go down in history as the greatest demonstration for freedom in the history of our nation.

Five score years ago, a great American, in whose symbolic shadow we stand today, signed the Emancipation Proclamation. This momentous decree came as a great beacon light of hope to millions of Negro slaves who had been seared in the flames of withering injustice. It came as a joyous daybreak to end the long night of their captivity."

2. Identify what background knowledge is critical so all students understand the text.

   _____

   _____

   _____

   _____

   _____

3. What will be different for ELLs?

   _____

   _____

   _____

   _____

4. Write 2 things that you consider ELLs need in order to understand the text.

   1._____

   2. _____

5. Use the chat box to write your answers.

6. You will have 4 minutes to complete the activity.

Activity # 2 - Developing appropriate questions

Refer back to the paragraph of Martin Luther King's speech.
- Write one lower-the-level question you would pose during an interactive reading of the passage.
- Write a text dependent question you would pose during an interactive reading of the same passage.
- Share your questions and discuss similarities and differences.

1. Lower-the-level question:

   _____

2. Text dependent question

   _____

3. Share your questions and discuss similarities and differences.

_____
_____
_____
_____

If you are with somebody else, share your questions and the process you followed. If you are on your own share your conclusions, using the chat box or raising your hand.

We will use 4 minutes for this activity.

Activity # 3: Text Based Evidence

From the following excerpt of The Secret Garden. Complete the following chart.

"When Mary Lennox was sent to Misselthwaite Manor to live with her uncle everybody said she was the most disagreeable-looking child ever seen. It was true, too. She had a little thin face and a little thin body, thin light hair and a sour expression. Her hair was yellow, and her face was yellow because she had been born in India and had always been ill in one way or another.

Her father had held a position under the English Government and had always been busy and ill himself, and her mother had been a great beauty who cared only to go to parties and amuse herself with gay people. She had not wanted a little girl at all, and when Mary was born she handed her over to the care of an Ayah, who was made to understand that if she wished to please the Mem Sahib she must keep the child out of sight as much as possible. So when she was a sickly, fretful, ugly little baby she was kept out of the way, and when she became a sickly, fretful, toddling thing she was kept out of the way also".

Text Dependent Question	Text Based Evidence Question	Sentence Frame
1) Describe Mary Lennox.	1) Describe Mary Lennox using words from the first paragraph.	1)
2) What are Mary's parents like?	2) What are Mary's parents like?	2)
3) Who was Mary's Ayah? What role did she play in Mary's life?	3) What parts of this paragraph tell you who Mary's Ayah was? What parts tell you about the role she played in Mary's life?	3)
4) Why did the governess hired to teach Mary to read quit? Was the result that Mary grew up unable to read?	4) Which sentence explains why the governess hired to teach Mary to read quit? How do we know that she learned to read anyway?	4)

Mid-Continent Comprehensive Center (MC3) Regional ELL/CCSS Task Force
Common Core for English Language Learners

ANNOTATED RESOURCES

Slide 5: What Do the Data Show?

Rumberger, R. (2006). *Tenth grade dropout rates by native language, race/ethnicity, and socioeconomic status*. Berkeley, CA: University of California Linguistic Minority Research Institute. Retrieved from http://escholarship.org/uc/item/2903c3p3

One of the most important indicators of educational performance is the high school dropout rate. This issue of EL Facts provides estimates of dropout rates for language minority students, racial and ethnic groups, and socioeconomic groups.

Slide 6: NAEP Data

National Center for Education Statistics. (2011a). *The nation's report card*. Washington, DC: Institute of Education Sciences, U.S. Department of Education. Retrieved from http://nces.ed.gov/nationsreportcard/

The National Assessment of Educational Progress (NAEP) is the largest nationally representative and continuing assessment of what America's students know and can do in various subject areas including reading and mathematics at grades 4, 8, and 12. The Nation's Report Cards communicate NAEP findings at national, state and local levels for groups of students defined by shared characteristics—gender, race/ethnicity, eligibility for free/reduced-price school lunch, students with disabilities, and students identified as English language learners.

Slide 11: Grade-Level Standards

National Governors Association Center for Best Practices, Council of Chief State School Officers. (2010). *Common core state standards for English language arts & literacy in history/social studies, science, and technical subjects*. Washington D.C.: Authors. Retrieved from http://www.corestandards.org/

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that American students need for success in college, careers, and communities, and to be best positioned to compete successfully in the global economy.

Slide 12: Instructional Shifts

Engage NY. (2011). *Pedagogical shifts demanded by the common core state standards*. Albany, NY: New York State Education Department. Retrieved from http://engageny.org/resource/common-core-shifts/

This resource describes in detail the six instructional shifts needed to effectively implement the Common Core State Standards (CCSS) in English Language Arts (ELA)/Literacy. New York State Education Department, in conjunction with Student Achievement Partners, developed these six instructional shifts for ELA/literacy that educators should adhere to while implementing the CCSS with fidelity.

Slide 14: Quality Review Criteria

Tri-State Collaborative, Achieve & Student Achievement Partners. (2012). *Tri-state quality review rubric for lessons & units: ELA/literacy (grades 3-5) and ELA (grades 6-12) – version 4.1*. Washington D.C.: Authors. Retrieved from http://www.achieve.org/files/TriStateELA_LiteracyRubric1pageoverviewv4.1%20071712CC%20BY.pdf

The Tri-State Collaborative, composed of educational leaders from Massachusetts, New York, and Rhode Island, and facilitated by Achieve, developed criterion-based rubrics and review processes to evaluate the quality of lessons and units intended to address the Common Core State Standards.

Slide 28: Target Grade-Level Standards

Council of Chief State School Officers. (2012). *Framework for English Language Proficiency Development Standards corresponding to the Common Core State Standards and the Next Generation Science Standards*. Washington, DC: CCSSO. Retrieved from http://www.ccsso.org/Documents/2012/ELPD%20Framework%20Booklet-Final%20for%20web.pdf

The English Language Proficiency Development (ELPD) Framework provides guidance to states on aligning English Language Proficiency standards with the Common Core State Standards (CCSS) and the forthcoming Next Generation Science Standards (NGSS).

Slide 35: Select Appropriate Texts

National Governors Association Center for Best Practices, Council of Chief State School Officers. (2010). *Common core state standards for English language arts & literacy in history/social studies, science, and technical subjects*, *Appendix A.* Washington D.C.: Authors. Retrieved from http://www.corestandards.org/assets/Appendix_A.pdf

Appendix A of the Common Core State Standards for ELA defines a three-part model of text complexity for determining how easy or difficult a particular text is to read, as well as grade-by-grade specifications for increasing text complexity in successive years of schooling.

Slide 36 Quantitative Measures for Selecting Texts

Lexile Find a Book http://lexile.com/findabook

The Lexile Find a Book allows users to search for published books in the Metametrix database by title, author, keywords, or ISBN to find the Lexile range.

The AR BookFinder http://www.arbookfind.com/

The AR Book Finder allows users to search for published books in the Renaissance Learning Accelerated Reader database by author, title, or topic to find the ATOS Book Level.

Questar Degree of Reading Power - DRP Analyzer
http://www.questarai.com/products/drpprogram/pages/textbook_readability.aspx

The DRP Analyzer allows users to search for textbooks in Questar's database by title, ISBN, publisher, copyright date, to match to students' DRP reading ability score.

Slide 37 Quantitative Measures for Selecting Texts

MetaMetrix. (2012). *Text complexity grade bands and lexile bands*. Durham, NC: Author. Retrieved from https://lexile.com/using-lexile/lexile-measures-and-the-ccssi/text-complexity-grade-bands-and-lexile-ranges/

The Common Core Standards advocate a "staircase" of increasing text complexity so that students can develop their reading skills and apply them to more difficult texts. Lexile measures and the Lexile ranges help to determine what text is appropriate for each grade band and what should be considered "stretch" text.

Slide 38 Qualitative Measures for Selecting Texts

National Governors Association Center for Best Practices, Council of Chief State School Officers. (2012). *Supplemental information for Appendix A of the common core state standards for English language arts and literacy: New research on text complexity*. Washington D.C.: Authors. Retrieved from
http://www.corestandards.org/assets/E0813_Appendix_A_New_Research_on_Text_Complexity.pdf

The Supplemental Information for Appendix A of the Common Core State Standards (CCSS) in English Language Arts (ELA)/Literacy expands upon the three-part model outlined in the original Appendix A of the CCSS in ELA/Literacy.

Slide 54 Text Dependent Questions

Achievement Partners (2012). *A guide to creating text dependent questions for close analytic reading*. Retrieved from http://www.achievethecore.org/

As a first step in implementing the Common Core Standards for ELA/Literacy, teachers can focus on identifying, evaluating, and creating text dependent questions. The standards expect students to use evidence from texts to present careful analyses, well-defended claims, and clear information.

References