

Developing & Using Text-Dependent Questions with Complex Texts

**Assessment for Learning Teacher Workshop
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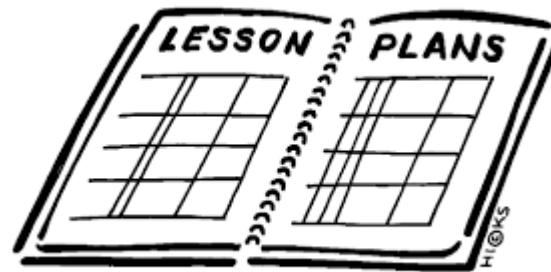
Developing & Using Text-Dependent Questions with Complex Texts

Today's Topics

- Selecting Complex Informational Texts – Curricular Considerations
- Assessing Text Complexity
 - *Quantitative Factors*
 - *Qualitative Factors*
 - *Considerations about Readers and Tasks*
- Planning & Teaching with Text-Dependent Questions
 - *Close Reading Format*
 - *Text-dependent Question Framework*
 - *Assessing Your Choices of Text-Dependent Questions*
 - *Lesson Analysis*
- You give it a try!
- Reflections & Questions



Text-Dependent Questions



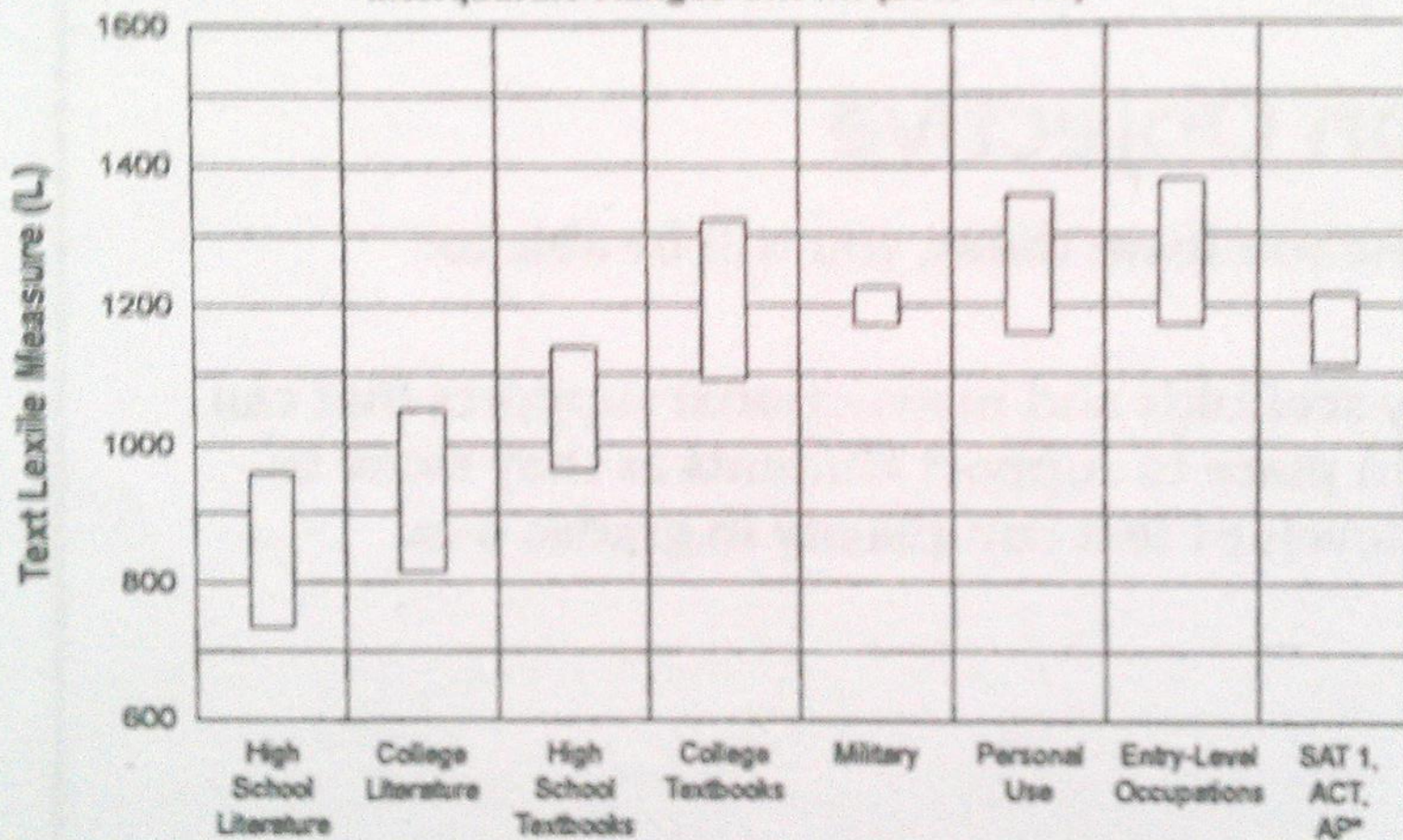
Why be concerned with text complexity?

- High school textbooks have *declined* in all subject areas over several decades.
- Average length of sentences in K-8 textbooks has *declined* from 20 to 14 words.
- Vocabulary demands have *declined*, e.g., 8th grade textbooks = former 5th grade texts; 12th grade anthologies = former 7th grade texts.
- Complexity of college and careers texts has remained steady or increased, resulting in a huge gap (350L)

Lexile Framework[®] for Reading Study

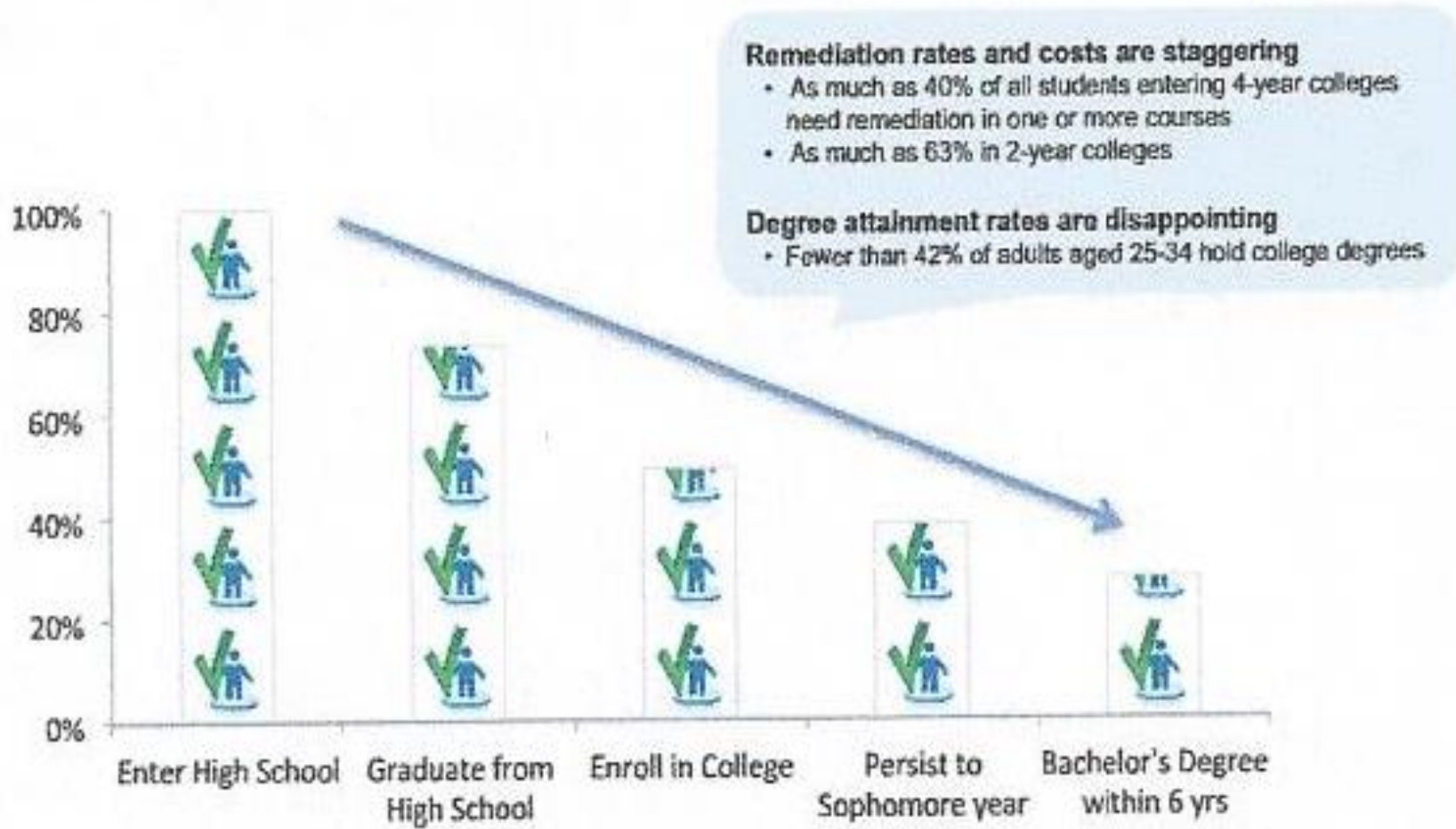
Summary of Text Lexile Measures

Interquartile Ranges Shown (25% - 75%)



Source of National Test Data: MetaMetrics

Current college completion rates are deeply troubling.



Source: The College Completion Agenda 2010 Progress Report, The College Board

The Standards Model of Text Complexity



The Common Core Standards'
Model of Text Complexity



Quantitative measures of text complexity include:

- Word length and frequency of words
- Sentence length

Quantitative Components = Computable features of a text



Quantitative Measures of Text Complexity

Lexile Level

The Lexile measure provides a student's level on a commercially developed scale of reading ability—the Lexile scale. Lexile levels are reported as numeric values followed by a capital L (ex. – 800L)

Grade Level

The grade equivalent represents the grade level and month of the typical score for students. (ex. -- score of 5.9 can be interpreted as the ninth month of fifth grade)

Important Warning

“The International Literacy Association (ILA) crafted a resolution about the misuse of grade equivalents. In it, the IRA ‘strongly advocates that those who administer standardized reading tests abandon the practice of using grade equivalents to report performance of either individuals or groups of test-takers...’ “ (IRA, 1991). (np)



Lexile Levels

Typical Text Measures by Grade

Grade	Text Demand Study 2009 25th percentile to 75th percentile (IQR)	2012 CCSS Text Measures*
1	230L to 420L	190L to 530L
2	450L to 570L	420L to 650L
3	600L to 730L	520L to 820L
4	640L to 780L	740L to 940L
5	730L to 850L	830L to 1010L
6	860L to 920L	925L to 1070L
7	880L to 960L	970L to 1120L
8	900L to 1010L	1010L to 1185L
9	960L to 1110L	1050L to 1260L
10	920L to 1120L	1080L to 1335L
11 and 12	1070L to 1220L	1185L to 1385L

Quantitative

https://www.lexile.com/analyzer/



The Lexile® Framework for Reading
Matching readers with texts

Quick Book Search

Title, Author or ISBN

Search

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Lexile® Analyzer

Lexile® Analyzer

Step 1: What kinds of texts can be measured

Step 2: Prepare your text for measurement

Step 3: Type or scan your text

Step 4: Convert your text into a plain text file

Step 5: Analyze your text and get

Get a Lexile Text Measure

You need to [register](#) to use the Lexile Analyzer. Already registered? Please [sign in](#).

The Lexile ® measure of text is determined using the Lexile Analyzer ®, a software program that evaluates the reading demand—or readability—of books, articles and other materials. The Lexile Analyzer ® measures the complexity of the text by breaking down the entire piece and studying its characteristics, such as sentence length and word frequency, which represent the syntactic and semantic challenges that the text presents to a reader. The outcome is the text complexity, expressed as a Lexile ® measure, along with information on the word count, mean sentence length and mean log frequency.

Generally, longer sentences and words of lower frequency lead to higher Lexile ® measures; shorter sentences and words of higher frequency lead to lower Lexile ® measures. Texts such as lists, recipes, poetry and song lyrics are not analyzed because they lack

Quantitative

Readability-Score.com

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[Find Out More!](#)

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Text

URL

Alerts

File

Bulk

Premium

Paste or type your text here to see its readability on the right. HTML will be ignored. Results update as you type.

Reading Ease

A higher score indicates easier readability; scores usually range between 0 and 100.

Readability Formula

Score

[Flesch-Kincaid Reading Ease](#)

-

Grade Levels

A grade level (based on the USA education system) is equivalent to the number of years of education a person has had. Scores over 22 should generally be taken to mean graduate level text.

Features of qualitative include:

Level of Meaning for literary text or Purpose for informational text: The text with a single level of meaning and straightforward purpose would be easier to comprehend than a text with multiple levels and a purpose that must be inferred.

Structure:

Is the structure simple and chronological? Or is the structure more complex?

Do graphics clearly contribute to the meaning of the text?

Or, do graphics demand the reader's interpretation?

Language Conventions & Clarity:

Is the language literal or figurative? Is the language contemporary or archaic?

Knowledge Demands:

Does the text rely on everyday life experiences or content specific knowledge?

Does the text refer readers to other texts?

Teachers must combine qualitative components with professional judgment when assessing the qualitative measure of a text.



TEXT COMPLEXITY: QUALITATIVE MEASURES RUBRIC

INFORMATIONAL TEXT

Text Title: _____

Text Author: _____

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

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



Reader and Task

Features of Reader and Task

- Background knowledge
- Motivation
- Students' reading proficiency

Great Resources for Informational Texts

Library Data Bases:

Searchasaurus (available through NJCU Guarini Library)

Smithsonian Primary Source page

<http://www.smithsoniansource.org/his/viewdetails.aspx>

ReadWorks (avoid using worksheets that follow each passage.)

<http://www.readworks.org/books/passages>

PBS Learning Media

<http://www.pbslearningmedia.org/>

For general web searches, look for:

.edu

.org

K12.[state].us (or other public school district URL)

Treat .com websites with caution! Use reputable sources:

History Channel

<http://www.history.com/topics>

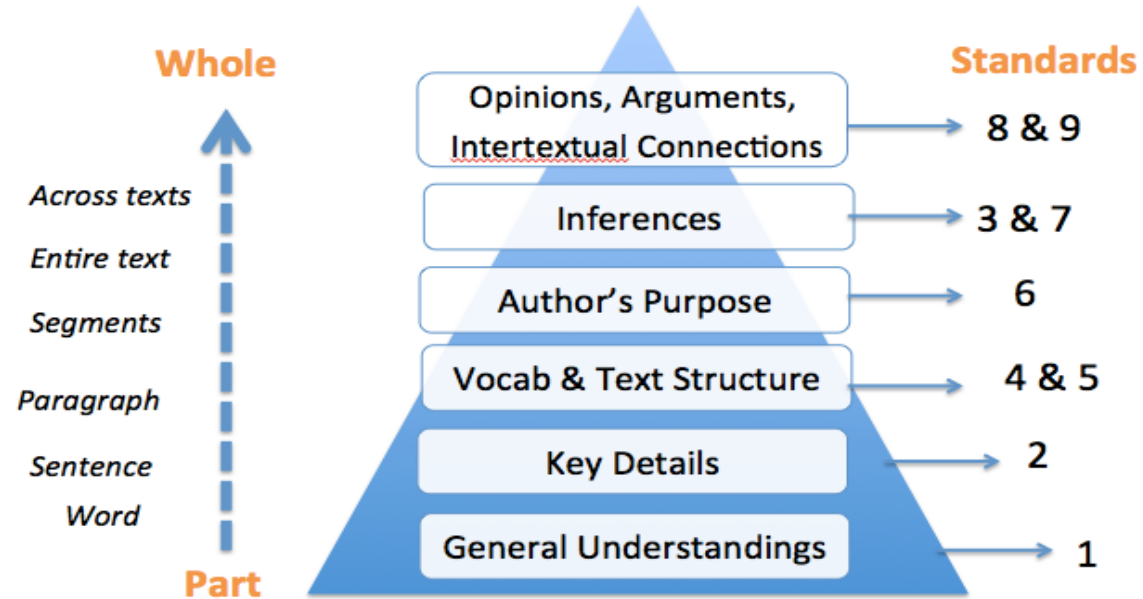
The New York Times

<http://www.nytimes.com/>

Text-dependent questions...

- ...guide students back to the text
- ...move beyond the literal meaning of the passage
- ...challenge students to examine the inferential levels of meaning
- ...are developed in advance of the lesson

Progression of Text-dependent Questions



Crafting Standards- Aligned Text-dependent Questions

Text Dependent Question
Stems and Frames Aligned to
College and Career
Readiness Reading Anchor
Standards (CCRA.R)

**KEY IDEAS AND DETAILS:
STANDARDS 1-3**

CCRA.R.1

- Cite evidence to prove what is indirectly stated in the text.
- Cite examples to show what the author is trying to say.
- What clues show you...?
- Who are the main characters? Cite evidence to prove it.
- What is the setting? Cite evidence.
- When does the story take place? How do you know?
- What evidence showed...?
- Cite evidence to show how...

CCRA.R.2

- What is the central idea? Cite evidence to prove it?
- What is the central message? Cite evidence to prove it.
- What is the theme? Cite evidence to prove it?
- What is the topic? Cite evidence to prove it.
- What are key ideas or details?
- Where does the author prove the intended message?
- Summarize the main ideas, details, or points of the text.
- Explain how the author shows the central idea. Cite evidence.

CCRA.R.3

- What evidence shows that a character is working on a solution?
- What evidence shows that a character is having a conflict?
- Explain and cite evidence that shows how the characters relate to each other.

- Cite evidence to show that a specific character is changing.
- Cite evidence to show how the events unfold.
- How did the central idea of the text develop? Cite evidence.
- Cite evidence to show how the plot is revealed.
- Explain how the key points, ideas, and message are made known. Cite evidence.

**CRAFT AND STRUCTURE
STANDARDS 4-6**

CCRA.R.4

- What is the meaning of ___ as used in the text?
- What is the meaning of the phrase ___ as used in the text?
- How does the word ___ contribute to the ___?
- How does the phrase ___ contribute to ___?
- What is the purpose of this word?
- What is the purpose of this phrase?
- What in the text helped you understand this work?
- What in the text helped you understand the meaning of this phrase?

CCRA.R.5

- The text begins with... How does the beginning shape the text?
- What does the opening help you recognize?
- How does the sentence... affect the structure?
- How the chapter... affect the overall text?
- How does stanza... fit into the overall structure?
- How does paragraph... fit into the overall structure?
- Where in the text does the author show...? How does this affect the text?
- The text ends with... Describe how this wraps up or closes the text?

Text-Dependent Questions...

*Planning and teaching (not just assigning)
so that all students gain independence
responding to them*

Effective Instruction of Text-Dependent Questions Requires Close Reading

1. Defining Close Reading
2. Analyze a close reading lesson that includes annotation and text-dependent questions
3. Examine materials / grouping strategies to address learning differences
4. Plan a lesson segment incorporating text-dependent questions
5. Assess our close reading lesson

What is close reading?

First Reading: Go for the Flow



Second Reading: Read with a Pencil

--Discussion: Partner Talk to Check Meaning



Third Reading: Teacher-led Shared Reading and Think-aloud

--Discussion of the Text with Text-dependent Questions



Extend Understanding through Writing

Annotation Symbols



This is the main idea



This surprised me



I don't understand this word or phrase



I have a question or this part confused me



This an important detail



This made me predict, infer, or draw a conclusion



Sample Lesson

Close Reading with a Focus on Vocabulary

<https://www.youtube.com/watch?v=WgQYvj2U4Kw>

1. What do you notice about how/when the teacher explicitly teaches word meanings?
2. Note the teacher's modeling/thinking aloud through defining "transplant." Note how he models the following, specific word-learning strategies:
 - ___ sentence(s) before the word
 - ___ sentence that includes the word
 - ___ sentence(s) following the word
 - ___ use of glossary
 - ___ vocal intonation/movement/animation
3. What classroom routines are in place to support students' comprehension? How might these routines work in your small group instruction?

Planning for a Close Read

1. Select a suitably complex text.
2. Establish the purpose for reading.
3. Determine how students will complete each read.
4. Create text-dependent questions --- -- literal to inferential
5. Plan a writing extension that will allow student to extend their understanding of the text

Planning for a Close Read



1. Select a suitably complex text.

**Speech by President Obama at the Dedication of Statue Honoring Rosa Parks
Capitol Building, Washington, DC**

Planning for a Close Read



2. Establish the purpose for reading.

Determine author's purpose using evidence from text:

- **to acknowledge Rosa Parks's contribution to the Civil Rights movement**
- **to encourage all Americans to take action to make our world more kind and just**

Planning for a Close Read



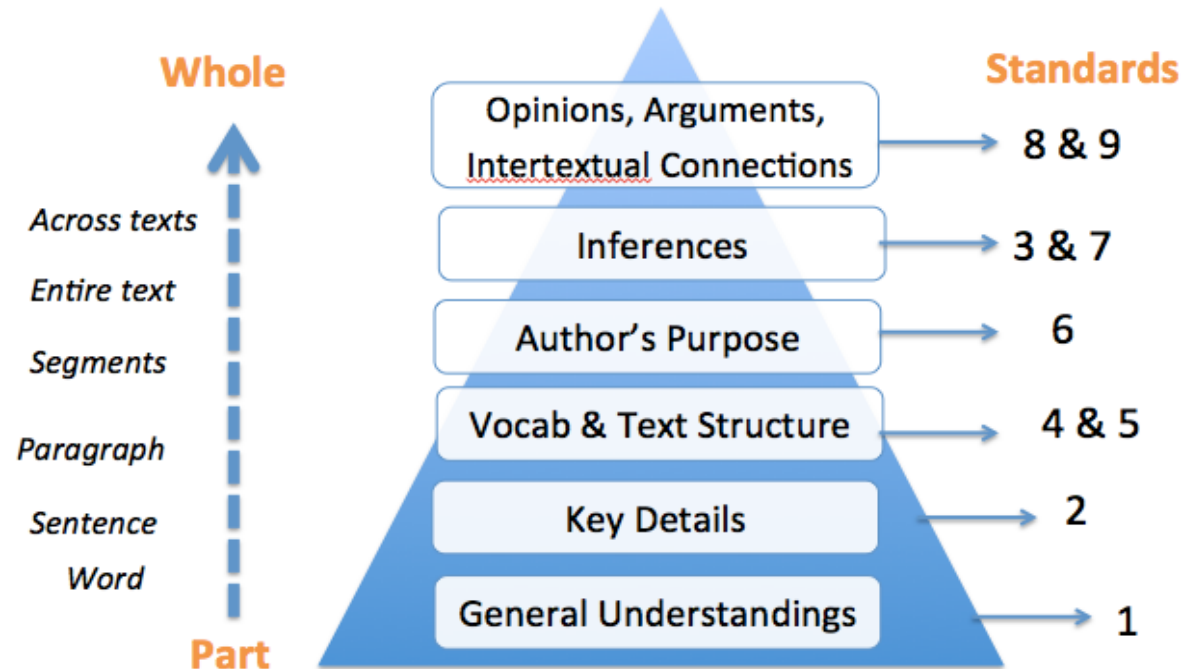
3. Determine how students will complete each read.

- Teacher reads the text aloud while students follow along (highly complex text)
- Students read silently (moderately complex text)
- Students partner-read (way of differentiating for ELLs or for struggling readers).
- ➔ • Students and teacher re-read the text while stopping to respond to and discuss the questions, continually returning to the text.

Planning for a Close Read

4. Create text-dependent questions --- -- literal to inferential

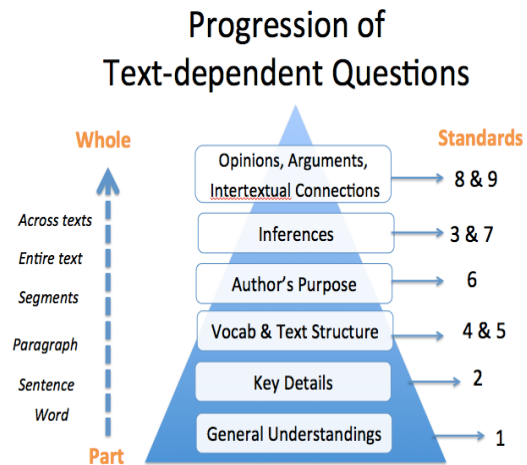
Progression of Text-dependent Questions



Planning for a Close Read



4. Create text-dependent questions --- -- literal to inferential



General Understandings – CCRA.R.1

To whom was President Obama speaking in this address?

Key Details – CCRS.R.2

What is President Obama's central message in paragraphs 9 – 10? Cite evidence to prove it.

Vocab & Text Structure – CCRS.R.4 & 5



Author's Purpose – CRS.R.6

Locate a word, phrase or sentence that expresses President Obama's belief that everyone should work for to work

.

Planning for a Close Read

4. Create text-dependent questions --- -- literal to inferential



Integration of Knowledge and Ideas– CRS.R.9

Planning for a Close Read

5. Plan a writing extension that will allow student to extend their understanding of the text

The speech ends with, "And that is why this statue belongs in this hall -- to remind us, no matter how humble or lofty our positions, just what it is that leadership requires; just what it is that citizenship requires. Rosa Parks would have turned 100 years old this month. We do well by placing a statue of her here. But we can do no greater honor to her memory than to carry forward the power of her principle and a courage born of conviction."

How does President Obama use this passage to encourage all people to act for justice? Use evidence from the text to write a group response paragraph answering this question. Complete an evidence chart as a pre write.

Evidence-- Quote or paraphrase	Elaboration/explanation of how this evidence supports the idea or argument

Planning & Assessing Text-Dependent Questions

Text _____

Record a question from the lesson that matches the following descriptions:

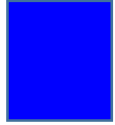
- A question that focuses on general understanding especially the main idea.
- A question that focuses on key details (who, what, when, where, why, how) that are essential to understand the meaning of the passage.
- A question that focuses on word, phrase, text structure (problem/solution, cause/effect, compare/contrast)
- A question that focuses on the author's purpose, point of view, multiple perspectives, and alternative accounts of the same event.
- A question that challenges students to examine implicitly, states ideas or key details in the text.

Reflect on one of the questions from the lesson and discuss.

- Question:
- Reflections about student grouping
- Reflections about how I thought aloud/modeled
- Reflections for future planning

Name and Grade Level:

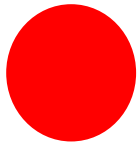
Let's end by... *shaping up!*



What squared with your thinking?



What did you see from a different angle?



Learning in continuous. How will you use what you learned in your small group instruction? How can we help?