

Processing the Shifts

April 9, 2013 Institute Day

ELA Shift	What is this shift? Why this shift?	Opportunities for Implementation	Challenges
1. Balance of Info and Literary Texts			
2. Building Knowledge in Content Areas			
3. Text Complexity			
4. Text-Based Answers			
5. Writing from Sources			
6. Academic Vocabulary			



TEXT COMPLEXITY: QUALITATIVE MEASURES RUBRIC

LITERARY TEXT



Text Title: _____

Text Author: _____

MEANING			
High	Middle High	Middle Low	Low
<input type="checkbox"/> Multiple levels/layers of complex meaning	<input type="checkbox"/> Multiple levels/layers of meaning	<input type="checkbox"/> Single level/layer of complex meaning	<input type="checkbox"/> Single level/layer of simple meaning
STRUCTURE			
High	Middle High	Middle Low	Low
<input type="checkbox"/> Narrative Structure: complex, implicit, and unconventional <input type="checkbox"/> Narration: many shifts in point of view <input type="checkbox"/> Order of Events: frequent manipulations of time and sequence (not in chronological order)	<input type="checkbox"/> Narrative Structure: some complexities, more implicit than explicit, some unconventionality <input type="checkbox"/> Narration: occasional shifts in point of view <input type="checkbox"/> Order of Events: several major shifts in time, use of flashback	<input type="checkbox"/> Narrative Structure: largely simple structure, more explicit than implicit, largely conventional <input type="checkbox"/> Narration: few, if any, shifts in point of view <input type="checkbox"/> Order of Events: occasional use of flashback, no major shifts in time	<input type="checkbox"/> Narrative Structure: simple, explicit, conventional <input type="checkbox"/> Narration: no shifts in point of view <input type="checkbox"/> Order of Events: chronological
LANGUAGE			
High	Middle High	Middle Low	Low
<input type="checkbox"/> Conventionality: heavy use of abstract and/or figurative language or irony <input type="checkbox"/> Clarity: generally unfamiliar, archaic, domain-specific, and/or academic language; dense and complex; may be ambiguous or purposefully misleading	<input type="checkbox"/> Conventionality: contains abstract and/or figurative language or irony <input type="checkbox"/> Clarity: somewhat complex language that is occasionally unfamiliar, archaic, domain-specific, or overly academic	<input type="checkbox"/> Conventionality: subtle use of figurative language or irony <input type="checkbox"/> Clarity: largely contemporary, familiar, conversational language that is explicit and literal; rarely unfamiliar, archaic, domain-specific, or overly academic	<input type="checkbox"/> Conventionality: little or no use of figurative language or irony <input type="checkbox"/> Clarity: contemporary, familiar, conversational language that is explicit and literal; easy-to-understand
KNOWLEDGE DEMANDS			
High	Middle High	Middle Low	Low
<input type="checkbox"/> Life Experiences: explores multiple complex, sophisticated themes; multiple perspectives presented; experiences portrayed are not fantasy but are distinctly different to the common reader <input type="checkbox"/> Cultural/Literary Knowledge: requires an extensive depth of literary/cultural knowledge; many references/allusions to other texts and/or cultural elements	<input type="checkbox"/> Life Experiences: explores multiple themes of varying levels of complexity; experiences portrayed are not fantasy but are uncommon to most readers <input type="checkbox"/> Cultural/Literary Knowledge: requires moderate levels of cultural/literary knowledge; some references/allusions to other texts and/or cultural elements	<input type="checkbox"/> Life Experiences: explores a single complex theme; experiences portrayed are common to many readers or are clearly fantasy <input type="checkbox"/> Cultural/Literary Knowledge: requires some cultural/literary knowledge; few references/allusions to other texts and/or cultural elements	<input type="checkbox"/> Life Experiences: explores a single theme; single perspective presented and everyday experiences are portrayed that are common to most readers or experiences are clearly fantasy <input type="checkbox"/> Cultural/Literary Knowledge: requires only common, everyday cultural/literary knowledge; no references/allusions to other texts and/or cultural elements



TEXT COMPLEXITY: QUALITATIVE MEASURES RUBRIC

INFORMATIONAL TEXT



Text Title: _____

Text Author: _____

PURPOSE			
<p style="text-align: center;">High</p> <p><input type="checkbox"/> Complex, implied, and/or difficult to determine; may have multiple purposes</p>	<p style="text-align: center;">Middle High</p> <p><input type="checkbox"/> Implied, but can be inferred; may have multiple purposes</p>	<p style="text-align: center;">Middle Low</p> <p><input type="checkbox"/> Implied, but easy to identify based on context</p>	<p style="text-align: center;">Low</p> <p><input type="checkbox"/> Explicitly stated</p>
STRUCTURE			
<p style="text-align: center;">High</p> <p><input type="checkbox"/> Organization: highly complex; implicit connections between ideas; conforms to the conventions of a specific content area or discipline</p> <p><input type="checkbox"/> Text Features: if used, are essential in understanding content</p> <p><input type="checkbox"/> Use of Graphics: if used, interpretation of complex graphics essential to understanding the text; may also provide information not conveyed in the text*</p>	<p style="text-align: center;">Middle High</p> <p><input type="checkbox"/> Organization: complex; some explicit connections between ideas; may exhibit traits common to a specific content area or discipline</p> <p><input type="checkbox"/> Text Features: if used, greatly enhance the reader's understanding of content</p> <p><input type="checkbox"/> Use of Graphics: if used, some graphics are complex and may occasionally be essential to the understanding of the text</p>	<p style="text-align: center;">Middle Low</p> <p><input type="checkbox"/> Organization: may be complex; largely explicit connections between ideas; generally follows the conventions of the genre</p> <p><input type="checkbox"/> Text Features: if used, enhance the reader's understanding of content</p> <p><input type="checkbox"/> Use of Graphics: if used, graphics are mostly simple and supplementary to understanding the text</p>	<p style="text-align: center;">Low</p> <p><input type="checkbox"/> Organization: simple; explicit connections between ideas; conforms to the conventions of the genre</p> <p><input type="checkbox"/> Text Features: if used, help the reader navigate and understand content but are not essential</p> <p><input type="checkbox"/> Use of Graphics: if used, graphics are simple and unnecessary to understanding the text</p>
LANGUAGE			
<p style="text-align: center;">High</p> <p><input type="checkbox"/> Conventionality: contains abstract and/or figurative language or irony</p> <p><input type="checkbox"/> Clarity: dense and complex language that is generally unfamiliar, archaic, discipline-specific, or overly academic; language may be ambiguous or purposefully misleading</p>	<p style="text-align: center;">Middle High</p> <p><input type="checkbox"/> Conventionality: occasionally contains abstract and/or figurative language or irony</p> <p><input type="checkbox"/> Clarity: somewhat complex language that is occasionally unfamiliar, archaic, discipline-specific, or overly academic</p>	<p style="text-align: center;">Middle Low</p> <p><input type="checkbox"/> Conventionality: largely contemporary, conversational language</p> <p><input type="checkbox"/> Clarity: largely explicit, familiar language; easy-to-understand and rarely archaic, discipline-specific, or overly academic</p>	<p style="text-align: center;">Low</p> <p><input type="checkbox"/> Conventionality: contemporary, conversational language</p> <p><input type="checkbox"/> Clarity: clear, explicit, literal, easy-to-understand language</p>
KNOWLEDGE DEMANDS			
<p style="text-align: center;">High</p> <p><input type="checkbox"/> Subject Matter Knowledge: requires extensive, perhaps specialized or even theoretical discipline-specific content knowledge</p> <p><input type="checkbox"/> Intertextuality: many references to/citations of other texts or outside ideas, theories, etc.</p>	<p style="text-align: center;">Middle High</p> <p><input type="checkbox"/> Subject Matter Knowledge: requires moderate levels of discipline-specific content knowledge; some theoretical knowledge may enhance understanding</p> <p><input type="checkbox"/> Intertextuality: some references to/citations of other texts or outside ideas, theories, etc.</p>	<p style="text-align: center;">Middle Low</p> <p><input type="checkbox"/> Subject Matter Knowledge: everyday, practical knowledge is largely necessary; requires some discipline-specific content knowledge</p> <p><input type="checkbox"/> Intertextuality: few references to/citations of other texts or outside ideas, theories, etc.</p>	<p style="text-align: center;">Low</p> <p><input type="checkbox"/> Subject Matter Knowledge: requires only everyday, practical knowledge and familiarity with conventions of the genre</p> <p><input type="checkbox"/> Intertextuality: no references to/citations of other texts or outside ideas, theories, etc.</p>

*NOTE: Many books for the youngest students rely heavily on graphics to convey meaning and are an exception to this generalization.

Suggested Considerations for Reader and Task

Cognitive Capabilities

- Do readers at this grade level possess the necessary **attention** to read and comprehend the text?
- Will the readers at this grade level be able to **remember and make connections** among the various details presented in the text?
- Do readers at this grade level possess the necessary **critical/analytical thinking skills** to understand the relationships between the various parts of the text?
- Will the text help to develop the **attention, memory, and critical/analytic thinking skills** necessary for future reading endeavors?

Reading Skills

- Do readers at this grade level possess the necessary **inferencing skills** to “read between the lines” and make connections among elements that may not be explicit in the text?
- Do readers at this grade level possess the necessary **visualization skills** to imagine what is occurring or what is being described in the text?
- Do readers at this grade level possess the necessary **questioning skills** to challenge the ideas being presented in this text and consider those ideas from multiple points of view?
- Do readers at this grade level possess the necessary **comprehension strategies** to manage this text?
- Will the text help to develop the **inferencing skills, visualization skills, questioning skills, and comprehension strategies** necessary for future reading endeavors?

Motivation and Engagement with Task and Text

- Will the readers at this grade level **understand the purpose**—which might shift over the course of the reading experience—for reading the text (i.e., skimming, studying to retain content, close reading, etc.)?
- Will the readers at this grade level be **interested in the content** of the text?
- Might the readers at this grade level **develop an interest in this content** because of this text?
- Do readers at this grade level believe that they will be able to read and understand the text?
- Will the readers at this grade level be **interested and engaged with the style of writing and the presentation of ideas** within the text?
- Will the text **maintain the reader’s motivation and engagement** throughout the reading experience?

Prior Knowledge and Experience

- Do readers at this grade level possess **adequate prior knowledge and/or experience regarding the topic** of the text to manage the material that is presented?
- Are there any **explicit connections** that can be made between what content the readers at this grade level will encounter in the text and other learning that may occur in this or another class?
- Do readers at this grade level possess **adequate prior knowledge and/or experience regarding the vocabulary** used within the text to manage the material that is presented?
- Do readers at this grade level possess **adequate knowledge of and/or experience with the genre** of the text to manage the material that is presented?
- Do readers at this grade level possess **adequate knowledge of and/or experience with the language** (i.e. syntax, diction, rhetoric) of the text to manage the material that is presented?

Content and/or Theme Concerns

- Are there any **potentially concerning elements of content or theme** that might contribute to students, teachers, administrators, and/or parents feeling uncomfortable with reading the text?
- Do readers at this grade level possess the **maturity** to respond appropriately to any potentially concerning elements of content or theme?

Complexity of Associated Tasks

- Will the **complexity of any tasks** associated with the text interfere with the reading experience?
- Will the **complexity of any questions asked or discussed** concerning this text interfere with the reading experience?



Bloom's Taxonomy Guide to Writing Questions

Knowledge

Useful Verbs	Sample Question Stems
tell	What happened after ...?
list	How many ...?
describe	Who was it that ... ?
relate	Can you name the ... ?
locate	Describe what happened at...?
write	Can you tell why ... ?
find	Find the meaning of ... ?
state	What is ...?
name	Which is true or false ... ?

Comprehension

Useful Verbs	Sample Question Stems
explain	Can you write in your own words...?
interpret	Can you write a brief outline ... ?
outline	What do you think could of happened next ... ?
discuss	Who do you think ... ?
distinguish	What was the main idea ... ?
predict	Can you distinguish between ... ?
restate	What differences exist between. ...?
compare	Can you provide an example of what you mean ... ?
describe	Can you provide a definition for ... ?

Application

Useful Verbs	Sample Question Stems
solve	Do you know another instance where ... ?
show	Could this have happened in ... ?
use	Can you group by characteristics such as ... ?
illustrate	What factors would you change if ... ?
construct	Can you apply the method used to some experience of your own ... ?
complete	What questions would you ask of ... ?
examine	From the information given, can you develop a set of instructions about ... ?
classify	Would this information be useful if you had a ... ?

Analysis

Useful Verbs	Sample Question Stems
analyze	Which events could have happened ...?
distinguish	I ... happened, what might the ending have been?
examine	How was this similar to ... ?
compare	What was the underlying theme of ... ?
contrast	What do you see as other possible outcomes?
investigate	Why did ... changes occur?
categorize	Can you compare your ... with that presented in ... ?
identify	Can you explain what must have happened when ... ?
explain	What are some of the problems of ... ?
separate	Can you distinguish between ...?
advertise	What were some of the motives behind ... ?
	What was the turning point in the game?

Synthesis

Useful Verbs	Sample Question Stems
create	Can you design a ... to ... ?
invent	Why not compose a song about ...?
compose	Can you see a possible solution to ... ?
predict	If you had access to all resources how would you deal with ... ?
plan	Why don't you devise your own way to deal with ... ?
construct	What would happen if ...?
design	How many ways can you ... ?
imagine	Can you create new and unusual uses for ... ?
propose	Can you write a new recipe for a tasty dish?
devise	Can you develop a proposal which would ... ?

Evaluation

Useful Verbs	Sample Question Stems
judge	Is there a better solution to ...
select	Judge the value of. ..
choose	Can you defend your position about ... ?
decide	Do you think ... is a good or a bad thing?
debate	How would you have handled ... ?
verify	What changes to ... would you recommend?
recommend	Are you a ... person?
assess	How would you feel if ... ?
rate	How effective are ... ?
determine	What do you think about ... ?

Adapted from: <http://www.teachers.asn.au/researchskills/dalton.htm>