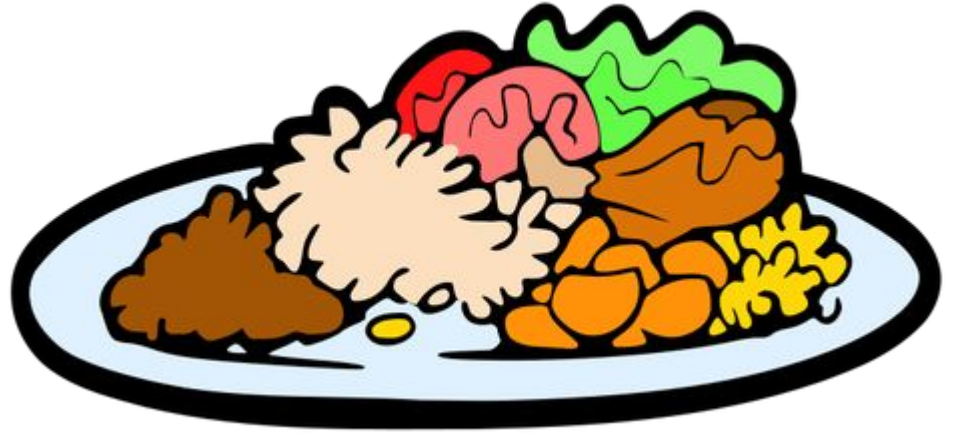


**Middle School English
Literature Selection Advisory
Committee**

2/26/20

Please sit with your reading group

Make sure you have signed in, picked up your red folder, and grabbed some dinner.



Agenda

A copy of the agenda is in your folder.

The purpose of our work today:

- ❑ Revisit & deepen our understanding of text complexity
- ❑ Analyze revised PAUSD Lit Lists for holes
- ❑ Vet grade-level titles and/or explore new titles in Reading Groups

Approve or edit the agenda?

Revisiting Text Complexity

Guiding Questions

CCSS and ELA/ELD Framework	Which elements of the CA CCSS and the ELA/ELD Framework could be addressed through reading this text?
Text Complexity	Does this text present a grade-level appropriate challenge for students? Consider qualitative and quantitative measures of text complexity as well as reader and task considerations.
Access and Support	What tools are available to provide access and support to students reading this text on their own?
Diversity	Whose voices does the text include? Whose voices does it exclude or relegate to minor roles? Consider race, ethnicity, gender, class, age, ability, religion, place, immigration status, or LGBTQ+ identity.
Genre, Culture, and Time Periods	What genre(s), culture(s), and time period(s) is represented by this text? Does it tie into other content-area standards?
Relevance and Engagement	Is this text relevant to students' lives and will it engage students?

Three Main Shifts in ELA/Literacy

1. Regular practice with complex text and its academic language
2. Reading, writing and speaking grounded in evidence from text — both literary and informational
3. Building knowledge through content-rich nonfiction

Range of Reading and Level of Text Complexity

6th Grade	7th Grade	8th Grade
<p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6--8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6--8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, <u>at the high end of</u> grades 6--8 text complexity band <u>independently</u> and proficiently.</p>

Three Factors of Text Complexity

1. **Quantitative Scale**: What a computer can “see” and measure
2. **Qualitative Measures**: Text features best judged by human evaluation (structure, language and knowledge demands, and purpose)
3. **Reader and Task Considerations**: What the teacher does with this text to help students read and understand it



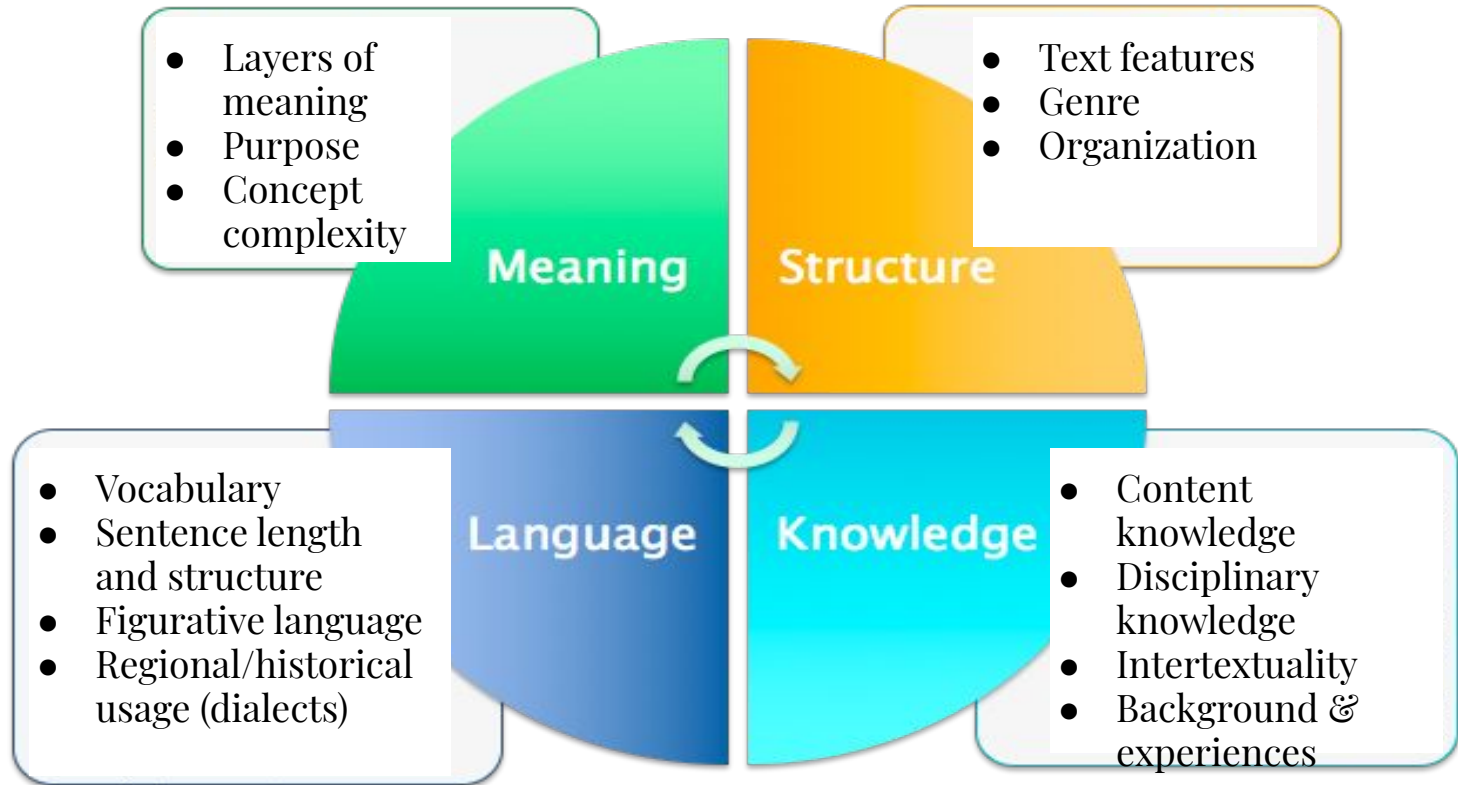
What /S Complex Text Exactly?

1. Dense information
2. Lack of words, sentences or paragraphs that review or connect ideas for the student. Subtle or infrequent transitions.
3. Lengthy paragraphs
4. Complex sentences
5. Text structure that is less narrative and/or mixes structures.
6. Multiple and/or subtle themes and purposes
7. Uncommon vocabulary
8. Unfamiliar settings, topics or events
9. Lack of repetition, overlap, or similarity in words and sentences

Quantitative Scale

Common Core Band	ATOS	Degrees of Reading Power®	Flesch-Kincaid ²	The Lexile Framework®	Reading Maturity	Text Evaluator
2 nd – 3 rd	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	100 – 590
4 th – 5 th	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	405 – 720
6 th – 8 th	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	550 – 940
9 th – 10 th	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	750 – 1125
11 th – CCR	11.20 – 14.10	67 – 74	10.34 – 14.2	1185 – 1385	9.57 – 12.00	890-1360

What makes a text qualitatively complex?



Qualitative Measures

Text Complexity: Qualitative Measures Rubric

INFORMATIONAL TEXTS

Text Title _____

Text Author _____

	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
PURPOSE	<ul style="list-style-type: none"> Purpose: Subtle, implied, difficult to determine; intricate, theoretical elements 	<ul style="list-style-type: none"> Purpose: Implied, but fairly easy to infer; more theoretical than concrete 	<ul style="list-style-type: none"> Purpose: Implied, but easy to identify based upon context or source 	<ul style="list-style-type: none"> Purpose: Explicitly stated, clear, concrete with a narrow focus
TEXT STRUCTURE	<ul style="list-style-type: none"> 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 Text Features: If used, are essential in understanding content 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 	<ul style="list-style-type: none"> Organization of Main Ideas: Connections between an expanded range ideas, processes or events are deeper and often implicit or subtle; organization may contain multiple pathways and may exhibit traits common to a specific discipline Text Features: If used, greatly enhance the reader's understanding of content Use of Graphics: If used, essential integrated graphics, tables, charts, etc.; may occasionally be essential to understanding the text 	<ul style="list-style-type: none"> Organization of Main Ideas: Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential Text Features: If used, enhance the reader's understanding of content 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 	<ul style="list-style-type: none"> 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 Text Features: If used, help the reader navigate and understand content but are not essential Use of Graphics: If used, simple graphics, necessary to understanding the text but directly support and assist in interpreting the written text
LANGUAGE FEATURES	<ul style="list-style-type: none"> Conventionality: Dense and complex; contains abstract, ironic, and/or figurative language Vocabulary: Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading Sentence Structure: Mainly complex sentences often containing multiple concepts 	<ul style="list-style-type: none"> Conventionality: Complex; contains some abstract, ironic, and/or figurative language Vocabulary: Somewhat complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words 	<ul style="list-style-type: none"> Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning Vocabulary: Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic Sentence Structure: Simple and compound sentences, with some more complex constructions 	<ul style="list-style-type: none"> Conventionality: Explicit, literal, straightforward, easy to understand Vocabulary: Contemporary, familiar, conversational language Sentence Structure: Mainly simple sentences
KNOWLEDGE DEMANDS	<ul style="list-style-type: none"> Subject Matter Knowledge: Extensive, perhaps specialized or even theoretical discipline-specific content knowledge; range of challenging abstract and theoretical concepts 	<ul style="list-style-type: none"> Subject Matter Knowledge: Moderate levels of discipline-specific content knowledge; some theoretical knowledge may enhance understanding; range of recognizable ideas and challenging abstract concepts 	<ul style="list-style-type: none"> Subject Matter Knowledge: Everyday practical knowledge and some discipline-specific content knowledge; both simple and more complicated, abstract ideas 	<ul style="list-style-type: none"> Subject Matter Knowledge: Everyday, practical knowledge; simple, concrete ideas

Reader and Task Considerations

Consider:

- Challenging aspects of the text
- Engagement and motivation
- Ensuring productive struggle and appropriate scaffolds for students

Reader and task considerations are teacher judgment calls

Practice Determining Text Complexity

Handouts are in your folder.

1. Organize yourselves in groups of 3.
2. Read *The Great Fire* by Jim Murphy.
3. Together, answer #1 and #2 on the “What Makes This Text Complex?” sheet. You will need to use your Informational Text Rubric for question #2.
4. Be ready to discuss answers.



Middle Low

The purpose (that the construction and organization of Chicago made the Great Fire so devastating) is not explicitly stated, but is easy to identify, (“*The Great Fire of Chicago is considered the largest disaster of the 1800s.*”, “Chicago in 1871 was a city ready to burn.”)

Meaning/Purpose**Low**

The organization of the text is mostly a series of topics on the urban planning mistakes that caused the Great Fire disaster. Connections between topics are explicit, (“The situation was worst in...”, “Wealthier districts were by no mean free of hazards.”, “Fires were common in all cities...”). The first and final paragraph are not part of this structure, instead providing a description of the start of the fire at the O’Leary’s.

Text Structure**Language Features****Middle Low**

The vocabulary is mostly familiar with some academic language included, (“engulfed”, “proclaimed”, “highly combustible knot”, “indicate”). The sentences are mostly simple, (“It was also a common practice to disguise wood as another kind of building material.”), with some complex constructions “Because both Patrick and Catherine O’Leary worked, they were able to put a large addition on their cottage despite a lot size of just 25 by 100 feet.”).

Knowledge Demands**Low**

The passage contains simple, concrete ideas with little outside knowledge demanded by the text. The text fully describes the Great Fire and its main causes, (“The trouble was that about two-thirds of all these structures were made entirely of wood.”, “Lot sizes were small, and owners usually filled them up with cottages, barns, sheds, and outhouses—all made of fast-burning wood, naturally.”, “What made Sunday the eighth different and particularly dangerous was the steady wind blowing in from the southwest.”).

Analyzing our pared-down PAUSD lists



Where Are Our Gaps?

**6th: Revised
PAUSD Lit List**

**7th: Revised
PAUSD Lit List**

**8th: Revised
PAUSD Lit List**



With your group, look at your “Revised PAUSD Lit List” in TeachingBooks.

Spend some time filtering your remaining titles. Be ready to report on any holes you are finding.

Also, let Karen know if any titles need to be taken off/added to the TeachingBooks list.

10-Minute Break



Work in Reading Groups

Reminder: Resources for Finding New Titles

TEACHER RECOMMENDATIONS – Summer reading recommendations from PAUSD Teachers & Staff

AWARDS LISTS, BOOK LISTS, & MORE – From the CDE, edited by our Teacher-Librarian

TITLEWAVE.COM – Book reviews and more

TEACHINGBOOKS.COM – Browse by various categories

Once You've Found a Possible New Title

1. Talk to Reading Group. Possibly – solicit second opinion.
2. Read reviews on the book (Titlewave)
3. Put your new title through our vetting tool
4. Record your new title in our spreadsheet (under “Xth GRADE NEW TITLES”)

Goals for Work Period: Now - 6:45

1. Finish vetting books on the PAUSD Literature List (*if necessary*)
2. Make sure your group is clear about your Action Plan for new titles
3. Continue vetting new titles



Wrapping Up: “State of the Group”

Reading groups, select a speaker to tell us:

- What progress you made tonight
- What you plan to accomplish next time
- Any ideas or questions that might help others

Agenda Items for Next Meeting

March 25, 2020, from 4:00–7:00

- Building knowledge through content-rich nonfiction
- Access and support (report on CDE meeting)
- Work Time: Reading groups vet new titles
- Other?

Thank you and good night!

Please return your folders.

You are welcome to take any handouts you would like. Otherwise, they will just stay in your folder for you for next time.

