Supporting Rigorous English Language Arts Teaching and Learning

WRITING RESEARCH SIMULATION TASK

PARTICIPANT PACKET–Assessment Items

Tennessee Department of Education
English Language Arts
Grades 6-8
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Research Simulation Task Introduction
Many communities throughout the world are facing a shortage of clean, usable water. During this assessment, you will read three texts about possible solutions to the freshwater crisis.

Research Simulation Task Texts
Three texts will be used in this set of assessment items. The print texts are included in the accompanying text packet:
• Text 1: “Beyond Thirst: The Global Water Crisis” by Kathiann M. Kowalski
• Text 2: “You Are Drinking What?” by Paul Kix
• Text 3 (graphic): “Desalination”

Research Simulation Task Assessment Items
Five assessment items have been provided:
➢ Vocabulary in Text 1
➢ Analytic Summary of Text 1
➢ Central Idea in Text 2
➢ Central Idea in Text 3
➢ Analysis of Texts 1, 2, and 3
1. Vocabulary

Please read “Beyond Thirst: The Global Water Crisis.”¹ After you read, answer the two-part question below.

In the article, the writer states: “Technologies vary based on geography, but they don’t need to be elaborate.”

Part A
Which word is the best replacement for elaborate in the sentence above?

A. complicated
B. expensive
C. public
D. maintained

Part B
Which phrase from the text best helps the reader understand the meaning of elaborate?

A. “projects involve communities in decision making”
B. “teach people about hygiene and system upkeep”
C. “use as simple a technology as possible”
D. “the global water crisis will cost billions of dollars”

2. Analytic Summary

The writer of “Beyond Thirst: The Global Water Crisis”\(^2\) introduces a key idea that people all over the world lack access to safe drinking water.

Write an essay that summarizes and analyzes how this key idea is introduced, illustrated, and elaborated in the text. Be sure to cite evidence from the text to support your analysis. Follow the conventions of standard written English. Write your essay in the space provided on the next pages.

---

3. Central Idea

Please read “You Are Drinking What?”³ In this text, the writer develops several central ideas. After you read, complete the two-part item below.

Part A
Determine a central idea that is conveyed by the details in the text. Write this central idea as a sentence in the table on the next page.

Part B
Select three particular details in the text that convey the central idea you determined in Part A. Write the line numbers of these details in the table.

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<table>
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<th>Detail (Part B)</th>
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</table>
4. Central Idea

Desalination is the process of removing salt and minerals from salt water to produce fresh water that is safe to drink. Please read and review “Desalination.”⁴ After you read the text and review the graphics, complete the three-part item below.

Part A
Determine a central idea that is developed by the details and images of the text. Write your chosen central idea in your own words as a sentence in the table on the next page.

Part B
Select three particular details or images in the text that develop the central idea you determined in Part A. Write these details in the left side of the table.

Part C
Provide a brief explanation of how each detail or image you selected in Part B helps to develop the central idea. Write your three explanations in the right side of the table.

⁴ Desalination. Copyright © 2013 by Measurement Incorporated. All rights reserved.
<table>
<thead>
<tr>
<th>Central Idea (Part A)</th>
<th>Detail or Image (Part B)</th>
<th>Explanation (Part C)</th>
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5. Analysis

You have read three texts about ways to address the shortage of clean water, which is a problem for many communities in the world.

The three texts are:
- “Beyond Thirst: The Global Water Crisis” by Kathiann M. Kowalski
- “You Are Drinking What?” by Paul Kix
- “Desalination”

Write an essay that argues for what you think are the three most important factors to consider when choosing a possible solution for providing clean water. Be sure to support your argument with claims that are developed with clear reasons and relevant evidence from the three texts. Be sure to follow the conventions of standard written English. Write your essay in the space provided on the next pages.

You may use this area for notes ONLY. Use the lined pages to write your essay.
Norms for Collaborative Work

- Keep students at the center
- Be present and engaged
- Monitor air time and share your voice
- Challenge with respect
- Stay solutions oriented
- Risk productive struggle
- Balance urgency and patience
Module 1: Goals

Deepen understanding of the ELA research simulation task by:

• engaging in an ELA research simulation task.

• analyzing what students need to know and be able to do in order to be successful on the task.

• analyzing alignment to the CCSS and key shifts.

• discussing implications for classroom instruction and instructional materials.

Course of Study

1. Analysis of a Writing Research Simulation Task
2. Engaging in Rigorous ELA Lessons
3. Academically Productive Talk in ELA
4. Complex Texts & Sequencing
5. Sequenced, Text-based Questions
Task Sheet
Analysis of Writing Research Simulation Task

Part I – Discuss and Chart
With a partner take about 20 minutes to
1. briefly share your responses to the items in the task.
2. create and chart a list of what students would need to know and be able to do to be successful on the task.
3. identify and chart the grade-level CCSS being assessed.

Work to be as specific as possible, and please post chart when finished.

Part II – Stand and Share
• Pairs stand at their chart.
• Facilitator will ask one group to share and explain one standard that they have listed.
• Other pairs will check off the identified standard if they also have it listed OR add the identified standard (if they want) to their chart.
• Facilitator moves to another pair for another standard from their list.
• Checking off and adding continues until all groups have exhausted their lists.

Part III – Whole Group Discussion
• What insights did you gain from engaging in the Writing Research Simulation Task?
• How does the Writing Research Simulation Task exemplify the CCSS and the three key shifts?
• What do you see as implications for teaching and learning in ELA?
Module 1: Takeaways

An understanding

- of how the CCSS and the key shifts in ELA are evident in the Writing Research Simulation Task and the implications of those shifts for classroom instruction.

- of what students need to know and be able to do in order to be successful on the Writing Research Simulation Task.

- that assessment of reading and writing is integrated in the Writing Research Simulation Task, with a focus on use of textual evidence to support written work.

Course of Study

1. Analysis of a Writing Research Simulation Task
2. Engaging in Rigorous ELA Lessons
3. Academically Productive Talk in ELA
4. Complex Texts & Sequencing
5. Sequenced, Text-based Questions
Module 1: Participant Reflection Form

Take a few moments to respond to the following questions as a way to reflect on your learning during this module.

1. What was your biggest insight or learning in this module? Why was that significant?

2. What one thing will you do differently in the classroom based on your understanding of this module’s content and the demands of the CCSS?

3. What do you want to learn more about in order to implement the learning in your practice?

4. What questions do you still have?
Module 2: Goals

• Deepen understanding of rigorous, standards-based instruction by engaging in lessons that are keyed to the Common Core State Standards (CCSS).

• Analyze the place of pre-reading activities and close reading in this vision of CCSS-aligned instruction.

• Analyze the connections between this vision of instruction and the key shifts and the Research Simulation Task.

Course of Study

1. Analysis of a Writing Research Simulation Task
2. Engaging in Rigorous ELA Lessons
   3. Academically Productive Talk in ELA
   4. Complex Texts & Sequencing
   5. Sequenced, Text-based Questions
# Grade 9: Argument & Methods

## Overarching Questions
How do three different leaders across time imagine solutions to reach racial equality? What methods do these speakers use to build and support their arguments?

### Pre-Assessment Text

- **Text 1**
  - "I Have a Dream"
  - Martin Luther King, Jr.
  - August 28, 1963

- **Text 2**
  - "Remarks to the Convocation of the Church of God in Christ"
  - William J. Clinton
  - November 13, 1993

- **Text 3**
  - "Ending Racial Inequality"
  - George W. Bush
  - NAACP Annual Convention
  - July 10, 2000

### Comprehension:
What is this speech about? Who is Sojourner Truth? What do you know about her?

### Significance:
Identify a moment that strikes you as significant to Truth's argument. Explain why you consider this moment to be significant.

### Interpretation:
Why does Truth keep repeating the phrase, "and ain't I a woman?"

### Author's Methods:
What methods does Truth use to use to build and support her argument?

### Structure:
How does Truth structure her speech? How does each section advance her argument?

### 1.1 Prior Knowledge & Build Background:
Who is Martin Luther King, Jr.? What do you know about him? What do you know about his famous speech, "I Have a Dream"?

### 1.2 Comprehension:
What is King’s argument? Who is his audience and what does he want them to do?

### 1.3 Structure:
How does King organize his speech? How does each section advance his argument?

### 1.4 Author’s Methods: Metaphor:
Identify the metaphors that you find most compelling to King’s argument. Explain each metaphor and what you find most compelling about it given King’s argument, purpose, and audience.

### 1.5 Author’s Methods: Allusion:
King makes several allusions in this speech. Research one and explain its role in his argument.

### 1.6 Author’s Methods: Repetition
Study King’s use of repetition. What does he repeat and for what purposes? How does his use of repetition link to and advance his argument?

### 2.1 Comprehension:
Write a summary of Clinton’s speech. Include his argument, the specific claims and counterclaims he makes, and who his audience is.

### 2.2 Relationship Among Ideas:
Identify and explain the claims you find most significant to Clinton’s argument. How does he support each claim? What is the relationship among the claims and between the claims and counterclaims?

### 2.3 Author’s Methods:
What methods does Clinton use to build and support his argument? How does each advance his argument?

### 2.4 Drawing an Inference:
What do you see as the main goal of Clinton’s speech? Write an argument using claims and counterclaims that are grounded in evidence from the speech to support what you see as the main goal of his speech.

### 3.1 Comprehension:
Write a summary of Bush’s speech. Include the specific claims and counterclaims he makes, who his audience is, and what he wants them to do.

### 3.2 Structure:
How does Bush organize his speech? How does each section advance his argument?

### 3.3 Author’s Methods:
Compare two methods that Bush and another speaker use. Explain how each uses these methods and argue for which you find more effective given the speaker’s argument, purpose, and audience.

### 3.5 Language:
Reread paragraph 5. What is Bush saying and doing in this paragraph? Imitate Bush’s writing by writing a paragraph like this one using your own ideas.

### 4.1 Comparing Texts:
Speaking almost 40 years after King, Bush says, “Discrimination is still a reality, even when it takes different forms.” Compare the inequities or forms of discrimination that each of the three speakers is speaking about. What evidence and methods does each speaker use to convince his audience of these inequities?

### 4.2 Comparing Texts:
King, Clinton, and Bush all argue for ending racial inequality. Compare their solutions and the claims, reasoning, methods they use for those solutions.
Task Sheet
Comprehension

Individually, take a few minutes to read “Ain’t I a Woman?”

As you read, think about the following questions:

– What is the speech about? What are the BIG issues? How do you know?
– Who is the speaker?
– What do we know about her? How do we know?

When you have finished reading, take about 3 minutes to write a response to the above questions. Be sure to cite evidence from the text to support your answers.

Then, take about 3 minutes to turn to a partner and discuss your answers.
Task Sheet
Reread for Significance

Individually, reread “Ain’t I a Woman?” to identify a moment that strikes you as significant to Truth’s argument.

Write the moment you select in the left column of the chart. Then, in the right column, do a quick write to explain why you consider the moment significant to Truth’s argument.

Teacher Model

<table>
<thead>
<tr>
<th>Significant Sentence/Phrase</th>
<th>Explanation of the significance to the text</th>
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<tr>
<td>“If my cup won’t hold but a pint and yours holds a quart, wouldn’t you be mean not to let me have my little half-measure full?”</td>
<td>This sentence provides one of Truth’s reasons for her argument, which is that women should have the same rights as men. Sojourner Truth is saying that even if one group isn’t as smart as another (i.e., the group’s cup only holds a pint whereas another’s holds a quart), each group should be able to use its full potential regardless of whether it is less than another’s potential.</td>
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Be prepared to share your moment with your colleagues.
Share your significant sentence/phrase and explanation with two other people. Then, as a trio, decide which moment you consider to be most significant and why.

**StepBack: Reflect on Selecting Significant Sentence/Phrase**
- What did you do and think about to select your sentence/phrase?

- What did you do and think about to explain each significant sentence/phrase?

- As a group, how did you decide on the most significant sentence/phrase from the three that were offered?
Task Sheet
Interpretation

Reread the text again to answer the following question:

Why do you think Truth keeps repeating the phrase, “ain’t I a woman”?

After you have written on the question, turn to a partner and take about two minutes to discuss your responses.

This partner talk is preparation for a whole group discussion on the same question.
StepBack after Whole Group Discussion

- What did you learn by engaging in this discussion?

- What more did you learn about this text or yourself as a reader?
Resource

Inquiry-based Discussion

In an inquiry-based discussion, readers discuss their responses to an interpretive question about a text(s). An interpretive question stems from a genuine inquiry about a text, is thought-provoking, and can sustain multiple and varied responses supported by textual evidence.

The purposes of the discussion are to help readers to:

• “try out” their answers and explanations anchored with specific moments from the text;
• accept alternative views/interpretations of the same text (not about reaching consensus or proclaiming a winner);
• rethink what they think about the text; and
• understand that readers can have different, valid interpretations of the same text.

Preparing for the Discussion:

• The discussion lead, usually the teacher, explains inquiry to readers, models some responses, and describes the teacher’s and the students’ roles during the discussion.
• Allow enough time for the discussion given the text complexity.
• The discussion usually follows the second or third reading of a text.
• Individually, students Write About the interpretive question and mine the text for evidence supporting their responses.
• Students are seated so they can see, talk to, and listen to each other.

Features of the Inquiry-based Discussion:

• A central inquiry/question that can sustain multiple responses related to interpreting the ideas of one text or across texts focuses the talk.
• The facilitator prompts students to “say more” and to anchor their talk in the text.
• Initial student talk is exploratory and can be halting as participants “try out” and modify their answers and explanations.
• Participants return often to cite or re-read the text, texts, or their notes.
• There is usually genuine talk related to the question by over 60% of the group.
• Participants listen to each other using the ideas of others in their answers.
• At the end of the discussion, there is time for each participant to jot down what they are thinking about the text given the discussion.
• The teacher takes the long view on students’ discussions, expecting the students to get better as they have more experience.
Facilitator’s Role:

- The teacher facilitator is not a direct teacher or a presenter. The facilitator does not talk too much, does not repeat the talkers’ responses, and does not verbally compliment or negate responses.
- When teachers step out of their role as guides and into their role as participants or teachers, they limit participation. (Vygotsky 1986; Alvermann, et al., 1996)
- As teacher facilitator, you elicit what readers are thinking and validating with evidence, but you are not telling them your interpretation.
- The teacher facilitator:
  - Uses questions to get others talking;
  - Encourages everyone – not just some – to participate;
  - Presses for clarification and evidence from the text; and
  - Keeps the conversation on track during the time frame provided;
  - Encourages readers to listen to and learn from each other by not repeating their responses;
  - Reminds them, only if and when necessary, of the guiding question under discussion;
  - Asks each discussant to validate answers with explanations anchored in evidence from the text;
  - Summarizes a flow of 3 or 4 responses or questions further to raise rigor of discussion -- not to do the mental work for students;
  - Asks participants to step back and reflect on what they learned from the discussion: *Would they now change their first quick write response and, if so, what would they change and why?*
  - Asks the idea tracker to recap the intellectual work of the discussion.
- The facilitator asks readers to step back and reflect on the discussion: *If they didn’t participate successfully, what needs to improve and who has responsibility for the improvement?*
Task Sheet

StepBack: Reflect as Teachers on First Reading (Comprehension)

1. Take a few minutes to read Tim Shanahan’s blog “Pre-Reading or Not? On the Premature Demise of Background Discussions.” After you read, take a few minutes to write a short response to the reading. Please be prepared to share your response with the whole group.

2. Working in partners, take a few minutes to share your responses to the Shanahan blog, and then talk about the process we went through to get the gist of this text. What did you notice about:
   - what you did as a learner?
   - what I did as the teacher to support your reading and writing?
   - the ways in which pre-reading activities were or were not used with this text?
   - alignment to the CCSS?

Be take some notes on your discussion and be prepared to share your responses with the whole group.

Comprehension Questions

Moving from...

- How many children did Truth see sold off to slavery?
- Who did she say heard her grief when she cried about her children?
- What is Truth referring to when she’s talking about “this thing in the head”?
- Who does Truth say was not involved in Christ’s birth?

Moving to...

- What’s the speech about?
- What’s the issue?
- What are the BIG issues?
- Who’s the author? What do we know about her? How do we know?
- What’s the author’s argument?
- What’s the author’s purpose?
- Who’s the audience?
Close Reading and CCSS

“The Common Core State Standards place a high priority on the close, sustained reading of complex text, beginning with Reading Standard 1. Such reading focuses on what lies within the four corners of the text. It often requires compact, short, self-contained texts that students can read and re-read deliberately and slowly to probe and ponder the meanings of individual words, the order in which sentences unfold, and the development of ideas over the course of the text. Reading in this manner allows students to fully understand informational texts as well as analyze works of literature effectively” (Coleman & Pimentel, 2011, p.4).

- How do Coleman and Pimentel define close reading in the quotation from the Publishers’ Criteria?

- What are they saying about the benefits of close reading?

- Based on your experience, what does close reading look like with students?

- How do your ideas about close reading conflict and/or coincide with Coleman and Pimentel?
Task Sheet

Close Reading and Unit

Using the unit outline, discuss the following questions with a partner:

• How did you see close reading being used in this unit?

• How are these uses of close reading similar to your prior understanding? To other close reading instructional materials? To the Publishers’ Criteria?

• How are they different?
Summary Points: Close Reading

Purposes
- Literal and inferential
- Interpretive
- Analytic

Scope
- Micro/Local: Comprehension of words, phrases, sentences, and paragraphs
- Macro/Global: Whole text comprehension of ideas, concepts, arguments
- Connections across multiple texts at different grain sizes (e.g., words, ideas, arguments)
Task Sheet
Making Connections

You will need the following materials:
- CCSS ELA 6-12
- CCSS Key Shifts
- Unit Outline

You will also need following materials from Module 1 for the last two questions:
- Writing Research Simulation Task
- Your responses to the Writing Research Simulation Task
- Your responses to “Analysis of Writing Research Simulation Task”

Working with a partner and using the above materials, discuss your responses to the following questions:

- What evidence of the CCSS’s key shifts do you see in the work of this unit, both the lessons in which we engaged today and those we did not?

- What CCSS are addressed in this unit?

- How does the work of this unit scaffold students toward being successful (“know and do”) on the Writing Research Simulation Task?

- How does the work of this unit address what we noticed as implications for the kinds of instruction demanded by the CCSS during our discussion in Module 1?
Rigorous ELA Teaching and Learning

Text

Task ↔ Talk
Module 2: Takeaways

Instruction aligned to the CCSS:

(1) requires reading rich, complex texts multiple times for varying purposes.

(2) utilizes sequenced, text-dependent questions and tasks that simultaneously develop students’ reading, writing, speaking, listening, and thinking skills.

Course of Study
1. Analysis of a Writing Research Simulation Task
2. Engaging in Rigorous ELA Lessons
   3. Academically Productive Talk in ELA
   4. Complex Texts & Sequencing
   5. Sequenced, Text-based Questions
Module 2: Participant Reflection Form

Take a few moments to respond to the following questions as a way to reflect on your learning during this module.

1. What was your biggest insight or learning in this module? Why was that significant?

2. What one thing will you do differently in the classroom based on your understanding of this module’s content and the demands of the CCSS?

3. What do you want to learn more about in order to implement the learning in your practice?

4. What questions do you still have?
Module 3: Goals

Deepen understanding of ways to improve academic rigor of discussions and support students to meet the CCSS by

- discussing research on talk in ELA.
- examining the CCSS Speaking & Listening Standards.
- expanding knowledge of Accountable Talk® practices in ELA.
- analyzing the videos of instruction for Accountable Talk practices.

Course of Study
1. Analysis of a Writing Research Simulation Task
2. Engaging in Rigorous ELA Lessons
3. Academically Productive Talk in ELA
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Task Sheet  
CCSS Speaking and Listening

“To become college and career ready, students must have ample opportunities to take part in a variety of rich, structured conversations—as part of a whole class, in small groups, and with a partner—built around important content in various domains. They must be able to contribute appropriately to these conversations, to make comparisons and contrasts, and to analyze and synthesize a multitude of ideas in accordance with the standards of evidence appropriate to a particular discipline. Whatever their intended major or profession, high school graduates will depend heavily on their ability to listen attentively to others so that they are able to build on others’ meritorious ideas while expressing their own clearly and persuasively.”

p. 48 of the CCSS for ELA & Literacy in History/Social Studies, Science, and Technical Subjects

- According to the CCSS, what do students need to know and be able to do as participants in “structured conversations”?

- Why are those habits and skills important for college and career readiness?

- From your experience, how much practice and expertise do students have with being part of structured conversations?
CCSS Speaking and Listening Standards

Take a moment to review the CCSS Speaking & Listening anchor standards:

- What do you notice about the skills and habits that CCSS values in terms of speaking and listening?

Then study and trace Standard 1:

- What do you notice about the progression of Standard 1 from Kindergarten to grades 11/12?
  - What changes?
  - What remains the same?
Research about Talk

- Students who have opportunities to engage in text-based discussions:
  - Learn to use knowledge in “creative and critical” ways to solve open-ended problems, develop and defend interpretations, and write their own texts.
  - Have higher levels of achievement on standardized tests.
  - Find their experiences more fun and engaging.

- It is extremely rare for students to engage in text-based discussions.
  - Questions most typically asked of students by teachers and textbooks are recitation questions.
  - Predominate pattern is Initiation-Response-Evaluation (I-R-E).

Research about Questions

- Nystrand & Gamoran (1997): Higher spring performance in classes that devoted time to discussion around authentic text-dependent questions about literature.

- Langer (2001): Students in schools that have made unusual progress on standardized tests were given more authentic text-dependent questions than those in schools that have made more typical progress.

- Applebee, Langer, Nystrand, and Gamoran (2003): Higher spring scores on writing assessment in classes where teachers provided students with authentic text-dependent questions.

*Authentic text-based questions are questions that have more than one possible response that can be supported with evidence from the text.*
References


Accountable Talk® Practices

Individually, please read “An Overview of Accountable Talk Practices.”

As you read, underline the key ideas and make note of any questions.

After you’ve finished reading, share with a partner.

Whole Group Discussion

• What key ideas did you identify in this overview of Accountable Talk practices?
• What questions do you have?
Norms for Viewing Videos of Practice

Goal of all conversations is to advance our own learning, not to “fix” the practice of others.

- Facilitator chooses lens for study.
- Agree to read/watch through the designated lens.
- Cite specific examples from text or video.
- Build on others’ ideas.
- Use language that is respectful of those in the video and in the group.
Task Sheet
Academically Productive Talk in Action

Video #1 – Significance StepBack: “Ain’t I a Woman?”

Lesson Questions: Why did I choose that phrase? How did I explain it?
Segment Length: 13:52 minutes
Grade: 10
Teacher: Patricia Bradford
School and District: Central High School, Prince George’s County Public Schools, MD

Task 1
Count off by 3s at your table:
• 1: accountability to the learning community
• 2: accountability to accurate knowledge
• 3: accountability to rigorous thinking

Individually:
• Watch the tape and look for evidence of the Accountable Talk® feature for which you are responsible.
• Complete the attached observation notes (next page) that will help identify for the group specifically where there is evidence for this type of accountability.

In pairs/trios:
• For each Accountable Talk feature, discuss an example from the video to share with whole group.

As a whole group, discuss:
• Where in the video did you see evidence of each particular Accountable Talk feature?
• How does this Accountable Talk feature support student comprehension?
• Where do you see alignment to CCSS?

Task 2
Individually:
• Take a minute to read over the resource, “Accountable Talk Moves and Functions.”

In pairs/trios:
• Discuss which of these moves and functions you notice in the transcript.

As a whole group, discuss:
• What moves did the teacher use?
• How did they promote the use of Accountable Talk practices among the students?
• How do these moves relate to Accountable Talk features?
### Video #1 Observation Notes

<table>
<thead>
<tr>
<th>1. Accountability to the Learning Community</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students actively participate in classroom talk</td>
<td></td>
</tr>
<tr>
<td>• Listen attentively</td>
<td></td>
</tr>
<tr>
<td>• Elaborate and build on each other’s ideas</td>
<td></td>
</tr>
<tr>
<td>• Work to clarify or expand a proposition</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Accountability to Knowledge</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Specific and appropriate knowledge</td>
<td></td>
</tr>
<tr>
<td>• Appropriate evidence for claims and arguments</td>
<td></td>
</tr>
<tr>
<td>• Commitment to getting it right</td>
<td></td>
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</tbody>
</table>

<table>
<thead>
<tr>
<th>3. Accountability to Rigorous Thinking</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Synthesize several sources of information</td>
<td></td>
</tr>
<tr>
<td>• Construct explanations and test understanding of concepts</td>
<td></td>
</tr>
<tr>
<td>• Formulate conjectures and hypotheses</td>
<td></td>
</tr>
<tr>
<td>• Employ generally accepted standards of reasoning</td>
<td></td>
</tr>
<tr>
<td>• Challenge the quality of evidence and reasoning</td>
<td></td>
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</tbody>
</table>
**Video #2 – Interpretation: “Ain’t I a Woman?”**

**Lesson Questions:** Why does Sojourner Truth repeat the phrase “Ain’t I a Woman?”?

**Segment Length:** 9:40 minutes

**Grade:** 10

**Teacher:** Patricia Bradford

**School and District:** Central High School, Prince George’s County Public Schools, MD

### Task 1

**Individually:**
- Look for evidence of a different Accountable Talk® feature. Make notes on the observation page.
- Look for evidence of students working together and/or listening to each other to make sense of the text. How does their talk help them to do so?
- What do you notice about how students are building skills and habits that the CCSS values in terms of speaking and listening?

**In pairs/trios:**
- Share your observations and notes.

**As a whole group, discuss:**
- When did you see evidence of each particular Accountable Talk feature?
- When did you see evidence of students working together and/or listening to each other to make sense of the text? How does their talk help them to do so?
- What do you notice about how students are building skills and habits that the CCSS values in terms of speaking and listening?

### Task 2

**Individually take a few minutes to read the transcript:**
- Underline places in the transcript where the conversation echoes or extends the earlier discussion on significant moments.
- What is the teacher’s role in this discussion?

Be ready to share your responses in our whole group.
# Video #2 Observation Notes

<table>
<thead>
<tr>
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<td>• Employ generally accepted standards of reasoning</td>
</tr>
<tr>
<td>• Challenge the quality of evidence and reasoning</td>
</tr>
</tbody>
</table>
Video #3 – Comprehension (Questioning the Author): “Child Labor”

Lesson Questions: What main ideas does the author want us to understand about child labor? What key details support the author’s main ideas?
Segment Length: 4:12 minutes
Grade: 5
Literacy Coach: Elizabeth Reilly
Teacher: Marie Torres
School and District: Carl G. Lauro Elementary School, Providence Public School District, RI

Task
Individually, take notes or highlight portions of the transcript to:
• identify what you notice the teacher saying or doing to support Accountable Talk® practices. Refer to the Accountable Talk Moves and Functions handout to help you.
• identify what you notice the students saying or doing that demonstrates evidence-based reasoning and/or Accountable Talk practices.

Video #4 – Interpretation: “Child Labor”

Lesson Questions: What are the similarities and differences between the two texts in the facts that they provide about the reasons child labor exists? What are the similarities and differences between these two texts in the facts that they provide about the types of child labor that exist?
Segment Length: 4:00 minutes
Grade: 4
Teacher: Lindsay Fiorentino
School and District: Melissa Jones Elementary School, Guilford Public Schools, CT

Task
Individually, take notes or highlight portions of the transcript to:
• identify what you notice the teacher saying or doing to support Accountable Talk practices. Refer to the Accountable Talk Moves and Functions handout to help you.
• identify what you notice the students saying or doing that demonstrates evidence-based reasoning and/or Accountable Talk practices.
Accountable Talk® Features and Indicators

**Accountability to the Learning Community (#1)**
- Students actively participate in classroom talk
- Listen attentively
- Elaborate and build on each other’s ideas
- Work to clarify or expand a proposition

**Accountability to Accurate Knowledge (#2)**
- Specific and appropriate knowledge
- Appropriate evidence for claims and arguments
- Commitment to getting it right

**Accountability to Rigorous Thinking (#3)**
- Synthesize several sources of information
- Construct explanations and test understanding of concepts
- Formulate conjectures and hypotheses
- Employ generally accepted standards of reasoning
- Challenge the quality of evidence and reasoning
# Accountable Talk® Moves and Functions

<table>
<thead>
<tr>
<th>Teacher Move</th>
<th>Function</th>
<th>An Example</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>1. Marking</strong></td>
<td>Direct attention to the value and importance of a student’s contribution.</td>
<td>“I hear you saying _____. Let’s keep this idea in mind.”</td>
</tr>
<tr>
<td><strong>2. Challenging students</strong></td>
<td>Redirect a question back to the students or use student’s contributions as a source for a further challenge or inquiry.</td>
<td>“What do YOU think?” “What surprised you about what you just heard about the text’s ______?”</td>
</tr>
<tr>
<td><strong>3. Modeling</strong></td>
<td>Make one’s thinking public and demonstrate a total performance in order to help learners understand the essence of the activity and to develop a mental picture of what the real thing looks like.</td>
<td>“Here’s what good readers do…”</td>
</tr>
<tr>
<td><strong>4. Pressing for accuracy</strong></td>
<td>Hold students accountable for the accuracy, credibility, and clarity of their contributions.</td>
<td>“Where can we find that…?” “What is your basis for that conclusion?” “Who said that?”</td>
</tr>
<tr>
<td><strong>5. Building on prior knowledge</strong></td>
<td>Tie a current contribution back to knowledge accumulated by the class at a previous time.</td>
<td>“How does this connect…?” “How do we define ______ in this context?” “What else comes to mind given our discussion about ____________?”</td>
</tr>
<tr>
<td><strong>6. Pressing for reasoning</strong></td>
<td>Elicit evidence and establish what contribution a student’s utterance is intended to make within the group’s larger enterprise.</td>
<td>“Why do you think that…?” What evidence from the text supports your claim? How does this idea contrast with _____?”</td>
</tr>
<tr>
<td><strong>7. Expanding reasoning</strong></td>
<td>Open up extra time and space in the conversation for student reasoning.</td>
<td>“Take your time… say more.” “Given what we just read and discussed, what would you now say about _____?”</td>
</tr>
<tr>
<td><strong>8. Recapping</strong></td>
<td>Make public in a concise, coherent way, the group’s developed, shared understanding of the content or text under discussion.</td>
<td>“What have we discovered?” So far, we have discussed the following …What else do we need to address?”</td>
</tr>
<tr>
<td><strong>9. Keeping the channels open</strong></td>
<td>Ensure that students can hear each other, and remind them that they must hear what others have said.</td>
<td>“Please say back what _____ just said.”</td>
</tr>
<tr>
<td><strong>10. Keeping everyone together</strong></td>
<td>Ensure that everyone not only heard, but also understood what a speaker said.</td>
<td>“Do you agree or disagree with what _____ just said? Explain your thinking.”</td>
</tr>
<tr>
<td><strong>11. Linking contributions</strong></td>
<td>Make explicit the relationship between a new contribution and what has gone before.</td>
<td>“Who wants to add on to …? “What do you notice is missing?”</td>
</tr>
<tr>
<td><strong>12. Verifying and clarifying</strong></td>
<td>Revoice a student’s contribution, thereby helping both speakers and listeners to engage more profitably in the conversation.</td>
<td>“So, are you saying…?”</td>
</tr>
</tbody>
</table>
Summary Points: Accountable Talk® Practices

Significance Grade 10 Video
• Several different kinds of student talk:
  – Reporting
  – Defining
  – Arguing positions
  – Disagreeing
• Teacher’s role (moves):
  – Framing and stoking the discussion
  – Tracking ideas that have been offered
  – Asking students to respond to others’ ideas

Interpretation Grade 10 Video
• Echoes significant moments discussion:
  – Truth is shattering notions of what a woman is and how women should be treated
• Extends significant moments discussion:
  – Delves deeper into Truth’s audience
  – Moves from controversy to contradiction; complicates ideas about Truth’s purpose
• Teacher’s role:
  – Charting ideas that have been offered

Aspects of Accountable Talk Practices That Support Rigorous Conversation
• Teachers create the norms and skills of Accountable Talk practices in their classrooms by modeling appropriate forms of discussion and ways of working (underlining text, making notes in margin) and by questioning, probing, and directing conversations.
• Students struggle to respond to challenging questions and to cite evidence from the text.
• Students make use of specific and accurate knowledge.
• Students provide evidence for claims and arguments.
• Students listen attentively to one another.
• A substantial portion of instructional time involves students in talk related to the concepts delineated in the standards.
• Students work toward the goal of clarifying or expanding a proposition.
• Students synthesize several sources of information.
• Students formulate conjectures and hypotheses.
Module 3: Takeaways

- Academically productive talk is not an event; it’s the culture of the classroom.

- Academically productive talk is built from related, planned discussions that allow for sequenced, text-based questions about multiple readings of complex texts.

- Different kinds of questions ask for different kinds of mental work and invite particular kinds of writing and talk and degrees of teacher facilitation.

- Academically productive talk apprentices students to the discourse of the discipline, both in talk and writing.

- Discussions are structured to build on each other so that the ideas across discussions matter as much as the ideas in any one individual discussion.

- All students are capable of engaging in academically productive talk.

Course of Study

1. Analysis of a Writing Research Simulation Task
2. Engaging in Rigorous ELA Lessons
3. Academically Productive Talk in ELA
   4. Complex Texts & Sequencing
   5. Sequenced, Text-based Questions
Module 3: Participant Reflection Form

Take a few moments to respond to the following questions as a way to reflect on your learning during this module.

1. What was your biggest insight or learning in this module? Why was that significant?

2. What one thing will you do differently in the classroom based on your understanding of this module’s content and the demands of the CCSS?

3. What do you want to learn more about in order to implement the learning in your practice?

4. What questions do you still have?
Module 4: Goals

Deepen understanding of what makes texts complex as well as why and how we should read complex texts with students by:

- discussing pages from Appendix A of the CCSS.
- analyzing and assessing the complexity of informational texts.

Deepen understanding about how to sequence a set of complex texts for a coherent unit of instruction.

Course of Study
1. Analysis of a Writing Research Simulation Task
2. Engaging in Rigorous ELA Lessons
3. Academically Productive Talk in ELA
4. Complex Texts & Sequencing
5. Sequenced, Text-based Questions
Task Sheet
Text Complexity and the CCSS

Please take a few minutes to individually read pages 1-16 and 32-35 of Appendix A.

Work in pairs/trios to take notes in response to the following questions:

• What are some of the reasons that reading complex text is important, necessary?

• Why is there a specific focus on Tier 2 vocabulary?

• What is the relationship between Tier 2 vocabulary and text complexity?

Be prepared to share your notes and the key points from your trio work with our whole group.
Major Ideas from Appendix A

Reading

- Reading demands in college, workforce, and life have increased while complexity of K-12 texts have declined.
- Clearest differentiator on ACT was students’ ability to answer questions on complex texts.
- “A high school graduate who is a poor reader is a post-secondary student who must struggle mightily to succeed.”
- “The need for remedial reading appears to be the most significant barrier to earning [a postsecondary degree or certificate].”
- “The consequences of insufficiently high text demands…in K-12 schools are severe for everyone, but they are disproportionately so for those who are already most isolated from text before arriving at the schoolhouse door.”
- Quantitative readability measures are often misleading for narrative fiction and are inappropriate for poetry and drama.

Vocabulary

- “Vocabulary has been empirically connected to reading comprehension since at least 1925.”
- “The difference in students’ vocabulary levels is a key factor in disparities in academic achievement.”
- “Although direct study of language is essential to student progress, most word learning occurs indirectly and unconsciously through normal reading, writing, listening, and speaking.”
- “Tier Two words (what the Standards refer to as general academic words) are…frequently encountered in complex written texts and are particularly powerful because of their wide applicability to many sorts of reading.”
Resource
Text Complexity: A Three-Part Model for Measuring Text Complexity

1. **Quantitative Measures** – Readability and other scores of text complexity are often best measured by computer software. Useful for placing texts initially within a grade-band.
   - Word length
   - Word frequency
   - Word difficulty
   - Sentence length
   - Text length
   - Text cohesion

### Common Scale for Band Level Text Difficulty Ranges

<table>
<thead>
<tr>
<th>Common Core Bands</th>
<th>ATOS</th>
<th>DRP</th>
<th>FK</th>
<th>Lexile</th>
<th>SR</th>
<th>RM</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd–3rd</td>
<td>2.75–5.14</td>
<td>42–54</td>
<td>1.98–5.34</td>
<td>420–820</td>
<td>0.05–2.48</td>
<td>3.53–6.13</td>
</tr>
<tr>
<td>4th–5th</td>
<td>4.97–7.03</td>
<td>52–60</td>
<td>4.51–7.73</td>
<td>740–1010</td>
<td>0.84–5.75</td>
<td>5.42–7.92</td>
</tr>
</tbody>
</table>

**KEY**
- ATOS: ATOS® (Renaissance Learning)
- DRP: Degrees of Reading Power® (Questar Assessment, Inc.)
- FK: Flesch-Kincaid® (public domain, no mass analyzer tool available)
- Lexile: Lexile Framework® (MetriMetrica)
- SR: Source Rater® (Educational Testing Service)
- IRM: Pearson Reading Maturity Metric® (Pearson Education)

Not in concordance table, but integral to research:
- Coh-Metrix (University of Memphis/Arizona State University)
- (Coh-Metrix provides multiple measures of analysis that today do not resolve to a single determination. These measures may still be quite useful in further analyzing quantitative and qualitative features of text.)
Using the Lexile® Analyzer Tool for Quantitative Text Complexity

Step 1: Find a text

Step 2: Prepare text for qualitative (Lexile) measurement
- Keep all complete sentences.
- Remove all non-prose content.

Step 3: Convert your text into a plain text file

Step 4: Analyze your text and get results
- Go to http://www.lexile.com
- Register and login
- Select Lexile Tools
- Select Lexile Analyzer
- Choose and Submit your file
- Get Your Results
2. **Qualitative Dimensions** – Levels of meaning, structure, language conventionality and clarity, and knowledge demands are often best measured by an attentive human reader. Useful for placing a text in a specific grade level.

   - Purpose/Meaning
   - Text Structure
     - Organization of Main Ideas
     - Text Features
     - Use of Graphics
   - Language Features
     - Conventionality
     - Vocabulary
     - Sentence Structure
   - Knowledge Demands
     - Subject Matter Knowledge
     - Intertextuality

**Hints for Assessing Qualitative Complexity**

- Initially place text in appropriate grade-band by quantitative measures, and then think of a “general” reader in that grade-band as you complete the qualitative review, particularly knowledge demands dimension.

- There is no correlation between complexity “score” and grade level. In other words, a text that is “very complex” in all dimensions is not a high school text, just as one that is “slightly complex” in all dimensions it not an early elementary text.

- At this point, try not to think about your **particular** students. That will come with the reader/task dimension. The qualitative review considers a wider grade-level audience

**Tools for Assessing Qualitative Dimensions**

- For informational texts, use the *Text Complexity Qualitative Measures Rubric for Informational Texts* (see next page for image of the first page of the tool).

- For literary texts, use the *Text Complexity Qualitative Measures Rubric for Literary Texts* (see next page for image of the first page of the tool).
**Text Complexity: Qualitative Measures Rubric**

### INFORMATIONAL TEXT

<table>
<thead>
<tr>
<th>Qualitative</th>
<th>Very Complex</th>
<th>Slightly Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Purpose</strong></td>
<td>Purpose: Literally, difficult to identify, intricate, theoretical elements.</td>
<td>Purpose: Literally, but many to identify based upon content or context.</td>
</tr>
<tr>
<td><strong>Text Structure</strong></td>
<td>Organization of Main Ideas: Conceptual, descriptive, causal, sequential, cause and effect, overview. Structure may be difficult to follow or incoherent or confusing.</td>
<td>Organization of Main Ideas: Conceptual, descriptive, causal, sequential, cause and effect, overview. Structure is clear and coherent.</td>
</tr>
<tr>
<td><strong>Language Features</strong></td>
<td>Conventionality: Dated, archaic, obscure, or figurative language, may be ambiguous or purposely misleading.</td>
<td>Conventionality: Standard, clear, straightforward, may be understood with some assistance.</td>
</tr>
<tr>
<td><strong>Knowledge Demands</strong></td>
<td>Life Experiences: Few references or allusions to other texts or cultural elements.</td>
<td>Life Experiences: Many references to other texts or cultural elements.</td>
</tr>
<tr>
<td><strong>Text Complexity: Suggested Passages or Texts for Higher-Level Readers:</strong></td>
<td>Text Complexity: Suggested Passages or Texts for Higher-Level Readers.</td>
<td></td>
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### LITERARY TEXT

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<th>Qualitative</th>
<th>Very Complex</th>
<th>Slightly Complex</th>
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<tbody>
<tr>
<td><strong>Meaning</strong></td>
<td>Meaning: Several levels of meaning that may be difficult to identify. Themes may be implicit or subtle.</td>
<td>Meaning: One level of meaning; themes are obvious and revealed early in the text.</td>
</tr>
<tr>
<td><strong>Text Structure</strong></td>
<td>Order of Events: Chronologically, but many to identify based upon context. No major shifts in time.</td>
<td>Order of Events: Chronologically, but many shifts in time.</td>
</tr>
<tr>
<td><strong>Language Features</strong></td>
<td>Conventionality: Dated, archaic, obscure, or figurative language, may be ambiguous or purposely misleading.</td>
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<td></td>
</tr>
</tbody>
</table>
3. Reader and Task Considerations – Background knowledge of reader, motivation, interests, and complexity generated by tasks assigned are often best made by educators employing their professional judgment.

- Motivation
- Knowledge and experience
- Purpose for reading
- Complexity of task assigned regarding text
- Complexity of questions asked regarding text

Text Complexity Analysis Tool
Use the Text Complexity Analysis Tool to gather information about the three parts of complexity for any text.

1. Quantitative Measures
2. Qualitative Dimensions
3. Reader and Task Considerations
Key Considerations for Text Placement

It is recommended generally that
- quantitative measures be used to locate a text within a grade-band.
- qualitative dimensions be used to then locate a text in a specific grade.

There may be exceptions to using quantitative measures to identify the grade-band; sometimes qualitative considerations will trump quantitative measures in identifying the grade band of a text.

See *Supplement to Appendix A* and *Appendix A* for additional information about CCSS and text complexity.
Resources

American Academy of Poets
(http://www.poets.org/index.php)
American Academy of poets offers a wide range of poems by a diverse set of classic and modern authors from Shakespeare to Adrienne Rich, Emily Dickinson to Gary Soto. Along with the poetry of these authors you'll also find biographies of the poets and teaching resources for educators.

American Literature
(http://www.americanliterature.com)
Looking for a good short story? Choose from the selection on this site.

American Rhetoric
(http://www.americanrhetoric.com/top100speechesall.html)
American Rhetoric provides audio and written transcripts for 100 great speeches. These speeches by presidents and other important political figures (e.g., Martin Luther King, Jr.) are important resources for educators searching for good examples of literary nonfiction.

Authorama
(www.authorama.com)
Free books that are in the public domain are available from a variety of authors. You may read the books online or offline.

Bartleby
(http://www.bartleby.com/)
A site with links to a wide variety of literary and informational texts, Bartleby is a particularly useful resource for finding poetry, resources for writing (e.g., Strunk's Elements of Style), and primary source historical texts such as inaugural speeches by U.S. presidents.

Bibliomania
(http://www.bibliomania.com/bibliomania-static/index.html)
Bibliomania offers over 2000 free classic texts for download. Primarily a source for literary texts, this site also has links to some literary nonfiction texts (e.g., Ralph Waldo Emerson's essays, Freud's Interpretation of Dreams). Links to study guides and teacher resources are also available through this site.

Complex Text Wiki
(http://complextext.wikispaces.com/)
This wiki is a resource for articles and tools to use in the search for complex texts, maintained by Mary Ratzer, a teacher-librarian from New York. Of particular usefulness
is the “Complex Text Resources” section, which provides links to a variety of tools created by different organizations and districts to help educators analyze texts.

**Children’s Classics**  
This site offers a large selection of illustrated children’s stories including many classic children’s fairy tales and nursery rhymes. For older children, novels such as *Anne of Green Gables* and *Peter Pan* are also free to read online.

**Discovery and Discovery Kids**  
Discovery and Discovery Kids are resources for informational texts and videos, especially those on scientific topics. Discovery Kids also includes related activities and educational games.

**Discover Magazine**  
[www.discovermagazine.com](http://www.discovermagazine.com)  
Explore this site for digital articles on a variety of topics in the areas of science, technology, and the future.

**Folklore and Mythology Electronic Texts**  
[http://www.pitt.edu/~dash/folktexts.html](http://www.pitt.edu/~dash/folktexts.html)  
This site is a great resource for folktales and myths, a focal text type in the CCSS. The folktales and myths on this site represent multiple cultures across the globe and include commonly known texts (e.g., Aesop’s tales, Hans Christian Andersen) as well as the more obscure.

**Kids Ahead**  
[www.kidsahead.com](http://www.kidsahead.com)  
This online site is a division of National Geographic and includes online articles about a variety of science topics. The site also includes activities, career information, as well as locations of museums and events that are happening in your area around specific topics in science.

**The Lexile Framework for Reading**  
The Lexile website offers an array of tools and information to support educators, including their online Lexile analyzer. The Lexile analyzer is free to use and available for both English and Spanish texts. (Registration is required but is free of charge.) Additionally, the site includes a database with recorded Lexiles of many popular texts. This site also includes information about the Common Core, a library of white papers, policy briefs, and articles, and a variety of links to related sites.
Librivox  
(http://librivox.org/)  
Looking for free audiobooks? This site has a great selection of free audio texts. Whether you want to give students the experience of hearing a text read aloud or need resources for struggling students who have difficulty decoding texts on their own, this site may prove useful to you. Librivox also accepts volunteers who would like to record texts.

NASA  
(http://www.nasa.gov/)  
NASA’s site includes articles, videos, and other scientific informational resources. NASA’s site is a rich resource for space and technology related texts and other materials.

National Park Service  
(http://www.nps.gov/index.htm)  
The National Park Service site links you to the sites for national parks across the country. These sites offer informational texts on scientific and historical topics related to each park. Many also include teacher resources.

National Geographic  
(http://www.nationalgeographic.com/)  
National Geographic includes a variety of scientific and historical informational texts and multimedia resources. This site also has an education link (http://education.nationalgeographic.com/education/?ar_a=1) providing guidance for teachers who wish to use National Geographic’s materials in their classrooms.

The National Women’s History Project  
(www.nwhp.org/)  
This site provides information about important women in history. There are numerous links to other sites allowing students to investigate particular women and their contributions.

PARCC Online  
(http://parcconline.org/)  
The official site of Partnership for Assessment of Readiness for College and Careers (PARCC) consortium, this site has the most up-to-date information on the coming PARCC assessments for educators in PARCC partner states and released prototype items. The site also includes a variety of resources to support teachers in transitioning to Common Core aligned instruction. PARCC has a Twitter account that can be followed to receive ongoing updates about the work of the consortium (https://twitter.com/PARCCPlace).
Project Gutenberg
(http://www.gutenberg.org/wiki/Main_Page)
Project Gutenberg connects users to sources for free books. Did you realize that classic texts are available as free e-books? Project Gutenberg is an invaluable resource for locating free materials.

Science News for Kids
(www.sciencenewsforkids.org)
Publication of the society for science and the public. Geared to elementary and middle school students, this web site offers articles about science topics such as atoms and forces, earth and sky, humans and health, life and technology.

Shanahan on Literacy
(http://www.shanahanonliteracy.com/)
The blog of Dr. Timothy Shanahan (University of Illinois at Chicago) explores a variety of topics related to literacy learning and assessment, including text complexity and close reading.

Smarter Balanced
(http://www.smarterbalanced.org/)
The official site of the Smarter Balanced Assessment Consortium, this is the site for educators in Smarter Balanced partner states to access the most recent information on the coming Smarter Balanced assessments. This site includes sample assessment items, information about computer adaptive testing, and a variety of other resources to support educators in transitioning to Common Core aligned instruction. Smarter Balanced also has a Twitter account that can be followed to receive ongoing updates about the work of the consortium (https://twitter.com/SmarterBalanced).

Smithsonian Institution
(www.smithsonianeducation.org)
The Smithsonian site offers the user a wealth of information for all grade levels. The site contains primary sources as well as links to other sites pertaining to the topic being researched. Science & Technology, Arts &Design, History & Culture, and Language Arts are the headings under which you may search for information.

Text Project
(http://textproject.org/)
This site provides links to several research reports, Text Project president and CEO Elfrieda Hiebert’s blog (Frankly Freddy), webinars, presentation slides, text suggestions for read alouds, student resources, teacher resources, and resources for professional development.
Time for Kids
(http://www.timeforkids.com)
This site is an online version of Time magazine for upper elementary students. The online magazine offers articles on current events in the US and around the world. Some topics and texts are also appropriate for middle schools students.

Washington Post for Kids
(http://www.washingtonpost.com/lifestyle/kidspost)
Current event articles for students in upper elementary-middle school grades.
Task Sheet

Analyze Complexity

Materials
- Task Sheet: Analyze Complexity
- Set of grade-level informational texts
- Resource: Text Complexity
- Tool: Text Complexity Analysis (extra copies included in packet)
- Tool: Text Complexity Qualitative Measures Rubric for Informational Text (extra copies included in packet)

Setting the context: We are looking for a set of texts for an ELA informational unit.

Analyze Complexity I
For this task, I have completed the first four steps for you. All you need to do is complete the quantitative measures box on the “Text Complexity Analysis” using the information given about the common text as I walk you thru these first steps:

Step 1: Find a text – I have found one for us already
Step 2: Prepare text for quantitative measurement (Lexile).
Step 3: Convert text into a plain text file.
Step 4: Analyze your text and get your results

Step 5: Read text and analyze qualitative dimensions
- Take a few minutes to individually read the text.
- With a partner use the “Text Complexity Qualitative Measures Rubric for Informational Text” to assess the text’s complexity.
- Remember to think of a wider, more general grade-level audience for this measure, not your particular students.
- Add notes to the qualitative measures box on the “Text Complexity Analysis” to explain your assessment.
- Please be prepared to share your assessment.

Step 6: Place the text within a specific grade. Complete the recommended placement box on the “Text Complexity Analysis” using your quantitative and qualitative analyses.

Step 7: Reader & Task Considerations
- Add notes to the considerations for reader and task box on the “Text Complexity Analysis”
  - Potential Challenges
  - Major Instructional Areas of Focus
  - Differentiation/Supports for Students
- This is the section to think about your particular students as well as possible tasks that this text would support.

Please be prepared to share your analysis with another pair and the whole group.

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Pair-to-Pair Sharing
- Takes notes in response to the following questions:
  - Where do you see agreement among assessments?
  - Where do you see disagreement?
  - What questions do you have?

Whole group discussion

Analyze Complexity II
Step 1: Quantitative Measures
- Complete the quantitative measures box on the “Text Complexity Analysis” using the information given about the other texts.

Step 2: Qualitative Measures
- Take a few minutes to individually read the remaining texts.
- Working in pairs or trios, complete a “Text Complexity Analysis” and “Text Complexity Qualitative Measures Rubric for Informational Text” for each text.
- Chart your placement and notes for each dimension of the qualitative assessment and post.
- Please be prepared to discuss your responses.

NOTE: For this part of the task, we will focus on attention on the qualitative dimensions alongside the qualitative measure, knowing that text placement and considerations for reader and task are very important as well and should also be considered when we take these practices back to our classrooms.

Gallery Walk
- Please take a few minutes to study the charts made by other groups.
- Takes notes in response to the following questions:
  - Where do you see agreement among assessments?
  - Where do you see disagreement?
  - What questions do you have?
- Please be prepared to share your responses.

Whole Group Discussion
- Take a few minutes to individually reflect on the following.
  - What insights did you gain from engaging in analyzing texts for complexity?
  - What do you see as implications for teaching and learning in ELA?
- Be prepared to engage in a whole group discussion.
# Text Complexity Analysis of 

__________(title)  

by _________(author)

## Recommended Complexity Band:

### Qualitative Measures

**Meaning/Purpose:** *(Briefly explain the levels of meaning (Literary Text) or purpose (Informational text).)*

**Text Structure:** *(Briefly describe the structure, organization, and other features of the text.)*

**Language Features:** *(Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)*

**Knowledge Demands:** *(Briefly describe the knowledge demands the text requires of students.)*

### Quantitative Measure

**Complexity Band Level** *(provide range):*  

**Lexile or Other Quantitative Measure of the Text:**

### Considerations for Reader and Task

Below are factors to consider with respect to the reader and task *(See attached guiding questions to assist each teacher in filling out this section for his or her own class):*

**Potential Challenges this Text Poses:**

**Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:**

**Differentiation/Supports for Students:**

---

### Recommended Placement

Briefly explain the recommended placement of the text in a particular grade band.

---

*Optional: Created by ________________(name, state, e-mail, date) Reviewed by ________________(name, state, e-mail, date)*
Text Complexity Analysis of
___________ (title)
by _________ (author)

Recommended Complexity Band:

### Qualitative Measures

**Meaning/Purpose:** (Briefly explain the levels of meaning (Literary Text) or purpose (Informational text.)

**Text Structure:** (Briefly describe the structure, organization, and other features of the text.)

**Language Features:** (Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)

**Knowledge Demands:** (Briefly describe the knowledge demands the text requires of students.)

### Quantitative Measure

**Complexity Band Level** (provide range):

**Lexile or Other Quantitative Measure of the Text:**

### Considerations for Reader and Task

Below are factors to consider with respect to the reader and task (See attached guiding questions to assist each teacher in filling out this section for his or her own class):

**Potential Challenges this Text Poses:**

**Major Instructional Areas of Focus** (3-4 CCS Standards) for this Text:

**Differentiation/Supports for Students:**

### Recommended Placement

Briefly explain the recommended placement of the text in a particular grade band.

Optional: Created by __________________________ (name, state, e-mail, date) Reviewed by __________________________ (name, state, e-mail, date)
# Text Complexity Analysis of

_______(title)

by _________(author)

Recommended Complexity Band:

## Qualitative Measures

**Meaning/Purpose:** *(Briefly explain the levels of meaning (Literary Text) or purpose (Informational text).)*

**Text Structure:** *(Briefly describe the structure, organization, and other features of the text.)*

**Language Features:** *(Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)*

**Knowledge Demands:** *(Briefly describe the knowledge demands the text requires of students.)*

## Quantitative Measure

**Complexity Band Level** *(provide range):*

**Lexile or Other Quantitative Measure of the Text:**

## Considerations for Reader and Task

Below are factors to consider with respect to the reader and task *(See attached guiding questions to assist each teacher in filling out this section for his or her own class):*

**Potential Challenges this Text Poses:**

**Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:**

**Differentiation/Supports for Students:**

## Recommended Placement

Briefly explain the recommended placement of the text in a particular grade band.

Optional:  Created by ______________________(name, state, e-mail, date)  Reviewed by ______________________(name, state, e-mail, date)
Text Complexity Analysis of
___________(title)
by __________(author)

Recommended Complexity Band:

### Qualitative Measures

**Meaning/Purpose**: *(Briefly explain the levels of meaning (Literary Text) or purpose (Informational text)).*

**Text Structure**: *(Briefly describe the structure, organization, and other features of the text).*

**Language Features**: *(Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures).*

**Knowledge Demands**: *(Briefly describe the knowledge demands the text requires of students).*

### Quantitative Measure

**Complexity Band Level** *(provide range)*:

Lexile or Other Quantitative Measure of the Text:

### Considerations for Reader and Task

Below are factors to consider with respect to the reader and task *(See attached guiding questions to assist each teacher in filling out this section for his or her own class)*:

**Potential Challenges this Text Poses**:

**Major Instructional Areas of Focus (3-4 CCS Standards) for this Text**:

**Differentiation/Supports for Students**:

### Recommended Placement

Briefly explain the recommended placement of the text in a particular grade band.

Optional: Created by ___________________________ (name, state, e-mail, date)  Reviewed by ___________________________ (name, state, e-mail, date)
## Text Complexity: Qualitative Measures Rubric

**INFORMATIONAL TEXT**

<table>
<thead>
<tr>
<th>QUALITATIVE</th>
<th>Very Complex</th>
<th>Slightly Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PURPOSE</strong></td>
<td>- Subtle, implied, difficult to determine; intricate, theoretical elements</td>
<td>- Explicitly stated; clear, concrete with a narrow focus</td>
</tr>
<tr>
<td><strong>TEXT STRUCTURE</strong></td>
<td>- Organization of Main Ideas: Connections between an extensive range of ideas or events are deep, intricate and often implicit or subtle; organization of the text is intricate or specialized for a particular discipline</td>
<td>- Organization of Main Ideas: Connections between some ideas or events are explicit or subtle; organization is evident and generally sequential</td>
</tr>
<tr>
<td><strong>TEXT FEATURES</strong></td>
<td>- Use of Graphics: If used, are essential in understanding content</td>
<td>- Use of Graphics: If used, graphics mostly supplementary to understanding of the text, such as indexes, glossaries, graphs, pictures, tables, and charts directly support the text</td>
</tr>
<tr>
<td><strong>LANGUAGE FEATURES</strong></td>
<td>- Conventionality: Dense and complex; contains abstract, ironic, and/or figurative language</td>
<td>- Conventionality: Explicit, literal, straightforward, easy to understand</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>- Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading</td>
<td>- Contemporary, familiar, conversational language</td>
</tr>
<tr>
<td><strong>Sentence Structure</strong></td>
<td>- Mainly complex sentences often containing multiple concepts</td>
<td>- Mainly simple sentences</td>
</tr>
<tr>
<td><strong>KNOWLEDGE DEMANDS</strong></td>
<td>- Subject Matter Knowledge: Extensive, perhaps specialized or even theoretical discipline-specific content knowledge; range of challenging abstract and theoretical concepts</td>
<td>- Subject Matter Knowledge: Everyday, practical knowledge; simple, concrete ideas</td>
</tr>
<tr>
<td><strong>Intertextuality</strong></td>
<td>- Many references or allusions to other texts or outside ideas, theories, etc.</td>
<td>- No references or allusions to other texts, or outside ideas, theories, etc.</td>
</tr>
</tbody>
</table>
Questions to Consider in Planning for Instructional Scaffolding of Informational Text:

**Purpose:**
- Would spending time helping students to establish a purpose for reading this text be appropriate?
- Will students know in advance what they are expected to do with the information they gain from reading this text?

**Text Structure:**
- Would graphic organizers or other aids be appropriate in making the structure of the text visible to students?
- Would a partial outline or some other text-based aid be appropriate in deciphering the structure of the text?
- Would previewing and discussing the graphics included with the text prior to reading be appropriate?

**Language Features:**
- Would a review of figurative, abstract, or ironic language and a modeling of how that type of language might be interpreted be appropriate?
- Would glossing certain vocabulary (particularly multiple meaning words that extend across other subject matter content areas, i.e. Tier 2 words) prior to reading be appropriate?

**Knowledge Demands:**
- What background knowledge needs to be introduced (or re-introduced) to facilitate reading success that will not supplant the actual information gained from the reading experience?
- What explicit references and/or allusions to other texts might require additional resources/opportunities for students to explore?

**General:**
- In what ways might collaborative groupings of students during the reading process be appropriate?
# Text Complexity: Qualitative Measures Rubric

## INFORMATIONAL TEXT

<table>
<thead>
<tr>
<th>QUALITATIVE</th>
<th>Very Complex</th>
<th>Slightly Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PURPOSE</strong></td>
<td>- Purpose: Subtle, implied, difficult to determine; intricate, theoretical elements</td>
<td>- Purpose: Explicitly stated; clear, concrete with a narrow focus</td>
</tr>
<tr>
<td><strong>TEXT STRUCTURE</strong></td>
<td>- Organization of Main Ideas: Connections between an extensive range of ideas or events are deep, intricate and often implicit or subtle; organization of the text is intricate or specialized for a particular discipline</td>
<td>- Organization of Main Ideas: Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential</td>
</tr>
<tr>
<td></td>
<td>- Text Features: If used, are essential in understanding content</td>
<td>- Text Features: If used, help the reader navigate and understand content but are not essential</td>
</tr>
<tr>
<td></td>
<td>- Use of Graphics: If used, extensive, intricate, essential integrated graphics, tables, charts, etc.; necessary to make meaning of text; also may provide information not otherwise conveyed in the text</td>
<td>- Use of Graphics: If used, graphics mostly supplementary to understanding of the text, such as indexes, glossaries, graphs, pictures, tables, and charts directly support the text</td>
</tr>
<tr>
<td><strong>LANGUAGE FEATURES</strong></td>
<td>- Conventional: Dense and complex; contains abstract, ironic, and/or figurative language</td>
<td>- Conventional: Explicit, literal, straightforward, easy to understand</td>
</tr>
<tr>
<td></td>
<td>- Vocabulary: Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading</td>
<td>- Vocabulary: Contemporary, familiar, conversational language</td>
</tr>
<tr>
<td></td>
<td>- Sentence Structure: Mainly complex sentences often containing multiple concepts</td>
<td>- Sentence Structure: Mainly simple sentences</td>
</tr>
<tr>
<td><strong>KNOWLEDGE DEMANDS</strong></td>
<td>- Subject Matter Knowledge: Extensive, perhaps specialized or even theoretical discipline-specific content knowledge; range of challenging abstract and theoretical concepts</td>
<td>- Subject Matter Knowledge: Everyday practical knowledge and some discipline-specific content knowledge; both simple and more complicated, abstract ideas</td>
</tr>
<tr>
<td></td>
<td>- Intertextuality: Many references or allusions to other texts or outside ideas, theories, etc.</td>
<td>- Intertextuality: No references or allusions to other texts, or outside ideas, theories, etc.</td>
</tr>
<tr>
<td>QUALITATIVE</td>
<td>Very Complex</td>
<td>Slightly Complex</td>
</tr>
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<td>-------------</td>
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</tr>
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<td>• Purpose: Explicitly stated; clear, concrete with a narrow focus</td>
</tr>
<tr>
<td><strong>TEXT STRUCTURE</strong></td>
<td>• Organization of Main Ideas: Connections between an extensive range of ideas or events are deep, intricate and often implicit or subtle; organization of the text is intricate or specialized for a particular discipline</td>
<td>• Organization of Main Ideas: Connections between ideas, processes or events are explicit and clear; organization of text is clear or chronological or easy to predict</td>
</tr>
<tr>
<td></td>
<td>• Text Features: If used, are essential in understanding content</td>
<td>• Use of Graphics: If used, simple graphics, unnecessary to understanding the text but directly support and assist in interpreting the written text</td>
</tr>
<tr>
<td></td>
<td>• Use of Graphics: If used, extensive, intricate, essential integrated graphics, tables, charts, etc., necessary to make meaning of text, also may provide information not otherwise conveyed in the text</td>
<td></td>
</tr>
<tr>
<td><strong>LANGUAGE FEATURES</strong></td>
<td>• Convenionality: Dense and complex; contains abstract, ironic, and/or figurative language</td>
<td>• Convenionality: Explicit, literal, straightforward, easy to understand</td>
</tr>
<tr>
<td></td>
<td>• Vocabulary: Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading</td>
<td>• Vocabulary: Contemporary, familiar, conversational language</td>
</tr>
<tr>
<td></td>
<td>• Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words</td>
<td>• Sentence Structure: Mainly simple sentences</td>
</tr>
<tr>
<td><strong>KNOWLEDGE DEMANDS</strong></td>
<td>• Subject Matter Knowledge: Extensive, perhaps specialized or even theoretical discipline-specific content knowledge; range of challenging abstract and theoretical concepts</td>
<td>• Subject Matter Knowledge: Everyday, practical knowledge; simple, concrete ideas</td>
</tr>
<tr>
<td></td>
<td>• Intertextuality: Many references or allusions to other texts or outside ideas, theories, etc.</td>
<td>• Intertextuality: No references or allusions to other texts, or outside ideas, theories, etc.</td>
</tr>
<tr>
<td>QUALITATIVE</td>
<td>VERY COMPLEX</td>
<td></td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
<td></td>
</tr>
<tr>
<td>PURPOSE</td>
<td>Purpose: Subtle, implied, difficult to determine; intricate, theoretical elements</td>
<td></td>
</tr>
<tr>
<td>TEXT STRUCTURE</td>
<td>Organization of Main Ideas: Connections between an extensive range of ideas or events are deep, intricate and often implicit or subtle; organization of the text is intricate or specialized for a particular discipline</td>
<td></td>
</tr>
<tr>
<td>LANGUAGE FEATURES</td>
<td>Conventionality: Dense and complex; contains abstract, ironic, and/or figurative language</td>
<td></td>
</tr>
<tr>
<td>KNOWLEDGE DEMANDS</td>
<td>Subject Matter Knowledge: Extensive, perhaps specialized or even theoretical discipline-specific content knowledge; range of challenging abstract and theoretical concepts</td>
<td></td>
</tr>
<tr>
<td>TEXT FEATURES</td>
<td>If used, are essential in understanding content</td>
<td></td>
</tr>
<tr>
<td>USE OF GRAPHICS</td>
<td>If used, extensive, intricate, essential integrated graphics, tables, charts, etc.; necessary to make meaning of text; also may provide information not otherwise conveyed in the text</td>
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</tr>
<tr>
<td>SUBJECT MATTER KNOWLEDGE</td>
<td>Many references or allusions to other texts or outside ideas, theories, etc.</td>
<td></td>
</tr>
<tr>
<td>INTERTEXTUALITY</td>
<td>Some references or allusions to other texts or outside ideas, theories, etc.</td>
<td></td>
</tr>
<tr>
<td>INTERTEXTUALITY</td>
<td>A few references or allusions to other texts or outside ideas, theories, etc.</td>
<td></td>
</tr>
<tr>
<td>INTERTEXTUALITY</td>
<td>No references or allusions to other texts, or outside ideas, theories, etc.</td>
<td></td>
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</table>

<table>
<thead>
<tr>
<th>SLIGHTLY COMPLEX</th>
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<tbody>
<tr>
<td>PURPOSE</td>
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<tr>
<td>TEXT STRUCTURE</td>
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<tr>
<td>LANGUAGE FEATURES</td>
</tr>
<tr>
<td>KNOWLEDGE DEMANDS</td>
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<tr>
<td>TEXT FEATURES</td>
</tr>
<tr>
<td>USE OF GRAPHICS</td>
</tr>
<tr>
<td>SUBJECT MATTER KNOWLEDGE</td>
</tr>
<tr>
<td>INTERTEXTUALITY</td>
</tr>
</tbody>
</table>

**TEXT COMPLEXITY: QUALITATIVE MEASURES RUBRIC**

**INFORMATIONAL TEXT**

<table>
<thead>
<tr>
<th>Text Title</th>
<th>Text Author</th>
</tr>
</thead>
</table>

-117-
### Text Complexity: Qualitative Measures Rubric

**LITERARY TEXT**

<table>
<thead>
<tr>
<th>Qualitative</th>
<th>Very Complex</th>
<th>Slightly Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meaning</strong></td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Meaning: Several levels/layers and competing elements of meaning that are difficult to identify, separate, and interpret; theme is implicit or subtle, often ambiguous and revealed over the entirety of the text</td>
<td>Meaning: More than one level/layer of meaning with levels clearly distinguished from each other; theme is clear but may be conveyed with some subtlety</td>
<td>Meaning: One level/layer of meaning; theme is obvious and revealed early in the text.</td>
</tr>
<tr>
<td><strong>Text Structure</strong></td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Narration: Complex and/or unconventional; many shifts in point of view and/or perspective</td>
<td>Narration: Largely simple and/or conventional; few, if any, shifts in point of view and/or perspective</td>
<td>Narration: Simple and conventional; no shifts in point of view or perspective.</td>
</tr>
<tr>
<td>Order of Events: Not in chronological order; heavy use of flashback</td>
<td>Order of Events: Several major shifts in time, use of flashback</td>
<td>Order of Events: Occasional use of flashback, no major shifts in time</td>
</tr>
<tr>
<td>Use of Graphics: If used, minimal illustrations that support the text</td>
<td>Use of Graphics: If used, a few illustrations that support the text</td>
<td>Use of Graphics: If used, extensive illustrations that directly support and assist in interpreting the written text</td>
</tr>
<tr>
<td><strong>Language Features</strong></td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Conventionality: Dense and complex; contains abstract, ironic, and/or figurative language</td>
<td>Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning</td>
<td>Conventionality: Explicit, literal, straightforward, easy to understand</td>
</tr>
<tr>
<td>Vocabulary: Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading</td>
<td>Vocabulary: Mostly contemporary, familiar, conversational language; rarely unfamiliar or overly academic language</td>
<td>Vocabulary: Contemporary, familiar, conversational language</td>
</tr>
<tr>
<td>Sentence Structure: Mainly complex sentences often containing multiple concepts</td>
<td>Sentence Structure: Simple and conventional; few, if any, subordinate phrases or clauses and transition words</td>
<td>Sentence Structure: Mainly simple sentences</td>
</tr>
<tr>
<td><strong>Knowledge Demands</strong></td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Life Experiences: Explores many complex and sophisticated themes; experiences are distinctly different from the common reader</td>
<td>Life Experiences: Explores few themes; experiences portrayed are common to many readers</td>
<td>Life Experiences: Explores a single theme; experiences portrayed are everyday and common to most readers</td>
</tr>
<tr>
<td>Intertextuality and Cultural Knowledge: Many references or allusions to other texts or cultural elements</td>
<td>Intertextuality and Cultural Knowledge: Few references or allusions to other texts or cultural elements</td>
<td>Intertextuality and Cultural Knowledge: No references or allusions to other texts or cultural elements</td>
</tr>
<tr>
<td>Subject Matter Knowledge: requires extensive, perhaps specialized prior content knowledge</td>
<td>Subject Matter Knowledge: requires moderate amount of prior content knowledge</td>
<td>Subject Matter Knowledge: requires only everyday content knowledge</td>
</tr>
</tbody>
</table>
Questions to Consider in Planning for Instructional Scaffolding of Literary Text:

**Meaning:**

- Would spending time helping students to understand the multiple layers/levels of meaning present in the text be appropriate?
- Will students know in advance what they are expected to do with the information they gain from reading this text (i.e., summarize, gather and apply details, analyze, synthesize, create)?

**Text Structure:**

- Would graphic organizers or other aids be appropriate in making the structure of the text visible to students?
- Would a partial plotline, cast of characters, or some other text-based aid be appropriate in deciphering the structure of the text?
- Would previewing and discussing the graphics included with the text prior to reading be appropriate?

**Language Features:**

- Would a review of figurative, abstract, or ironic language and a modeling of how that type of language might be interpreted be appropriate?
- Would glossing certain vocabulary (particularly multiple meaning words that extend across other subject matter content areas, i.e. Tier 2 words) prior to reading be appropriate?

**Knowledge Demands:**

- What background knowledge needs to be introduced (or re-introduced) to facilitate reading success that will not supplant the actual information gained from the reading experience?
- What explicit references and/or allusions to other texts might require additional resources/opportunities for students to explore?

**General:**

- In what ways might collaborative groupings of students during the reading process be appropriate?
Central Drivers: ARGUMENT AND METHODS

Overarching Questions:
How do three different leaders across time imagine solutions to reach racial equality?
What methods do speakers use to build and support their arguments?

Pre-Assessment
“ Ain’t I a Woman” Sojourner Truth December 1851

TEXT 1
“I Have a Dream” Martin Luther King, Jr. August 28, 1963

TEXT 2
“ Remarks to the Convocation of the Church of God” William J. Clinton November 13, 1993

TEXT 3

Assessment Text
“ Remarks to the NAACP” Barack Obama NAACP Centennial Convention July 17, 2009

Culminating Assessment
Write an argumentative essay in which you make a case for which speaker makes the strongest argument to promote racial equality. Consider each speaker’s use of claims, counterclaims, reasons, evidence, and methods when making your determination.

Key CCSS: RI.9-10.1, 5, 6, 8, 9; W.9-10.1
Sequencing Complex Texts

Questions for Sequencing Texts

- How will the texts be accessed by learners?
- How will the ideas of one text be used to understand ideas in other texts?
- How will the structure of one text be used to understand the structure of other texts?
- How will the texts be used as models of writing?
- What ideas from the texts will be revisited and set up to prompt retrospective work?

Placing a text first in the unit sequence might be because it:

- is less difficult to read than later ones and thus makes students' comprehension easier at first.
- is closer to students' life experiences
- provides easier access to the overarching questions that will drive the work of the unit
- provides a more accessible point of view for the reader.
- provides a model of the genre or model of the culminating assessment.
Developing Overarching Questions

Overarching questions present the big ideas/inquiries of an instructional unit. These text-based questions reach across and connect all of the texts under study. Each text allows students to deepen their responses to the overarching questions.

Rules of Thumb:
- Have a limited number of overarching questions.
- Have one or two that relate to the big ideas in the texts.
- Have one or two that relate to the assessment task(s).

Questions to ask yourself:
- What two to four questions reach across all the texts in the unit?
- What questions align to key CCSS prompted by the set of texts?
- What questions will generate enthusiasm and sustain prolonged inquiry?
- What questions facilitate students being able to generate new knowledge based on the texts in the unit?

Sample Overarching Questions

**Grade 10 – The Ebola Enigma**
- What are the unanswered questions about Ebola?
- What does it mean for findings to be warranted?
- What is the relationship between findings and evidence?
- What makes an argument effective?

**Grade 9 – Argument & Methods**
- How do three different leaders across time imagine solutions to reach racial equality?
- What methods do these speakers use to build and support their arguments?

**Grade 7 – Modern Issues About Food**
- What are these authors’ concerns about what we should eat? How are their arguments similar? How are they different?
- How compelling are the authors’ arguments in these texts? What makes them compelling?
- What are the characteristics of an effective explanatory essay?

**Grade 5 – Space Exploration**
- What are the benefits and costs of space exploration according to these authors?
- What methods do writers use to build and support their opinions?
Developing Central Drivers I

Materials:
• Task Sheet: Developing Central Drivers I
• Resource: Central Drivers
• Common Core State Standards (CCSS)
• Set of grade-level informational texts

1. Working in pairs/trios, develop three of the central drivers for a unit using the set of texts we assessed for complexity. Refer to the Central Driver Resource for help and use the chart on the next page as a workspace.

   • Develop Overarching Questions
   • Determine the sequence of the texts
     o Review the complexity assessments of the grade-level texts.
     o Based on your group’s assessments of complexity and instructional usefulness, determine the order of the texts in this unit.
   • Establish the key grade-level CCSS

2. Create and post a chart when you are finished. Be prepared to share your work with the whole group.

   • Using sticky notes, provide feedback to the other groups using the following starters to frame your comments:
     o “I notice…”
     o “I wonder…”
   • Be prepared to share your observations during whole group discussion.

4. Revise as needed after gallery walk and whole group discussion.

You will need this work during module 5 when we will continue our work on your unit.
<table>
<thead>
<tr>
<th>Grade Level and Unit Title</th>
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<th>Overarching Questions</th>
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<th>Key CCSS</th>
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Module 4: Takeaways

• All students must be given regular opportunities to engage with complex texts.

• Text complexity is best assessed using the three-model which takes into account (1) quantitative measures, (2) qualitative dimensions, and (3) reader and task considerations.

• Quantitative measures can generally be used to locate a text within a grade-band.

• Qualitative dimensions can generally be used to locate a text in a specific grade.

• Complex texts are one of the central drivers of unit development and help lay the foundation for the intellectual work for students.

Course of Study

1. Analysis of a Writing Research Simulation Task
2. Engaging in Rigorous ELA Lessons
3. Academically Productive Talk in ELA
4. Complex Texts & Sequencing
5. Sequenced, Text-based Questions
Module 4: Participant Reflection Form
Take a few moments to respond to the following questions as a way to reflect on your learning during this module.

1. What was your biggest insight or learning in this module? Why was that significant?

2. What one thing will you do differently in the classroom based on your understanding of this module’s content and the demands of the CCSS?

3. What do you want to learn more about in order to implement the learning in your practice?

4. What questions do you still have?
Module 5: Goals

Deepen understanding of text-based questions that scaffold students’ reading, writing, speaking, and listening by learning more about:

- research about writing in ELA.
- the CCSS perspective of text types.
- designing culminating assessments and writing assignments.
- qualities of text-based questions.
- research about questions in ELA.
- how the sequencing of questions helps students meet the CCSS.
- developing sequenced, text-based questions for a set of sequenced complex texts.

Course of Study

1. Analysis of a Writing Research Simulation Task
2. Engaging in Rigorous ELA Lessons
3. Academically Productive Talk in ELA
4. Complex Texts & Sequencing
5. Sequenced, Text-based Questions
Research about Writing

• Complex writing is an essential skill:
  • It allows students to support argument or analysis- an important skill for college readiness.
  • It is a predictor of academic success and a basic requirement for participation in civic life and in the global economy.

• Students are struggling:
  • Students have difficulty recognizing and applying argumentative text structures, generating evidence, offering relevant reasons, counterarguments, and rebuttals, and formulating arguments about texts using relevant and sufficient evidence from a text
  • 50% of high school graduates are not prepared for college-level writing (Achieve, Inc., 2005).

References


Task Sheet
CCSS Perspective on Text Types

Please read “Writing: Definitions of the Standards’ Three Text Types” on pages 23-25 of Appendix A. Underline key ideas as you read, and write some notes in response to the following questions:

1. What are the differences between argument and informational/explanatory writing according to the CCSS?

2. What are the differences in argument and informational/explanatory writing among the content areas?

3. What are the differences between argument and persuasion according to the CCSS?

4. How do these ideas challenge and/or affirm your thinking about argument, informational/explanatory writing, and narrative?

5. What are the implications of these ideas for your work and student learning?

Discuss your response to the questions with a partner. Be prepared to share your answers with the whole group.

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A culminating assessment:
- is a summative assessment.
- is related to the unit’s overarching questions, texts, and key standards.
- provides a guide for the work in the unit.
- provides evidence of student understanding and proficiency of the identified CCSS and learning goals.
- allows for the construction of new knowledge or an extension of their thinking rather than a regurgitation of what students learned in the unit.

Reminders about Culminating Assessments
- Culminating assessments across a year should require a variety of writing genres & modes.
- Once you’ve decided on a culminating assessment, make a list of what students need to know & be able to do to be successful. Design the unit with that as your guide (backward mapping).
- Unit texts should be able to support much of what students need to know and be able to do.
- Develop the culminating assessment with the rubric in mind.
Writing Assignments as Culminating Assessments

A good writing assignment is:
• focused on a single guiding question.
• composed so that the task or invitation to write is clearly visible.
• scaffolded so that students
  – understand the connection to the work that precedes it,
  – see clearly what is being asked of them, and
  – find some help in imagining how to begin the writing.

The following three-part template is helpful when developing a writing assignment:
• 1st paragraph/section: Situates the writing for students
• 2nd paragraph/section: Writes out the request
• 3rd paragraph/section: Offers some (but not too much) help to begin
  (see sample on next page)

Sample Culminating Assessment: Writing Assignment

As part of this unit, you have read several arguments made by leaders across time to promote racial equality. The arguments you read are:

• “I Have a Dream” by Martin Luther King, Jr.
• “Remarks to the Convocation of the Church of God in Christ” by William J. Clinton
• “Ending Racial Inequality” by George W. Bush
• “Remarks to the NAACP” by Barack Obama

Which of the four speakers do you think makes the strongest argument? Write an argumentative essay in which you make a case for the speaker who you think makes the strongest argument to promote racial equality. Consider each speaker’s use of claim(s), counterclaim(s), reasons, evidence, and methods when making your determination.

Your argumentative essay should be one to two pages in length and should be written for an audience who is familiar with the speeches. Organize your essay so that it is easy to follow and establishes clear relationships among the claim(s), counterclaim(s), reasons, and evidence. Begin by introducing the topic and argument. Develop your argumentative essay with claims and counterclaims that are grounded in evidence from the four texts listed above. Be sure to use transitions that help link major sections of the text and clarify the relationships between and among claims, counterclaims, reasons, and evidence. Use the conventions of standard written English and maintain a formal style.

As a way to examine the task and its directions and plan your essay, answer these questions. Your answers will be collected but not graded:
1. Looking back over the task, what will you need to do first, second, third, etc., to fully address the task in your response?
2. Who are you writing for and how can you select and explain evidence from the text to suit the audience who will read this assessment?
Task Sheet
Developing Central Drivers II

Materials:
• Task Sheet: Developing Central Drivers II
• Resource: Culminating Assessments & Writing Assignments
• Resource: Central Drivers
• Common Core State Standards (CCSS)
• Set of grade-level informational texts
• Completed task sheet: Developing Central Drivers I

1. Working again in your pair/trio from the last module, and using the task sheet you started with the first three central drivers, develop the fourth central driver (culminating assessment) for your unit. Refer to the Culminating Assessment Resource for help and use the charts on the next page as work space.

• write a brief version of the task in the culminating assessment box on the task sheet. (there’s no need for the fully written out writing assignment at this point; a brief sentence or two that summarizes the task is sufficient.)

• identify which CCSS are being addressed by the culminating assessment.

• using your culminating assessment and the genre specific rubric, create a list of what students would need to know and be able to do to be successful on that assessment. This list will help guide the development of sequenced questions for the unit.

Be prepared to share your work with your table.

Table Share
Each pair/trio at the table will share the culminating assessment they developed as well as the standards that are being assessed.

Each pair/trio will receive feedback (“I notice…” and “I wonder…”) from the other pairs/trios and consider any necessary revisions to any of the central drivers.

Whole Group Discussion
## Unit Central Drivers Worksheet
### Culminating Assessment

<table>
<thead>
<tr>
<th>CCSS:</th>
</tr>
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</table>

**What do students need to know and be able to do** in order to be successful on the culminating assessment?  
*This list will provide you with a starting place when you begin to develop sequences of text-based questions for the unit.*
<table>
<thead>
<tr>
<th>Score</th>
<th>Development</th>
<th>Focus &amp; Organization</th>
<th>Language</th>
<th>Conventions</th>
</tr>
</thead>
<tbody>
<tr>
<td>4</td>
<td>In response to the task and the stimuli, the writing: • utilizes well-chosen, relevant, and sufficient evidence(^1) from the stimuli to insightfully support claim(s) and counterclaim(s)(^2), • thoroughly and accurately explains and elaborates on the evidence provided, connecting the evidence to claim(s) and counterclaim(s) and demonstrating a clear understanding of the topic and the stimuli.</td>
<td>In response to the task and the stimuli, the writing: • contains an effective and relevant introduction. • states and maintains a clear and sophisticated argument. • utilizes effective organizational strategies to logically order reasons and evidence to create a unified whole. • effectively clarifies relationships among claim(s), reasons, evidence, and counterclaim(s)(^3) to create cohesion. • contains an effective and relevant concluding statement or section.</td>
<td>The writing: • illustrates consistent and sophisticated command of precise language and domain-specific vocabulary appropriate to the task. • illustrates sophisticated command of syntactic variety for meaning and reader interest. • utilizes sophisticated and varied transitional words and phrases. • effectively establishes and maintains a formal style.</td>
<td>The writing: • demonstrates consistent and sophisticated command of grade-level conventions of standard written English. (^1) • may contain a few minor errors that do not interfere with meaning.</td>
</tr>
<tr>
<td>3</td>
<td>In response to the task and the stimuli, the writing: • utilizes relevant and sufficient evidence(^1) from the stimuli to adequately support claim(s) and counterclaim(s), • adequately and accurately explains and elaborates on the evidence provided, connecting the evidence to claim(s) and counterclaim(s) and demonstrating a sufficient understanding of the topic and the stimuli.</td>
<td>In response to the task and the stimuli, the writing: • contains a relevant introduction. • states and maintains a clear argument. • utilizes adequate organizational strategies to logically order reasons and evidence to create a mostly unified whole. • clarifies most relationships among claim(s), reasons, evidence, and counterclaim(s), but there may be some gaps in cohesion. • contains a relevant concluding statement or section.</td>
<td>The writing: • illustrates consistent command of precise language and domain-specific vocabulary appropriate to the task. • illustrates consistent command of syntactic variety for meaning and reader interest. • utilizes appropriate and varied transitional words and phrases. • establishes and maintains a formal style.</td>
<td>The writing: • demonstrates consistent command of grade-level conventions of standard written English. (^1) • contains some minor and/or major errors, but the errors do not significantly interfere with meaning.</td>
</tr>
<tr>
<td>2</td>
<td>In response to the task and the stimuli, the writing: • utilizes mostly relevant but insufficient evidence(^1) from the stimuli to partially support claim(s) and counterclaim(s), (^2) Some evidence may be inaccurate or repetitive. • explains some of the evidence provided, connecting some of the evidence to claim(s) and counterclaim(s) and demonstrating only a partial understanding of the topic and the stimuli. There may be some level of inaccuracy in the explanation.</td>
<td>In response to the task and the stimuli, the writing: • contains a limited introduction. • states a weak argument. • demonstrates an attempt to use organizational strategies to order some reasons and evidence, but ideas may be hard to follow at times. • clarifies some relationships among claim(s), reasons, evidence, and counterclaim(s), but there are lapses in focus. • contains a limited concluding statement or section.</td>
<td>The writing: • illustrates inconsistent command of precise language and domain-specific vocabulary. • illustrates inconsistent command of syntactic variety. • utilizes basic or repetitive transitional words and phrases. • establishes but inconsistently maintains a formal style.</td>
<td>The writing: • demonstrates inconsistent command of grade-level conventions of standard written English. (^1) • contains many errors that may significantly interfere with meaning.</td>
</tr>
<tr>
<td>1</td>
<td>In response to the task and the stimuli, the writing: • utilizes mostly irrelevant or no evidence(^1) from the stimuli, or mostly/only personal knowledge to inadequately support claim(s) and counterclaim(s), (^2) Evidence is inaccurate or repetitive. • inadequately or inaccurately explains the evidence provided; evidence, claim(s), and counterclaim(s) appear disconnected, demonstrating little understanding of the topic and the stimuli.</td>
<td>In response to the task and the stimuli, the writing: • contains no or an irrelevant introduction. • states an unclear argument. • demonstrates an unclear organizational structure; ideas are hard to follow most of the time. • fails to clarify relationships among claim(s), reasons, evidence, and counterclaim(s);(^3) concepts are unclear and/or there is a lack of focus. • contains no or an irrelevant concluding statement or section.</td>
<td>The writing: • illustrates little to no use of precise language and domain-specific vocabulary. • illustrates little to no syntactic variety. • utilizes no or few transitional words and phrases. • does not establish or maintain a formal style.</td>
<td>The writing: • demonstrates limited command of grade-level conventions of standard written English. (^1) • contains numerous and repeated errors that seriously impede meaning.</td>
</tr>
</tbody>
</table>

\(^1\) Evidence includes facts, definitions, concrete details, quotations, or other information, using accurate and credible sources as appropriate to the task and the stimuli. 
\(^2\) Counterclaim(s) are only expected at grade 8. 
\(^3\) Conventions of standard written English include sentence structure, grammar, usage, spelling, capitalization, and punctuation.
<table>
<thead>
<tr>
<th>Score</th>
<th>Development</th>
<th>Focus &amp; Organization</th>
<th>Language</th>
<th>Conventions</th>
</tr>
</thead>
</table>
| 4     | In response to the task and the stimuli, the writing:  
utilizes well-chosen, relevant, and sufficient evidence¹ from the stimuli to insightfully develop the topic.  
thoroughly and accurately explains and elaborates on the evidence provided, demonstrating a clear understanding of the topic and the stimuli. | In response to the task and the stimuli, the writing:  
contains an effective and relevant introduction.  
utilizes effective organizational strategies to create a unified whole and to aid in comprehension.  
effectively clarifies relationships among ideas and concepts to create cohesion.  
contains an effective and relevant concluding statement or section. | The writing:  
illustrates consistent and sophisticated command of precise language and domain-specific vocabulary appropriate to the task.  
illustrates sophisticated command of syntactic variety for meaning and reader interest.  
utilizes sophisticated and varied transitional words and phrases.  
effectively establishes and maintains a formal style. | The writing:  
demonstrates consistent and sophisticated command of grade-level conventions of standard written English.²  
may contain a few minor errors that do not interfere with meaning. |
| 3     | In response to the task and the stimuli, the writing:  
utilizes relevant and sufficient evidence¹ from the stimuli to adequately develop the topic.  
adepth and accurately explains and elaborates on the evidence provided, demonstrating a sufficient understanding of the topic and the stimuli. | In response to the task and the stimuli, the writing:  
contains a relevant introduction.  
utilizes adequate organizational strategies to create a mostly unified whole and to aid in comprehension.  
clarifies most relationships among ideas and concepts, but there may be some gaps in cohesion.  
contains a relevant concluding statement or section. | The writing:  
illustrates consistent command of precise language and domain-specific vocabulary appropriate to the task.  
illustrates consistent command of syntactic variety for meaning and reader interest.  
utilizes appropriate and varied transitional words and phrases.  
establishes and maintains a formal style. | The writing:  
demonstrates consistent command of grade-level conventions of standard written English.²  
contains some minor and/or major errors, but the errors do not significantly interfere with meaning. |
| 2     | In response to the task and the stimuli, the writing:  
utilizes mostly relevant but insufficient evidence¹ from the stimuli to partially develop the topic. Some evidence may be inaccurate or repetitive.  
explains some of the evidence provided, demonstrating only a partial understanding of the topic and the stimuli. There may be some level of inaccuracy in the explanation. | In response to the task and the stimuli, the writing:  
contains a limited introduction.  
demonstrates an attempt to use organizational strategies to create some unification, but ideas may be hard to follow at times.  
clarifies some relationships among ideas and concepts, but there are lapses in focus.  
contains a limited concluding statement or section. | The writing:  
illustrates inconsistent command of precise language and domain-specific vocabulary.  
illustrates inconsistent command of syntactic variety.  
utilizes basic or repetitive transitional words and phrases.  
establishes but inconsistently maintains a formal style. | The writing:  
demonstrates inconsistent command of grade-level conventions of standard written English.²  
contains many errors that may significantly interfere with meaning. |
| 1     | In response to the task and the stimuli, the writing:  
utilizes mostly irrelevant or no evidence¹ from the stimuli, or mostly/only personal knowledge, to inadequately develop the topic. Evidence is inaccurate or repetitive.  
inadequately or inaccurately explains the evidence provided, demonstrating little understanding of the topic and the stimuli. | In response to the task and the stimuli, the writing:  
contains no or an irrelevant introduction.  
demonstrates an unclear organizational structure; ideas are hard to follow most of the time.  
fails to clarify relationships among ideas and concepts; concepts are unclear and/or there is a lack of focus.  
contains no or an irrelevant concluding statement or section. | The writing:  
illustrates little to no use of precise language and domain-specific vocabulary.  
illustrates little to no syntactic variety.  
utilizes no or few transitional words and phrases.  
does not establish or maintain a formal style. | The writing:  
demonstrates limited command of grade-level conventions of standard written English.²  
contains numerous and repeated errors that seriously impede meaning. |

¹ Evidence includes facts, definitions, concrete details, quotations, or other information and examples as appropriate to the task and the stimuli.
² Conventions of standard written English include sentence structure, grammar, usage, spelling, capitalization, and punctuation.
What are Text-based Questions and Tasks?

Text-based questions and tasks:

• are focused on the text.

• are generally text-specific rather than generic questions that could be asked of any text.

• don’t get students off of the text (e.g., tell me about a time you went camping…).

• require students to re-read the text closely to do such things as draw inferences, develop interpretations, and analyze ideas and language.

• may promote convergent (comprehension) and divergent (interpretation/analysis) thinking about a text.
Task Sheet
Text-Based Questions
Meeting the Common Core Standards for ELA

“High-quality sequences of text-dependent questions elicit sustained attention to the specifics of the text and their impact. The sequence of questions should cultivate student mastery of the specific ideas and illuminating particulars of the text. High-quality text-dependent questions will often move beyond what is directly stated to require students to make nontrivial inferences based on evidence in the text. Questions aligned with Common Core State Standards should demand attention to the text to answer fully. An effective set of discussion questions might begin with relatively simple questions requiring attention to specific words, details, and arguments and then move on to explore the impact of those specifics on the text as a whole. Good questions will often linger over specific phrases and sentences to ensure careful comprehension and also promote deep thinking and substantive analysis of the text. Effective question sequences will build on each other to ensure that students learn to stay focused on the text so they can learn fully from it. Even when dealing with larger volumes of text, questions should be designed to stimulate student attention to gaining specific knowledge and insight from each source” (Coleman & Pimentel, 2011, p. 7).

Please take a moment to read the quotation above with the following questions in mind:

• How do Coleman and Pimentel define high-quality text-based questions in the quotation from the Publishers’ Criteria?

• What are they saying about the benefits of using high-quality text-based question sequences?

Share your thoughts with a partner.
Task Sheet
Studying Questions

Materials:
• Task Sheet: Studying Questions
• Studying Questions: Moving From…Moving To…
• Common Core State Standards (CCSS)
• Unit Outline

1. Studying Questions
With a partner, study and compare the “moving from” and “moving to” questions.

Discuss and take notes on your response to the following questions:
- What differences do you see between the “moving from” and “moving to” questions?
- What’s the intellectual work required of students to answer the “moving from” questions? The “moving to” questions?
- What patterns do you see among “moving from” questions? In other words, with what do writers of questions usually struggle?

2. Studying a Sequence of Questions
Using the "Moving From…Moving To…” handout, look now at the entire sequence of Moving To questions for the text.

Then, talk with a partner about the following:
• What do you notice about the relationship among the questions as you move vertically through the sequence?
• How does the question sequence organize instruction and scaffold students’ learning?
• In what ways does the organization of questions help students meet the demands of the CCSS?

3. Studying Sequences of Questions for Sequenced, Complex Texts
Look now at the full unit outline.

Then, talk with a partner about the following:
• What do you notice about the relationship among the questions as you move vertically through each text’s sequence and horizontally through the different texts?
• How do the question sequences organize instruction and scaffold students’ learning toward the overarching questions and culminating assessment?
• In what ways does the organization of questions help students meet the CCSS?
# Studying Questions: Moving From... Moving To

**“Ain’t I a Woman?” by Sojourner Truth**

## Unit Overarching Questions
- What did these authors do to inspire change through words?
- What are the characteristics of an effective persuasive speech?

## MOVING FROM... [Non-example] | MOVING TO... [Example]

### Comprehension Questions
- How many children did Sojourner Truth have?
- What does Truth say about intellect in paragraph three? Do you agree with her?
- List all the reasons Truth believes that women should have equal rights.
- What's the speech about? What's Truth's argument?
- Who is the speaker? What do we know about her? How do we know?
- Who is Truth speaking to? How do you know?
- **StepBack Question:** What did you do and think about in order to identify the speaker's argument?

### Significance Questions
- Why is it significant that Sojourner Truth saw her children sold off to slavery?
- What moments do you find most compelling in advancing the speaker's argument? Explain what makes them compelling?

### Interpretive Questions
- What is Truth saying in the fourth paragraph when she brings up that Christ was born from God and a woman?
- How do you think Truth felt after she gave her speech?
- Do you think Truth’s children would have been proud of her after she gave this speech?
- Truth keeps repeating the phrase, “Ain’t I a Woman.” What do you think she means by that? Why do you think she keeps repeating the question?
- **StepBack Question:** What did you learn by engaging in a discussion on the above questions? How does that deepen your understanding of this speech or persuasion more generally?

### Analytic Questions
- Truth orders her argument from her least important point to her most important point. Why?
- What methods does Truth use to build & support her argument? How does each method work?
- Select two methods & describe what effect you think Truth was hoping for from her audience, especially the male ministers who disagreed with her?
- Describe the structure of the speech. How is it appropriate for her purpose & audience?
- **WriteLike:** Craft a two-minute speech imitating three of the methods Truth uses to build and support her argument.

### Retrospective Questions
- How does Truth inspire change through words?
- What more did you learn from reading Truth’s speech and writing your own speech about the characteristics of an effective persuasive speech?
## Grade 7: Modern Issues About Food: Reading Arguments and Writing Explanations

### Overarching Questions:
- What are these authors’ concerns about what we should eat? How are their arguments similar? How are they different?
- How compelling are the authors’ arguments in these texts? What makes them compelling?
- What are the characteristics of an effective explanatory essay?

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<tr>
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<td>Think about Walsh’s text in light of Pollan’s arguments. On which points would they agree? Where might they differ? Which of the three authors has the most compelling argument?</td>
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### Culminating Assignment: Comparison Across Texts
Write an essay in which you explain the significant ideas that each author contributes to the debate about what we should eat. Use relevant, sufficient, and clearly explained evidence from all three texts to support your ideas.
RESOURCE

Text-Based Questions
This first section of this resource (pages 1-4) details the different types and possible sequence of text-based questions that can drive each of the instructional tasks in a unit.

The second section of this resource (page 4) provides a list of characteristics of effective text-based questions, as well as what to watch out for when developing questions.

The third section of this resource (pages 5-14) provides sample unit outlines along with versions labeled with the question types for each tasks as a way to illustrate the types, sequence, and characteristics of effective open-ended and text-based questions. There are examples from grades 10, 9, 7, and 5 just to illustrate how questioning might look at different these different grade levels.

Types & Sequence of Open-Ended Questions
1. QUESTIONS FOR A FIRST READING OF A TEXT

Prior Knowledge Questions (P)
These open-ended¹ and non-text-based questions allow readers to share and teachers to collect important and necessary prior knowledge about the topic or text prior to study.

Use of prior knowledge questions may not be necessary, but if so, these questions should be purposeful, limited in number, and not lead into a lot of front-loading of information. Such questions do not link to specific CCSS.

Prior knowledge questions are generally utilized prior to the first reading of the first text in a unit but can also be used prior to the first reading of subsequent texts if necessitated by those texts.

Prior knowledge questions are included for some IFL unit outlines and in IFL units only as necessary, but informational units are more likely than literary to include such instructional tasks.

Comprehension Questions (C)
These open-ended, text-based questions allow readers to get the gist of the text by sorting out the characters, settings, plot (for literary texts) or speaker, audience, purpose, flow of events, big ideas (for informational texts). These questions also deal with particular areas of difficulty - such as domain specific

¹ Open-ended is being used here to indicate questions that do not suggest possible answers, that may have more than one correct response, and/or for which more than simple recall is necessary.
vocabulary, syntax, background information - that are crucial to understanding the text.

Additionally, because of the importance the CCSS places on academic vocabulary, it is important to address vocabulary as part of the comprehensions process, though it may be during a second reading of the text, with the students doing the intellectual work rather than a lot of pre-teaching.

Comprehension questions are often derived from or connect to the CCSS reading\(^2\) standards 1, 2, and 3 (“Key Ideas and Details”) as well as reading standard 4 and language standards 4, 5, and 6 (“Vocabulary Acquisition and Use”).

Comprehension questions may appear on IFL unit outlines and in IFL units with instructional task headings such as: comprehension, vocabulary, Questioning the Author (QtA), comprehension across texts. Though not every unit outline may show vocabulary work, please know that it is embedded within our units as part of instruction.

Comprehension questions are used during a first, and possibly also a second, reading of a text. All IFL units begin with a first read for comprehension.

2. **QUESTIONS FOR SUBSEQUENT READINGS OF A TEXT**

   Though these question types are presented in a sequence below, this sequence is not necessarily fixed or mandatory, nor does every question type have to be used with every text. In general, movement after comprehension can go to significance (if applicable), then interpretation, and then analysis, but the demands of a particular unit’s central drivers and the specific text under study should influence the question types and sequence used. What is important is that each type implies a rereading (in whole or part) of the text for a different purpose to expand the reader’s understanding toward the overarching questions and to prepare the students to complete the culminating assessment.

   **Significance (S)**

   These open-ended, text-based questions/tasks ask readers to identify and explain moments they consider significant to some aspect of the text. Applicability of this kind of question depends on the text under study.

   Significance questions can often be derived from or connect to any of the CCSS reading standards or language standards 4, 5, and 6 (“Vocabulary Acquisition and Use”).

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\(^2\) Though reading and language CCSS are referenced in some of the question types, questions are also derived from and connect to the writing and speaking/listening standards, as those provide parameters for how students will engage with and respond to the questions. In other words, these other standards become evident within the pedagogy of each instructional task.
On IFL unit outlines and in IFL units, significance questions are worded to include the term "significance."

**Interpretive (I)** – Questions for a rereading of a text
These **open-ended, text-based** questions/tasks take readers deeply into discussions of and writings (WriteAbout) about the **ideas** in individual texts or across multiple texts. Questions can sustain multiple, varied responses using textual evidence.

Interpretive questions are often derived from or connect to the CCSS reading standards 1, 2, 3, 7, 8, and 9 (“Key Ideas and Details” and “Integration of Knowledge and Ideas”).

Interpretive questions may appear on IFL unit outlines and in IFL units with instructional task headings such as: interpretation, drawing an inference, assessing research, WriteAbout, comparison (of ideas) across texts, research across texts, content across texts.

**Analytic (A)** – Questions for a rereading of a text
These **open-ended, text-based** questions/tasks that take readers deeply into discussions of and writings (WriteLike) using the **author's methods or craft** in individual texts or across multiple texts. Questions can sustain multiple responses using textual evidence.

Analytic questions are often derived from or connect to the CCSS reading standards 1, 4, 5, and 6 (“Craft and Structure”).

Analytic questions may appear on IFL unit outlines and in IFL units with instructional task headings such as: analysis, author's methods, structure, language, WriteLike, comparison (of methods) across texts.

**3. Other Open-Ended Questions**

**StepBack (SB)**
These **open-ended** questions ask students to step back after key tasks and reflect on their learning by analyzing what and how they learned. Students are asked to think metacognitively. For example, there may be a StepBack question after a comprehension task, or after an analysis task, or any other type of task, and the focus of the question is centered on what and how they learned during that task that immediately preceded the StepBack.

StepBack questions do not usually appear on IFL unit outlines but are included in IFL units.
Retrospective (R)
These open-ended questions ask students to revisit the big ideas of the unit (i.e., overarching questions) to add to or revise their thinking given what they just read, wrote about, and discussed.

Retrospective questions may appear on IFL unit outlines and in IFL units with instructional task headings such as: retrospective, reflection.

Characteristics of Effective Text-Based Questions
1. The question is open-ended.
   As you develop questions, be careful to avoid closed/recitation/I-R-E questions (recall, one-word answer), leading questions (embedded interpretation), teacherly questions (advances a particular answer though disguised as open-ended), dichotomizing or limiting questions (offers a couple of choices), or yes/no questions.\(^3\)

2. The question can be answered by using evidence from the text.
   Be careful to avoid hypothetical or speculative questions that move into “coulda, woulda, shoulda” and questions that draw discussion away from the text to participants’ personal experiences or knowledge.

3. The question is specific to the text being discussed.
   Be careful to avoid questions that can be asked about any text or that are worded generally. While more general questions can be useful during a first read for comprehension, questions for subsequent readings should be specific to the text.

4. Interpretive and analytic questions are authentic, allow for multiple plausible responses.
   Be careful to avoid questions that can really only be answered in one way using evidence from the text.

5. The question is important or significant or integral to understanding the text.
   Be careful to avoid questions that might seem to meet the characteristics of effective questions but that focus on minor details or issues that aren’t necessarily crucial to the text.

6. The question works toward the focus and purpose of the unit.
   Be careful to avoid questions that may be effective but that move away from the unit focus, which is created by the central drivers (overarching questions, the key CCSS, the sequenced set of texts, and culminating assessment task).

7. The question was derived from or can be connected to one or more of the Common Core State Standards.\(^5\)

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3 The use of more closed questions is not forbidden by the CCSS; however, it’s better to pull back from open-ended questions only if necessary, depending on the scaffolding required by a particular group of students, rather than starting with closed questions that require less from the students at the outset.

4 Questions about personal knowledge, experiences, attitudes, or feelings related to the text under study are not forbidden by the CCSS; however, it’s important to keep in mind the larger purpose (central drivers) of the unit and to think about the knowledge and skills students need in order to be successful. Time is always limited, so decisions should be made with purpose and leverage in mind. These questions should be limited in number and come after the other work on the unit.

5 Questions that cannot clearly be linked to particular CCSS are not forbidden; however, as mentioned previously, decisions should be made thoughtfully, with careful attention to the larger purpose of the unit.
Sample Unit Outlines: Original and Labeled Versions

Grade 10: The Ebola Enigma:
Reading Informational Texts and Writing Arguments

Overarching Questions
What are the unanswered questions about Ebola?
What does it mean for findings to be warranted?
What is the relationship between findings and evidence?
What makes an argument effective?

<table>
<thead>
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<th>Text 1</th>
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Centers for Disease Control and Prevention (CDC) | “Ebola Virus: From Wildlife to Dogs”
Science Daily | “Pattern of Human Ebola Outbreaks Linked to Wildlife and Climate”
Sherry Seethaler | “Fruit Bats a Reservoir for Ebola Virus”
News Medical |

Fact Sheet
1.1 Comprehension
According to the Fact Sheet, what is known about Ebola? What is unknown about Ebola? What questions do you have?

1.2 Vocabulary
Determine and clarify the meaning of unknown words. [Create vocabulary chart/wall]

Case Count and Location List
1.3 Interpretation
What information in the “Case Count and Location List” confirms what was presented in the “Fact Sheet”? What inferences can you make about Ebola from the “Case Count and Location List”?

Fact Sheet & Case Count and Location List
1.4 Significance
What are the most significant reasons to study Ebola? Cite evidence from the text to support your response.

2.1 Comprehension
What are the ideas in this text in the order in which they unfold? Write a summary of the text.

2.2 Vocabulary
Determine and clarify the meaning of unfamiliar or unknown words. [Add to vocabulary chart/wall]

2.3 Assessing Research
Identify and assess whether the evidence scientists gathered warrants their findings.

2.4 Make an Argument
Imagine that a case of Ebola has been found in a community in Africa and that you must make a recommendation to the community leaders about preventative measures. Write an essay in which you argue for the most crucial strategies the community leaders should take to prevent widespread outbreak. Justify your choices with logical reasons and relevant, sufficient, and clearly explained evidence from the three texts.

Culminating Assessment:
Given the scientific research and information that you have read on the Ebola virus, you probably understand that there are aspects of Ebola that require further research. Aspects that require further research include (but are not limited to) topics such as: Ebola’s natural reservoir/host; predicting the spread of Ebola; contracting the virus (Why do some people get it and others do not?); prevention measures; vaccines, cures, and antibodies.

Given the areas that require future research, write an argument in which you make a case for what you determine as the most crucial next step in Ebola research. Develop your argument with valid claims that are supported with evidence from at least 3 of the 4 sources you’ve been provided. Be sure to address alternate areas where Ebola research could be conducted in the form of a counterclaim, and explain why this counterclaim is secondary to the research area you identified.
# Grade 10: The Ebola Enigma:  
Reading Informational Texts and Writing Arguments

## Overarching Questions
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Given the areas that require future research, write an argument in which you make a case for what you determine as the most crucial next step in Ebola research. Develop your argument with valid claims that are supported with evidence from at least 3 of the 4 sources you’ve been provided. Be sure to address alternate areas where Ebola research could be conducted in the form of a counterclaim, and explain why this counterclaim is secondary to the research area you identified.
Grade 9: Argument & Methods

Overarching Questions
How do three different leaders across time imagine solutions to reach racial equality? What methods do these speakers use to build and support their arguments?

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<td>&quot;I Have a Dream&quot;</td>
<td>&quot;Remarks to the Convocation of the Church of God in Christ&quot;</td>
<td>&quot;Ending Racial Inequality&quot;</td>
</tr>
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<td>Sojourner Truth</td>
<td>Martin Luther King, Jr.</td>
<td>William J. Clinton</td>
<td>George W. Bush</td>
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Comprehension: What is this speech about? Who is Sojourner Truth? What do you know about her?

Significance: Identify a moment that strikes you as significant to Truth’s argument. Explain why you consider this moment to be significant.

Interpretation: Why does Truth keep repeating the phrase, “and ain’t I a woman”?

Author’s Methods: What methods does Truth use to build and support her argument?

Structure: How does Truth structure her speech? How does each section advance her argument?

1.1 Prior Knowledge & Build Background: Who is Martin Luther King, Jr.? What do you know about him? What do you know about his famous speech, "I Have a Dream"?

1.2 Comprehension: What is King’s argument? Who is his audience and what does he want them to do?

1.3 Structure: How does King organize his speech? How does each section advance his argument?

1.4 Author’s Methods: Metaphor: Identify the metaphors that you find most compelling to King’s argument. Explain each metaphor and what you find most compelling about it given King’s argument, purpose, and audience.

1.5 Author’s Methods: Allusion: King makes several allusions in this speech. Research one and explain its role in his argument.

1.6 Author’s Methods: Repetition Study King’s use of repetition. What does he repeat and for what purposes? How does his use of repetition link to and advance his argument?

Prior Knowledge: Prior Knowledge: Who is William J. Clinton? What do you know about him?

2.1 Comprehension: Write a summary of Clinton’s speech. Include his argument, the specific claims and counterclaims he makes, and who his audience is.

2.2 Relationship Among Ideas: Identify and explain the claims you find most significant to Clinton’s argument. How does he support each claim? What is the relationship among the claims and between the claims and counterclaims?

2.3 Author’s Methods: What methods does Clinton use to build and support his argument? How does each section advance his argument?

2.4 Drawing an Inference: What do you see as the main goal of Clinton’s speech? Write an argument using claims and counterclaims that are grounded in evidence from the speech to support what you see as the main goal of his speech.

Prior Knowledge: Who is George W. Bush? What do you know about him? What is the NAACP?

3.1 Comprehension: Write a summary of Bush’s speech. Include the specific claims and counterclaims he makes, who his audience is, and what he wants them to do.

3.2 Structure: How does Bush organize his speech? How does each section advance his argument?

3.3 Author’s Methods: Compare two methods that Bush and another speaker use. Explain how each uses these methods and argue for which you find more effective given the speaker’s argument, purpose, and audience.

3.5 Language: Reread paragraph 5. What is Bush saying and doing in this paragraph? Imitate Bush’s writing by writing a paragraph like this one using your own ideas.

4.1 Comparing Texts: Speaking almost 40 years after King, Bush says, “Discrimination is still a reality, even when it takes different forms.” Compare the inequities or forms of discrimination that each of the three speakers is speaking about. What evidence and methods does each speaker use to convince his audience of these inequities?

4.2 Comparing Texts: King, Clinton, and Bush all argue for ending racial inequality. Compare their solutions and the claims, reasoning, methods they use for those solutions.
### Overarching Questions

How do three different leaders across time imagine solutions to reach racial equality? What methods do these speakers use to build and support their arguments?

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<tr>
<td><strong>May 28, 1851</strong></td>
<td>August 28, 1963</td>
<td>November 13, 1993</td>
<td>July 10, 2000</td>
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#### Comprehension:
- What is the main idea of each speech? Explain why you consider this moment to be significant.

#### Interpretation:
- Why does each speaker use repetition? What does he repeat and for what purposes? How does this repetition link to and advance his argument?

#### Author’s Methods:
- Metaphor: Identify the metaphors that you find most compelling to the speaker’s argument. Explain each metaphor and what you find most compelling about it. Consider why the metaphor is used and its purpose.
- Allusion: Identify and explain any allusions the speaker makes. Consider why the allusion is used and its purpose.

#### Structure:
- How does each speaker organize his speech? How does each section advance his argument?

#### Prior Knowledge & Build Background:
- Who is Martin Luther King, Jr.? What do you know about him? What do you know about his famous speech, “I Have a Dream”?

#### Prior Knowledge:
- Who is William J. Clinton? What do you know about him?

#### Prior Knowledge:
- Who is George W. Bush? What do you know about him? What is the NAACP?

#### Comparing Texts:
- Speaking almost 40 years after King, Bush says, “Discrimination is still a reality, even when it takes different forms.” Compare the inequities or forms of discrimination that each of the three speakers is speaking about. What evidence and methods does each speaker use to convince his audience of these inequities?

#### Comparing Texts:
- King, Clinton, and Bush all argue for ending racial inequality. Compare their solutions and the claims, reasoning, methods they use for those solutions.

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Culminating Assignment: Comparison Across Texts
Write an essay in which you explain the significant ideas that each author contributes to the debate about what we should eat. Use relevant, sufficient, and clearly explained evidence from all three texts to support your ideas.
Grade 7: Modern Issues About Food: Reading Arguments and Writing Explanations

Overarching Questions:
• What are these authors’ concerns about what we should eat? How are their arguments similar? How are they different?
• How compelling are the authors’ arguments in these texts? What makes them compelling?
• What are the characteristics of an effective explanatory essay?

<table>
<thead>
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<tbody>
<tr>
<td>Text 1: “How Corn Took Over America” by Michael Pollan</td>
</tr>
<tr>
<td>1.1 Comprehension: What claims does Pollan make? What is his argument? Who is his audience? Who isn’t?</td>
</tr>
<tr>
<td>1.2 Author’s Methods: Evidence: How does Pollan use evidence to support his argument? Where does he use relevant, credible, and sufficient evidence? Where doesn’t he?</td>
</tr>
<tr>
<td>1.3 Author’s Methods: Structure: How does Pollan structure his argument?</td>
</tr>
<tr>
<td>1.4 Reflection: What was interesting, surprising, or new information in this text? Why?</td>
</tr>
<tr>
<td>Text 2: “Fat from Corn” by Michael Pollan</td>
</tr>
<tr>
<td>2.1 Comprehension: What claims does Pollan make? What is his argument?</td>
</tr>
<tr>
<td>2.2 Author’s Methods: Evidence: How does Pollan use evidence to support his argument? Where does he use relevant, credible, and sufficient evidence? Where doesn’t he? Looking across both chapters, in which chapter does Pollan use evidence more effectively to support his claims? Use evidence from both chapters to support your ideas.</td>
</tr>
<tr>
<td>2.3 Author’s Methods: Structure: How does Pollan structure his argument?</td>
</tr>
<tr>
<td>2.4 Analysis: Write an essay in which you explain how compelling Pollan’s argument is. Use the chart, “Characteristics of a Compelling Argument,” to guide your work.</td>
</tr>
<tr>
<td>2.5 Interpretation: How is Pollan making an argument not just about the way Americans eat but also about American culture and our way of life? What does Pollan reveal about his values related to food and what we should eat?</td>
</tr>
<tr>
<td>Text 3: “Getting Real About the High Price of Cheap Food” by Bryan Walsh</td>
</tr>
<tr>
<td>3.1 Comprehension: What problems and solutions does Walsh present? What is his argument? How does he structure his argument?</td>
</tr>
<tr>
<td>3.2 Vocabulary: Identify Tier 2 words that are unknown. Study how they function as individual words and in the context of the text.</td>
</tr>
<tr>
<td>3.3 Author’s Methods: Evidence: How does Walsh use evidence to support his argument? Where does he use sufficient, relevant, credible, and sufficient evidence? Where doesn’t he?</td>
</tr>
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<td>3.4 Analysis: Write an essay in which you explain how compelling Walsh’s argument is. Use the chart, “Characteristics of a Compelling Argument,” to guide your work.</td>
</tr>
<tr>
<td>3.5 Comparison Across Texts: Think about Walsh’s text in light of Pollan’s arguments. On which points would they agree? Where might they differ? Which of the three authors has the most compelling argument?</td>
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<tr>
<td>Text 4: “Eating Better Than Organic” by John Cloud</td>
</tr>
<tr>
<td>4.1 Comprehension: What claims does Cloud make? What is his argument?</td>
</tr>
<tr>
<td>4.2 Vocabulary: Identify Tier 2 words that are unknown. Study how they function as individual words and in the context of the text.</td>
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<tr>
<td>4.3 Assessment Task 1: Write an essay in which you explain how compelling Cloud’s argument is. Use the chart, “Characteristics of a Compelling Argument,” to guide your work.</td>
</tr>
<tr>
<td>4.4 Comparison Across Texts: Think about Cloud’s text in light of Walsh’s argument. On which points would they agree? Where might they differ? Which of the three authors has the most compelling argument?</td>
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Culminating Assignment: Comparison Across Texts
Write an essay in which you explain the significant ideas that each author contributes to the debate about what we should eat. Use relevant, sufficient, and clearly explained evidence from all three texts to support your ideas.
**Grade 5: Opinions on Space Exploration**

**Overarching Questions**
What are the benefits and costs of space exploration according to these authors? What methods do writers use to build and support their opinions?

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<thead>
<tr>
<th>A BC 1</th>
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<th>A BC 3</th>
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<tr>
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### 0.1 Access Prior Knowledge
On what topics have you written opinion pieces? What kinds of topics warrant opinion writing?

### 0.2 Access Prior Knowledge
What are features of effective opinion pieces? What methods do writers use to build and support their opinions?

### 1.1 Access Prior Knowledge
What do you already know about space exploration? What are technical words and phrases about space exploration? What can you learn about texts from their titles?

### 1.2 Comprehension
In "Space Exploration Is Worth the Cost," what is the author’s opinion? What reasons does the author give for her opinion? What evidence support reasons for her opinion?

### 1.3 Vocabulary
What words and phrases does the author of “Space Exploration Is Worth the Cost” use to discuss space exploration? How can we use context clues to figure out what these words and phrases mean?

#### 2.1 Comprehension
In "Not in Our Lifetime," what is the author’s opinion about space tourism? What reasons does the author give for his opinion? What evidence support reasons for his opinion?

#### 2.2 Vocabulary
What academic words does the author of "Not in Our Lifetime" use to discuss space exploration? What do the words mean?

#### 2.3 Authors’ Methods: Quotations
What is each author’s purpose in using quotations?

#### 2.4 Analysis of Authors’ Methods Across Texts
How do the authors organize information? How does each author provide logically organized reasons to support his/her opinion? What else did you learn about characteristics of effective opinion pieces by analyzing these two texts?

#### 2.5 Analysis of Linking Language Across Texts
What specific words, phrases, and clauses do the authors use to link their opinions with reasons and to support their reasons with evidence?

### 3.1 Access Prior Knowledge
What kinds of facts should people know in order to have an informed opinion about space exploration?

### 3.2 Comprehension
In "A Brief History: Space Exploration," what main ideas does AERO want us to understand about space exploration? What facts and details support the author’s main ideas? How do the facts and details support the main ideas?

### 3.3 Comprehension Across Texts
How does the “Timeline of Space Exploration Events” add to your understanding of the text, “A Brief History: Space Exploration”?

### 3.4 Significant Events
From your reading, what are three significant events in the history of space exploration?

### 4.1 Comprehension
In “Our Future in Space: Space Exploration and Travel,” what main ideas does Waller want us to understand about space exploration? What facts and details support Waller’s main ideas? How do the facts and details support the main ideas?

### 4.2 Research Across Texts
Based on information from these two texts, what are the benefits and costs of aspects of space exploration?

### 4.3 Analysis of Text Structures
What are the text structures of each text? How do these text structures support readers? How can we use these text structures to communicate effectively when writing?

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**Culminating Assignment:** Write an opinion piece in which you analyze the costs and benefits of an aspect of space exploration based on information from at least three of the unit sources (texts and video). Develop your point of view by stating your opinion on whether the costs outweigh the benefits or the benefits outweigh the costs. Develop your opinion.
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**5.1 Assessment 1**
Read Benefits of Space Exploration by Jessa and determine at least two main ideas, find facts and details that support each main idea, and explain how the facts and details support each main idea.

**5.2 Analysis of Text Structure**
What is the dominant text structure of the Jessa text? How does the text structure support the development of Jessa’s opinion? How can we use text structures to communicate effectively when writing?

**5.3 Comprehension**
Media: “SpaceX Boldly Looks to Blast ‘Millions of People to Mars’” from PBS NewsHour
How can you use a media source to add to your knowledge of an issue? What additional information about space exploration do you learn from this video?

**Optional Follow-up Task**
Confirming and Contradicting Information in a Media Source

**6.1 Comprehension**
In “A One-Way Ticket to Mars,” what is Krauss’ opinion on space exploration? How do you know? What reasons does Krauss give for his opinion? What facts and details support the reasons for Krauss’ opinion?

**6.2 Vocabulary**
What does the word “cost” mean in the Krauss article? What does the word “cost” mean when used in the phrase “benefit and cost of space exploration”?

**6.3 Analysis of Content Across Texts**
What information is the same or additional in the Jessa and Krauss texts? What information is conflicting or different?

**6.4 Research Across Texts**
How does new information from the Jessa and Krauss texts confirm or change your thoughts about the benefits and costs of space exploration?

**6.5 Analysis of Author’s Methods**
How do these authors begin their texts and each paragraph? How do these texts end? How are the introductions and conclusions effective and appealing to readers?

**6.6 Analysis of Language to Link Ideas**
What specific words, phrases, and clauses do the authors use to link their opinions with reasons and support reasons with facts and details?

**6.7 Assessment 2**
Using information from two of the unit texts, write two paragraphs, one from a point of view that explains the costs of space exploration and one from a point of view that explains the benefits of space exploration.

**Culminating Assignment (continued):** piece with reasons that you support with evidence (facts and details) and cite your sources. Group and sequence your reasons with facts and details logically to support your purpose. Use words and phrases that link your opinion to the reasons for your opinion and provide a concluding statement or section that relates to your opinion.

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Grade 5: Opinions on Space Exploration

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See Culminating Assignment at bottom of page

7.1 Analysis and Discovery Writing
How can you write your opinion in the most effective way? To begin your culminating assignment, what is your point of view and opinion about an aspect of space exploration?

7.2 Planning Reasons with Evidence
What is your informed opinion about the costs and benefits of an aspect of space exploration? What are reasons with evidence for your opinion? Where and how will you cite sources? What do you know and what do you need to research?

7.3 Develop the Paper
What sequence of reasons will make the most sense to readers? How will I make an engaging beginning? How will I write a strong concluding statement or section?

7.4 Revision and Peer Review
How does my paper meet the criteria for effective opinion pieces? How will I provide and use feedback from another writer?

7.5 Publication and Reflection:
From engaging in this unit, what did you learn about space exploration? How will you read informational text differently after engaging in this unit? What did you learn about methods writers use to build and support their opinions?
Task Sheet
Developing Text-Based Questions

Materials:
- Task Sheet: Developing Text-Based Questions
- Task Sheet: Developing Central Drivers
- Resource: Text-Based Questions
- Common Core State Standards (CCSS)
- Set of grade-level informational texts

Directions:

1. **Create a sequence of text-based questions for the first text**
   Continue developing your unit by building from the central drivers to create a sequence of text-based questions that are grounded in the CCSS for your first text.
   - The next pages provide a structure in which to work as you build your sequence.
   - You are welcome to add in StepBack questions if you want, though you’ll see the provided chart does not require it.
   - For each question, as applicable, note the related grade-level CCSS.
   - **Create and post chart** to share your group’s work. Please include:
     - Group members’ names
     - Unit overarching questions
     - Text title
     - Unit culminating assignment
     - Question sequence – for each, list the question type, the question, and the related CCSS

2. **Gallery walk and feedback**
   - Take a few minutes to review the posted charts.
   - Each pair/trio chooses another group’s chart to take back to their table for review.
   - Each pair/trio assesses the questions on the chart they chose using the questions below. Use sticky notes to communicate your assessment and provide feedback to the group to help them revise their questions:
     - To what extent do the questions align to their identified question types? Provide suggestions for any that might need revision.
     - To what extent does each question meet the following characteristics of effective text-based questions? Suggest revisions as needed (and don’t...
forget to review resource for important reminders about types of questions to avoid as well):

- The question is open-ended
- The question can be answered by using evidence from the text.
- The question is specific to the text being discussed.
- Interpretive and analytic questions are authentic, allow for multiple plausible responses.
- The question is important or significant or integral to understanding the text.
- The question works toward the focus and purpose of the unit.
- The question was derived from or can be connected to one or more of the Common Core State Standards.

- Hang the charts back up when you are finished.
- Take a few minutes to review the reposted charts with their notes: What do you notice? What do you wonder?
- Retrieve your group’s chart and review the comments and assessment: What questions do you have? What ideas do you have for revision?

3. **Revise and create a sequence of text-based questions for the second text**
   - Make any needed revisions to your first sequence of text-based questions and/or central drivers for your unit based on the feedback you received.
   - Create a sequence of text-based questions for the second text in your unit on another chart.
   - Create and post chart to share your group’s second sequence of questions. As before, for each, list the question type, the question, and the related CCSS.
   - Please also be prepared to discuss the revisions you made to your first sequence and/or your central drivers.

4. **Gallery walk and feedback**
   - Take a few minutes to review the posted charts.
     - What do you notice? What do you wonder?
   - Reflect on the process of creating text-based questions:
     - What did you find challenging? Easy?
     - What questions do you have?
   - Please be prepared to share your thoughts with the whole group.
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How do IFL units work in conjunction with PARCC’s Model Content Frameworks?

- IFL units utilize a sequence of complex texts to build knowledge through close reading and sequenced text-based questions and tasks.
- IFL units provide regular opportunities for students to
  - read and write routinely for different purposes and in different genres.
  - cite evidence from texts in writing and talk.
  - study vocabulary.
  - study language.
- IFL units apprentice students to the discipline through talk and writing, and scaffold students toward independent work with a gradual release of responsibility.
Module 5: Takeaways

• Texts need to be able to support multiple readings for different purposes.

• Intentional planning of text-based question sequences, both horizontal and vertical, ensures coherence with and fidelity to the central drivers of unit.

• Different types of text-based questions ask for different kinds of mental work and invite particular kinds of writing and talk from students.

• Text-based question sequences are scaffolded so that earlier responses in writing and talk provide the foundation for later responses.

• Developing text-based questions is hard work, is best done collaboratively, and requires deep knowledge of the text(s) under study.

• Text-based questions should be developed with attention to the CCSS.

Course of Study
1. Analysis of a Writing Research Simulation Task
2. Engaging in Rigorous ELA Lessons
3. Academically Productive Talk in ELA
4. Complex Texts & Sequencing
5. Sequenced, Text-based Questions
Module 5: Participant Reflection Form

Take a few moments to respond to the following questions as a way to reflect on your learning during this module.

1. What was your biggest insight or learning in this module? Why was that significant?

2. What one thing will you do differently in the classroom based on your understanding of this module’s content and the demands of the CCSS?

3. What do you want to learn more about in order to implement the learning in your practice?

4. What questions do you still have?