

Text Complexity:

What does it mean for primary grades?

Literacy Institute

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Introductions

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Today's Objectives

- Participants will understand the research on text complexity and its importance.
- Participants will understand how to apply researched based practices in their classroom to support primary students in understanding complex text.



Why Text Complexity?

- *“The research shows that while the complexity of reading demands for college, career, and citizenship have held steady or risen over the past half century, the complexity of texts students are exposed to has steadily decreased in that same interval. In order to address this gap, the CCSS emphasize increasing the complexity of texts students read as a key element in improving reading comprehension.”*

-Council of Chief State School Officers

(www.corestandards.org)

Classroom Reading Material

Lexile Measures of Readers and Classroom Reading Materials

Grade	Lexile Reader Measures (middle 50% of students-the interquartile range-at mid-year)	Lexile Text Measures (middle 50% of materials found in a typical grade-level classroom)
1	up to 300L	200 to 400L
2	140 to 500L	300 to 500L
3	330 to 700L	500 to 700L
4	445 to 810L	650 to 850L
5	565 to 910L	750 to 950L
6	665 to 1000L	850 to 1050L
7	735 to 1065L	950 to 1075L
8	805 to 1100L	1000 to 1100L
9	855 to 1165L	1050 to 1150L
10	905 to 1195L	1100 to 1200L
11 and 12	940 to 1210L	1100 to 1300L

Adult Personal Reading Material

Citizen Reading Material	Lexile Measure
Form W-4 Employee Withholding	1260L
Employee's Withholding Exemption Certificate [Arkansas Form AR4EC]	1350L
U.S. Dept. of Justice (INS) - Employment Eligibility Verification	1340L
Safety Notice for Spa Owner	1390L
Prospectuses 2002 - College Retirement Equities Fund, TIAA Real Estate Acct.	1460L
Connections – Health Coverage	1400L
Medical Insurance – Proposed Benefit Package [Airtherm]	1280L
Provider Directory [Aetna U.S. Healthcare]	1520L
Vision One Discount Program [Aetna U.S. Healthcare]	1360L
Open Choice PPO [Aetna U.S. Healthcare]	1280L
Pharmacy Directory [Aetna U.S. Healthcare]	1180L
GM Protection Plan/Warranty	1150L
2002 Cadillac Eldorado Brochure	1150L
Privacy Act Notice to Students [Empire State College]	1780L
Entry to the Teaching Profession - How to Get Certification [Empire State College]	1270L
Academic Policy [Empire State College]	1250L
Empire State College Student Handbook	1320L
Arkansas Driver's Manual	1020L
State Employment Application [Arkansas]	1410L

Newspaper Reading Levels

Newspaper/Wire Service	Lexile Measure
Arkansas Democrat Gazette	1230L
Associated Press	1310L
Charlotte Observer	1120L
Chicago Tribune	1310L
Los Angeles Times	1330L
Miami Herald	1200L
New York Daily News	1230L
New York Times	1380L
Raleigh News & Observer	1220L
Reuters	1440L
San Francisco Examiner	1230L
UPI	1370L
USA Today	1200L
Wall Street Journal	1320L
Washington Post	1350L

Career Reading Demands

Career Clusters <i>in alphabetical order</i>	Lexile Text Measure (3 rd Quartile Range)
Agriculture/Natural Resources	1270 – 1510L
Architecture/Construction	1210 – 1340L
Arts/AV Technology/Communications	1100 – 1190L
Business and Administration	1210 – 1310L
Education and Training	1320 – 1370L
Health Science	1260 – 1300L
Hospitality and Tourism	1230 – 1260L
Human Services	1050 – 1200L
Law and Public Safety	1420 – 1740L
Manufacturing	1200 – 1310L
Retail/Wholesale Sales and Service	1180 – 1270L
Scientific Research/Engineering	1190 – 1250L
Transportation, Distribution and Logistics	1170 – 1350L

Another Way to look at it

Lexile Measure	High School Students <small>middle 50% at midyear</small>	Classroom Materials <small>middle 50%</small>	Personal Use Reading	Newspapers	Career Clusters Entry-level 75 th percentile
1700L					Law & Public Safety (1740)
1600L					
1500L					Ag./Natural Resources (1510)
1400L				Reuters (1440)	
1300L			Safety Manual for Spa (1390) Actna Health Discount Form (1360)	New York Times (1380) Washington Post (1350) Wall Street Journal (1320) Chicago Tribune (1310) Associated Press (1310)	Education & Training (1370) Transp./Distr./Log. (1350) Arch./Construction (1340) Manufacturing (1310) Business and Admin. (1310) Health Science (1300) Retail/Wholesale (1270) Hospitality & Tourism (1260) Scientific Res./Engr. (1250)
1200L			Medical Ins. Benefit Pkg (1280) Application-Student Loan (1270) Federal Tax Form W-4 (1260)	USA Today (1200)	Human Services (1200) Arts/AV Tech/Comm. (1190)
1100L	Grade 10 905-1195	Grade 10 1100-1200	G.M. Protection Plan (1150)		
1000L	Grades 11/12 940-1210	Grades 11/12 1100-1300			
900L					

Research taken from "Achieving Reading Proficiency for All" Willard R. Daggett, Ed.D., International Center for Leadership in Education

What Effect Is This Having?

- 20% of college freshman required remedial reading courses.
- Students who enroll in these courses are 41% more likely to drop out than other students.
- Only 30% of students enrolled in any remedial reading course went on to receive a degree or certificate.
- Over 75% of surveyed students who dropped out indicated that difficulty with reading was a major contributing factor.
- 15% of adults scored as proficient in 1992 and only 13% in 2003.
- The percentage of U.S. adults reading literature dropped from 54.0 in 1992 to 46.7 in 2002.

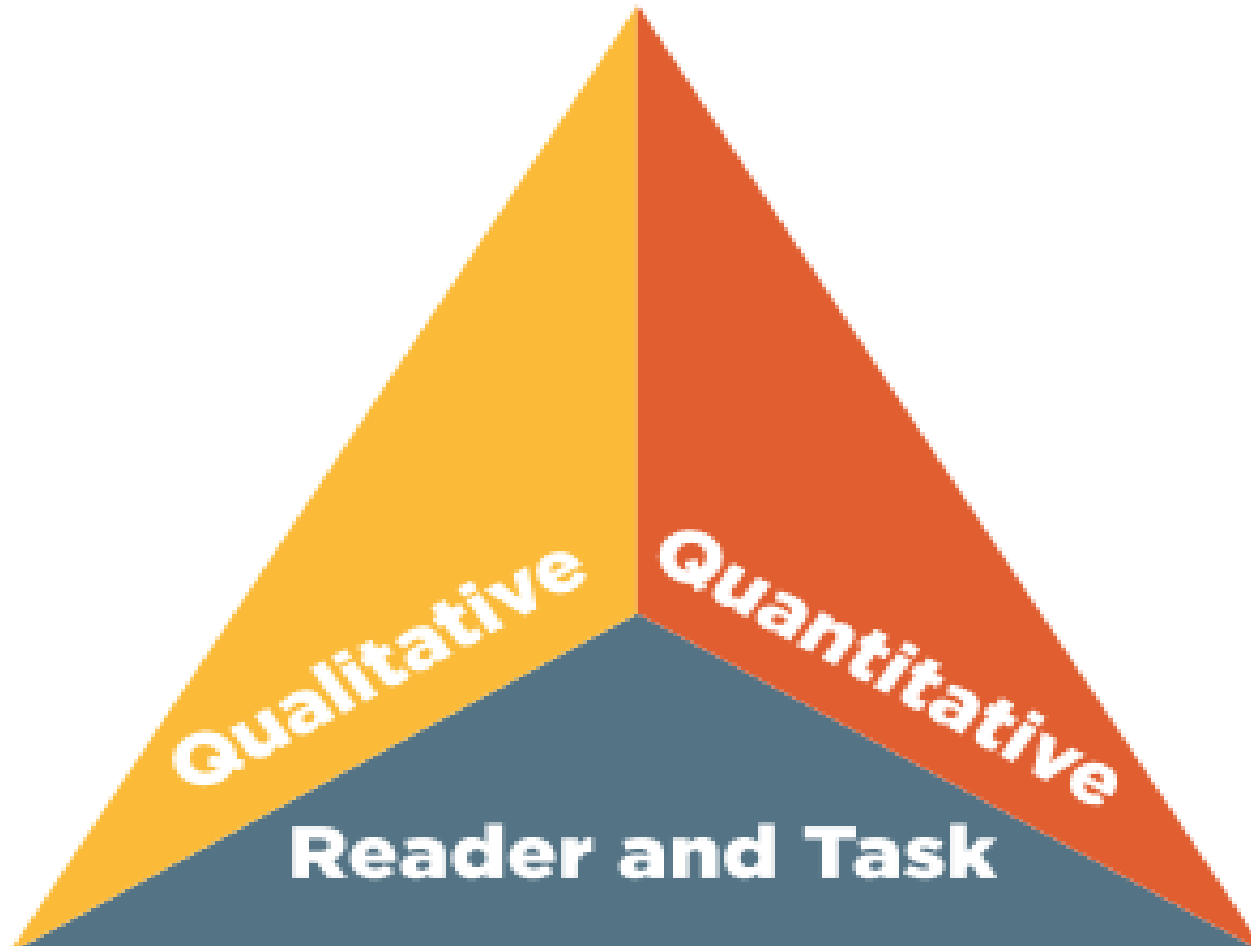
Can We Close This Gap?

- Schools need to share with educators, parents, and the general public easy-to-understand data.
- Educators need to initiate a preK-12 literacy plan for all students with a strong emphasis on reading in the content area in grades 7-12.
- Schools need to match students to instructional materials at appropriate reading levels.
- Schools need to provide comprehensive, well-focused, and sustained staff development.
- Schools need an ongoing reading assessment system to measure students' continuous progress (AYP) in reading.
- Schools need a way to compare where students are in reading and where they need to be to fulfill their educational and real-world goals and obligations.
- Parents need to become active partners in reading initiatives.

New Recommendations

Text Complexity Grade Band In the Standards	Old Lexile Ranges	Lexile Ranges Aligned to CCR expectations
K-1	N/A	N/A
2-3	450-725	450-790
4-5	645-845	770-980
6-8	860-1010	955-1155
9-10	960-1115	1080-1305
11-CCR	1070-1220	1215-1355

Three Part Model



How to Measure Texts Qualitatively

- Structure
- Language Conventinality and Clarity
- Knowledge Demands
- Levels of Meaning

Structure

- Simple → Complex
- Explicit → ~~Implicit~~
- Conventional → ~~Unconventional~~ (literary texts)
- Events related in chronological order (literary texts) → ~~Events related out of chronological order~~
- Traits of a common genre or subgenre (informational texts) → ~~Traits specific to a particular discipline~~
- Simple graphics → ~~Sophisticated graphics~~
- Graphics unnecessary or merely supplementary to understanding the text → ~~Graphics essential to understanding the text and may provide information not otherwise conveyed in the text~~

Language Conventinality and Clarity

- Literal ~~Figura~~ Figurative or ironic
- Clear ~~Ambiguo~~ Ambiguous or purposefully misleading
- Contemporary, familiar Archaic or otherwise unfamiliar
- Conversational General academic and ~~domain~~ domain-specific



Knowledge Demands

- Life Experiences (literary texts)
 - Simple theme ~~Complex or sophisticated~~ themes
 - Single theme ~~Multiple themes~~
 - Everyday experiences ~~Experiences different~~ from one's own
 - Single perspective ~~Multiple perspectives~~
 - Perspective like one's own Perspective(s) ~~unlike~~ one's own
 - Cultural/Literary Knowledge (literary texts)
 - Everyday knowledge required ~~Cultural and literary~~ knowledge useful
 - Low intertextuality ~~High intertextuality~~
 - Content/Discipline Knowledge (informational texts)
 - Everyday knowledge required ~~Extensive discipline-specific~~ content knowledge required
 - Low intertextuality High intertextuality
-

Levels of Meaning

- Single level of meaning
- Explicitly stated purpose

Multiple levels  of meaning

Implicit purpose, may be hidden or obscure



What Does this mean for Pre K to 1First Grade?

- “It is important to recognize that the shift to having students read more complex text does not apply to beginning readers in Kindergarten and Grade 1. A key aspect of learning to read conventionally in these early years involves cracking the alphabetic code and developing solid word recognition skills...
- “Kindergarten and Grade 1 children should have opportunities to engage with complex texts, but this best takes place in the context of having those texts read to them, a practice that supports their language development and emerging comprehension skills...
- “For their own reading, texts written at traditional levels are most appropriate, and unlike the texts for Grades 2–12, should not be raised at this time. “

● IRA

How do I teach Comprehension?

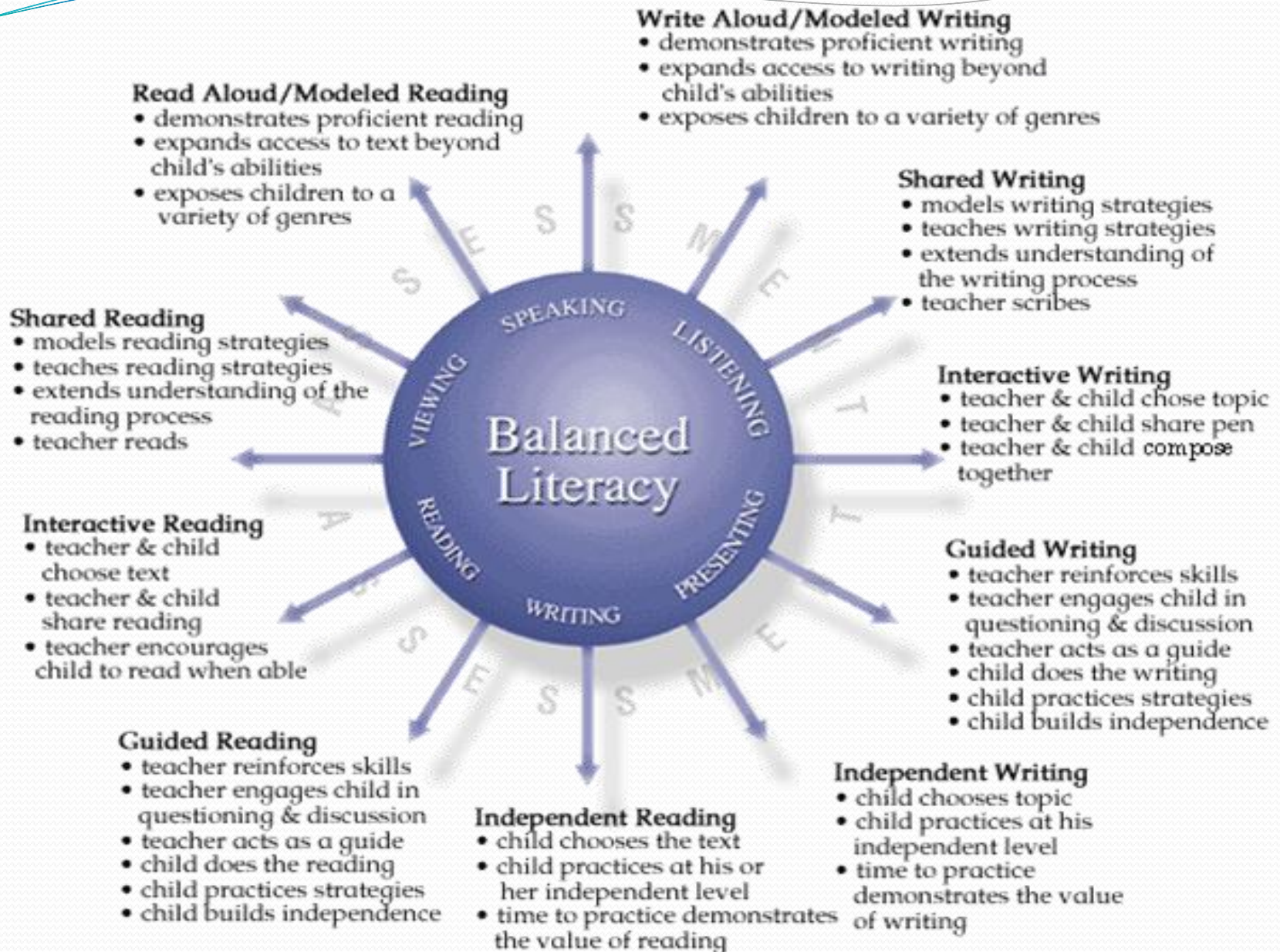
- During Read Alouds/Shared Readings
- Teach comprehension of texts students cannot yet read, but can begin to learn strategies/vocabulary that good readers use to comprehend
- The Primary Comprehension Toolkit



How can a Balanced Literacy Program help me prepare my students?

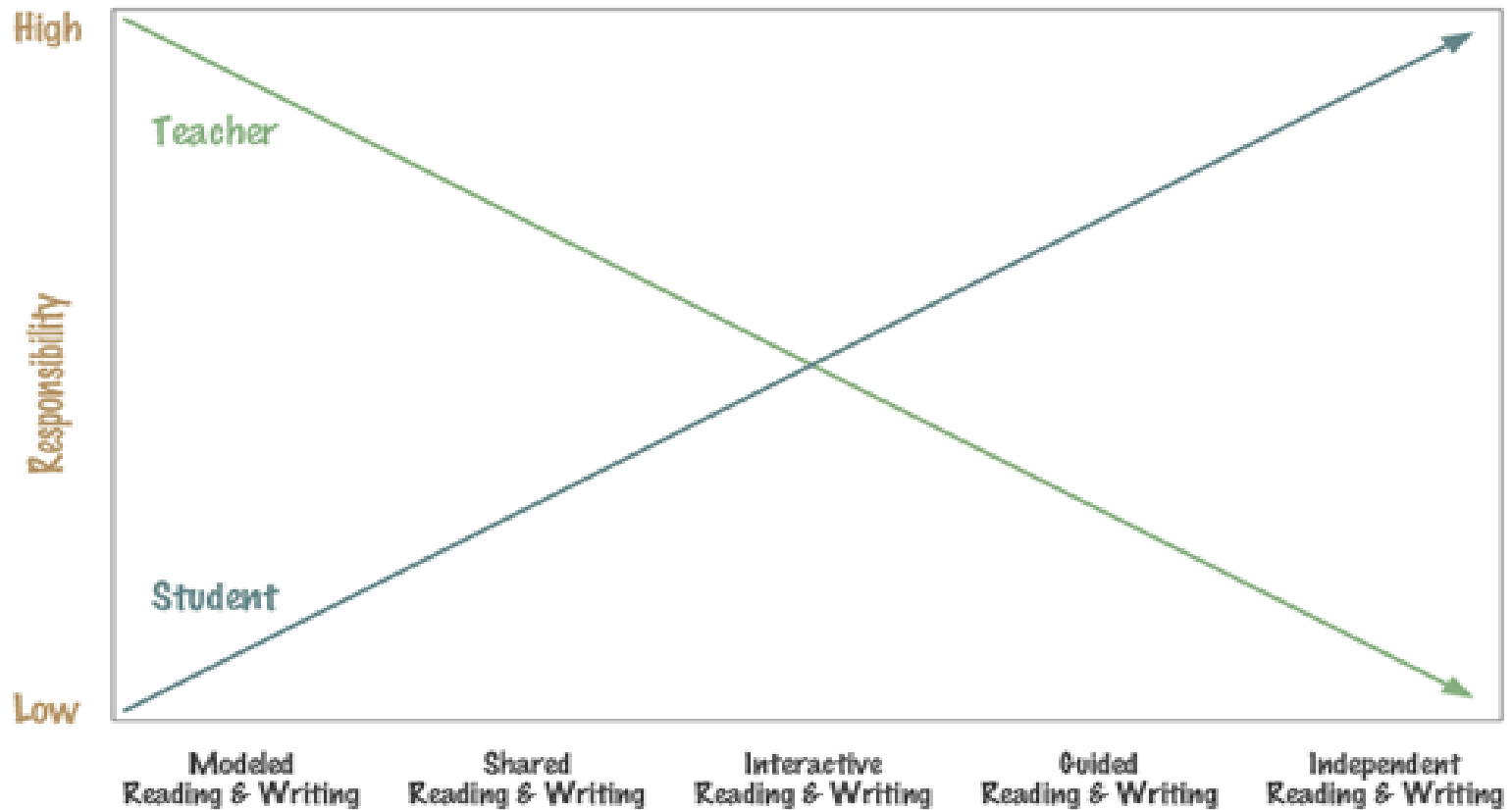
- It is a comprehensive program of language arts acquisition. It contains all of the components necessary for students to master written and oral communication.
- A balanced reading program includes:
 - Knowing students individually
 - Balancing both direct and indirect instruction
 - Balancing instructional activities including skills emphasis and meaning emphasis
- Teachers of balanced reading provide direct instruction to scaffold learning and make learning to read and write easier. They also provide ample opportunity and support for students to use and extend their instruction in functional reading and writing.

What is Balanced Literacy?



Gradual Release of Responsibility

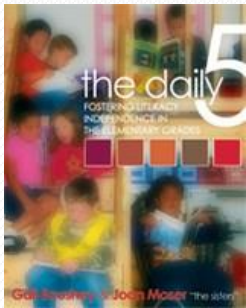
Balanced Literacy Components & Gradual Release of Responsibility



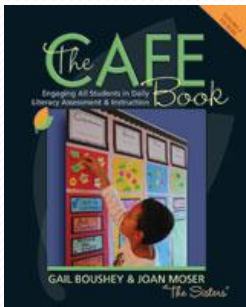
What does Daily Instruction Look Like?

	Monday	Tuesday	Wednesday	Thursday	Friday
8:00	Word Work	Word Work	Word Work	Word Work	Word Work
8:20	Writer's Workshop <i>(Modeled, shared, interactive, guided, and independent)</i>	Writer's Workshop <i>(Modeled, shared, interactive, guided, and independent)</i>	Writer's Workshop <i>(Modeled, shared, interactive, guided, and independent)</i>	Writer's Workshop <i>(Modeled, shared, interactive, guided, and independent)</i>	Writer's Workshop <i>(Modeled, shared, interactive, guided, and independent)</i>
8:40					
9:00					
9:00	Stephanie Harvey Comprehension Focus Lesson	Reading Groups/Daily Five <i>(Modeled, shared, interactive, guided and independent)</i>	Reading Groups/Daily Five <i>(Modeled, shared, interactive, guided and independent)</i>	Reading Groups/Daily Five <i>(Modeled, shared, interactive, guided and independent)</i>	Reading Groups/Daily Five <i>(Modeled, shared, interactive, guided and independent)</i>
9:20					
9:40					
10:00					
10:20	Intervention Groups/Read Aloud on Tape	Intervention Groups/Read Aloud on Tape	Intervention Groups/Read Aloud on Tape	Intervention Groups/Read Aloud on Tape	Intervention Groups/Read Aloud on Tape
10:40					

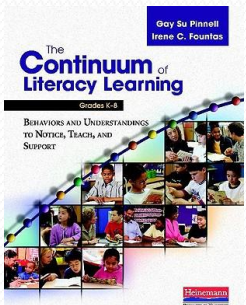
Recommended Resources



- The Daily Five: Fostering Literacy Independence in Elementary Grades, Gail Boushey and Joan Moser (Stenhouse 2006)



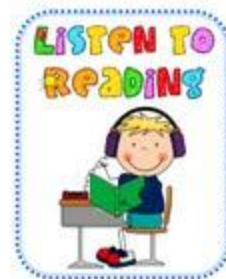
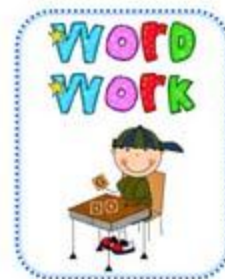
- The CAFE Book: Engaging All Students in Daily Literacy Assessment and Instruction, Gail Boushey and Joan Moser



- The Continuum of Literacy Learning, Gay Su Pinnell and Irene C. Fountas

The Daily Five: Basics

- It is a structure to promote independence and is student driven and engaging
- The best way to become a better reader/writer is to practice reading and writing
- Allows teacher to focus on instruction and not management/planning
- Say GOODBYE to literacy centers/worksheets



How is the Daily 5 different than a workshop model?

- Daily 5 relies on teaching of independence
- Manages the entire literacy block
- Allows for 3-5 focus lessons and more intentional teaching
- Provides students substantial amounts of time to read and write
- Allows for the integration of reading and writing
- Incorporate a variety of clearly defined routines to accelerate learning
- Build stamina to ensure longer periods of time students successfully read and write
- Articulate student behaviors that culminate in high engagement
- Teach students to understand and monitor their literacy goals

What does the structure look like?

- Whole Group Focus Lesson (5-10 minutes)
 - Comprehension, Accuracy, Fluency, Vocabulary Focus
- Student Independent Work (15-30 minutes)
 - Students choose: Read to Self, Read to Someone, Work on Writing, Word Work, Listen to Reading
 - Teacher conferencing with individuals or meeting with small group
- Repeat for desired number of rotations per day
- Sharing and review

Setting up the environment

- Gathering Place
- Good Fit Books
- Book Boxes
- Anchor Charts



Key Components

- Short intervals to build stamina
- Signals and check in
- Correct/incorrect model
- Promote independence, STAY OUT OF THE WAY



Gradual Release

Demonstration	Shared Demonstration	Guided Practice	Independent Practice
<p>Little / No Control</p> <p>High Support</p> <ul style="list-style-type: none"> ▪ I – Charts ▪ Introduce <ul style="list-style-type: none"> • 3 Ways to Read a Book • Good Fit Books • Underline word • EEKK • Picking partners • Material set up and clean up • Modeled writing ▪ Explicit instruction focus lessons 	<p>Low Control</p> <p>Moderate Support</p> <p>Level of Teacher Support</p> <ul style="list-style-type: none"> ▪ 10 Steps to Independence <ul style="list-style-type: none"> • Model right/wrong way • Practice / build stamina ▪ Turn and talk strategy 	<p>Low Support</p> <p>Moderate Control</p> <ul style="list-style-type: none"> ▪ Stamina Building ▪ Small Group Instruction ▪ Individual Conferencing ▪ Read to someone 	<p>Level of Learner Control</p> <p>High Control</p> <p>Little / No Support</p> <ul style="list-style-type: none"> ▪ Daily Five up and running
I do, you watch.	I do, you help.	You do, I help.	You do, I watch.

Components

- Key Components
 - Read to Self
 - Read to Someone
 - Listen to Reading
 - Work on Writing
 - Word Work

Daily 5



Read to
Self



Read to
Someone



Listen to
Reading



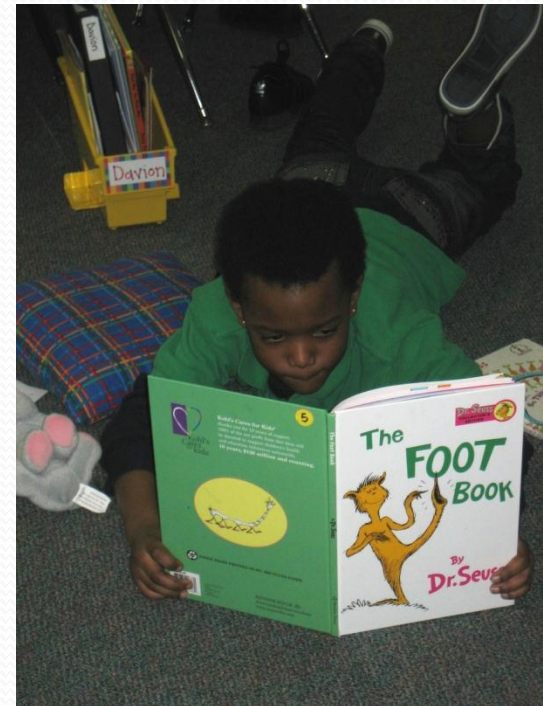
Make
Words



Writing

Read to Self: Day 1 One

- 3 Ways to read a Book Lesson
- I Chart
- Correct/Incorrect Modeling
- Build Stamina
- Check In
- Build Stamina
- Review



Read to Self: Day 1 Two and Beyond

- Review 3 Ways to read a Book Lesson
- Teach where to sit, how to choose good fit books
- Review I chart
- Model
- Build Stamina
- Check in
- Build Stamina
- Review



Read to Someone: Day One

- Model EEKK, voice level, check for understanding
- I chart
- Model
- Build Stamina
- Check in
- Build Stamina
- Review



Read to Someone: Day 1 Two and Beyond

- Review EEKK, Check for Understanding
- Teach I Read You Read, Read 2 Different Books, How to Choose Books, How to Choose a Partner
- Review I chart
- Model
- Build Stamina
- Check in
- Build Stamina
- Review



Listening

- Model using equipment
- I chart
- Model
- Build Stamina
- Check in
- Build Stamina
- Review



Work on Writing: Day One

- Model what to do with difficult words
- I chart
- Model
- Build Stamina
- Check in
- Build Stamina
- Review



Work on Writing: Day 1 Two and Beyond

- Review
- Teach Where to sit, What materials to Use, what to write about
- Review I chart
- Model
- Build Stamina
- Check in
- Build Stamina
- Review



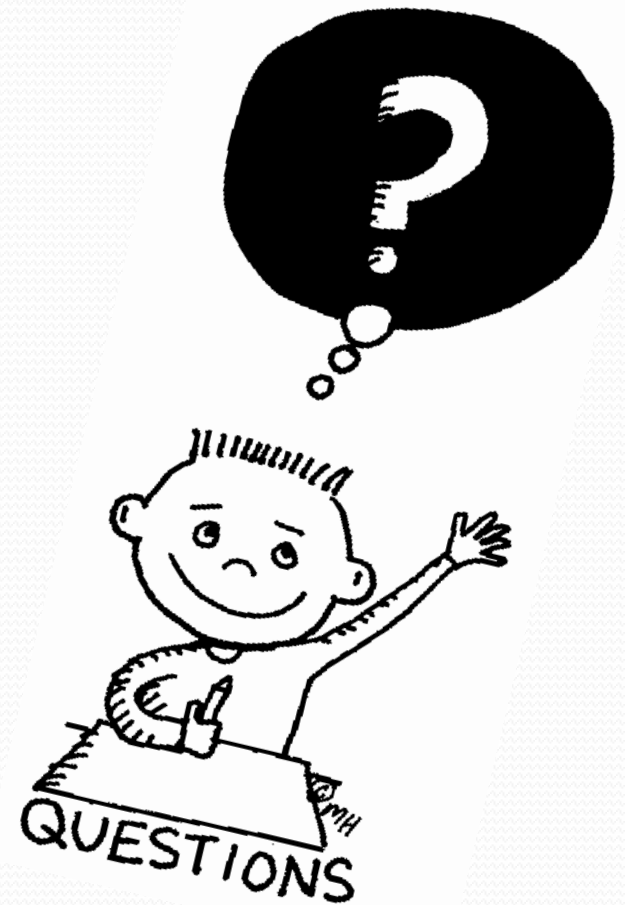
Word Work

- Introduce Materials
- I chart
- Model
- Build Stamina
- Check in
- Build Stamina
- Review



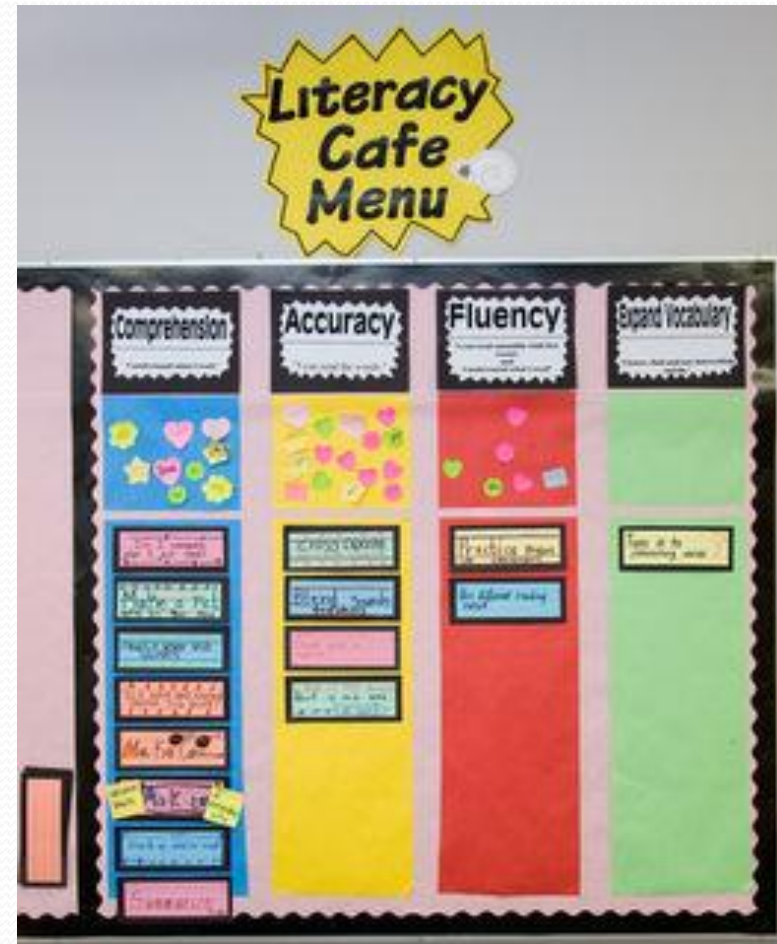
Troubleshooting

- Questions?
- Barometer children
- Response options/ accountability



CAFE

- Purpose:
 - To organize assessment data in a way that makes it work for the teacher
 - To keep track of individual student strengths and goals to maximize learning
 - Allow for true flexible grouping
 - Focus on strategy teaching and use
- CAFE stands for the strategy areas that are taught: Comprehension, Accuracy, Fluency, and Expand Vocabulary



CAFE Basics

- Emergent Menu/CAFE Menu
- Binder with record keeping forms
- Children meet with teacher individually for assessments, goal setting, and focused instruction
- Children meet with teacher in small strategy focused groups, not leveled groups to work on the same strategy
- Whole group instruction is based on needs that emerge for many children



CAFE Binder

- Calendar
 - Set appointments with children and strategy groups
- Keeping Track
 - Remember that fair does not mean equal
 - Helps to make sure children are not slipping through the cracks
- Strategy groups
 - Keep track of small group meetings
- Tab for each student
 - CAFE Menu
 - Reading Conference Form
 - Writing Conference Form



CAFE Menus

- Emergent Menus
- Standard Menus
- Common Core Menus

Graphic 3				The CAFE Menu			
<p>Comprehension I understand what I read</p> <p>Strategies Use prior knowledge to connect with text Make and adjust predictions; use text to confirm Infer and support with evidence Make a picture or mental image Monitor and fix up: Check for understanding Back up and reread</p> <p>Ask questions throughout the reading process Use text features (titles, headings, captions, graphic features) Summarize text; include sequence of main events Use main idea and supporting details to determine importance Determine and analyze author's purpose and support with text Recognize literacy elements (genre, plot, character, setting, problem/resolution, theme) Recognize and explain cause-and-effect relationships Compare and contrast within and between text</p>		<p>Accuracy I can read the words</p> <p>Strategies Abundant easy reading Look carefully at letters and words</p> <p>Cross checking . . . Do the pictures and/or words look right? Do they sound right? Do they make sense? Flip the sound Use the pictures . . . Do the words and pictures match? Use beginning and ending sounds Blend sounds; stretch and reread Chunk letters and sounds together Skip the word, then come back Trade a word/guess a word that makes sense Recognize words at sight</p>		<p>Fluency I can read accurately, with expression, and understand what I read</p> <p>Strategies Voracious reading Read appropriate-level texts that are a good fit</p> <p>Reread text Practice common sight words and high-frequency words Adjust and apply different reading rates to match text Use punctuation to enhance phrasing and prosody (end marks, commas, etc.) Read text as the author would say it, conveying the meaning or feeling</p>		<p>Expand Vocabulary I know, find, and use interesting words</p> <p>Strategies Voracious reading Tune in to interesting words and use new vocabulary in speaking and writing</p> <p>Use prior knowledge and context to predict and confirm meaning Use pictures, illustrations, and diagrams Use word parts to determine the meaning of words (prefixes, suffixes, origins, abbreviations, etc.) Ask someone to define the word for you Use dictionaries, thesauruses, and glossaries as tools</p>	
Behaviors That Support Reading							
Get started right away		Stay in one spot		Work quietly		Read the whole time	
				Increase stamina		Select and read good-fit books	

Parts of the CAFE

- Whole Group Lessons
- Small Strategy Group Lessons
- Individual Conferring



Whole Group Lessons

- Lesson focus comes from the menu
- The goal is to plan whole group lessons around skills and strategies that a majority of your students need assistance with
- After introducing a strategy, it is posted

Graphic 8				
Whole-Group Instruction Curriculum Calendar				
Month:	Week 1	Week 2	Week 3	Week 4
Phonics				
Accuracy				
Comprehension Skill				
Comprehension Strategy				
WASL Question Stem				
Fluency				
Writing Skill				
Writing Workshop				
Math				

Whole Group Lesson Format

- Identify Strategy, and why it is important
- Share “Secret to Success”
- Teach the strategy (1-5 minutes)
- Students practice with partners
- Student writes and illustrates a CAFE card
- Review the strategy
- Encourage practice during independent reading
- Post strategy
- Connect new strategies and refer back to board often



Whole Group Lessons

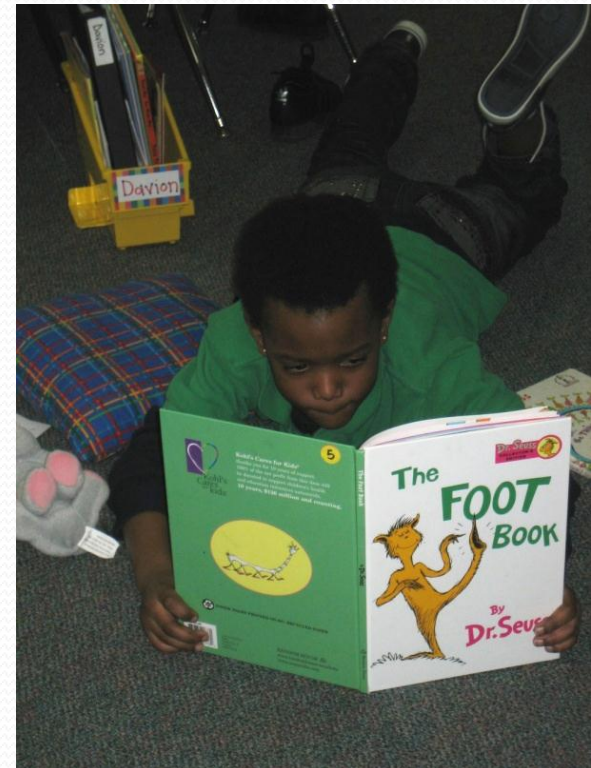
- Ready Reference Forms
- What questions do you have?

Goal Setting

- Assess Individual Students
 - Running records, reading inventories, concepts about print, letter identification, phonological awareness assessments, etc.
- Discuss Findings with Student
 - Highlight Strengths
- Set Goal
 - Concentrate on only one or two
- Declare the Goal on Menu
 - Student posts their sticky note on class board
- Individual Reading Conference Form
 - Add student information for first meeting
- Strategy Group Form
 - Add strategy and students name
 - Try to guide students to similar strategies to create a manageable number of groups

Conferring

- 7 Steps for Coaching to a Target (approx. 5 min)
 - Check calendar for appointments (30 sec)
 - Prepare (30 sec)
 - Observe (1 min)
 - Reinforce and Teach (1 min)
 - Practice (1 min)
 - Plan (30 sec)
 - Encourage (30 sec)
- Questions?



Small Strategy Groups

- Not leveled groups
- Group students that need the same skills/strategies
- Look for students needing work in the same areas based on assessments

Graphic 19 Strategy Groups and Instruction				
Goal	Strategy	Names	Touch Points	Individual Conferencing Touch Points
Date	Lesson			
Goal	Strategy	Names	Touch Points	Individual Conferencing Touch Points
Date	Lesson			
Goal	Strategy	Names	Touch Points	Individual Conferencing Touch Points
Date	Lesson			

Small Strategy Group Format

- Check calendar for appointments (30 sec)
- Prepare (30 sec)
- Observe (1-2 min)
- Reinforce and Teach (2-4 min)
- Practice (2-3 min)
- Plan (30 sec)
- Encourage (30 sec)



Daily Schedule

- Mini-lesson
- Strategy group/Daily 5
- Individual conferences/Daily 5

- Repeat for the number of rotations you need, bring students back between each rotation for another mini lesson
- Include time for sharing at the end

CAFE Wrap Up

- What questions do you still have about the CAFE model for reading goal setting and conferencing?



THANK
YOU!

- Feel free to contact me with any further questions, or if you'd like any more information about what I have shared.
- I love to share what works for me!
- Plemonsj@wawm.k12.wi.us
- <http://mrsplemonskindergarten.blogspot.com>