



Objectives for Today



- Share your reflections about the quality of literacy experiences that you observed with your school leaders and explain the research behind the importance of environmental readiness and regular access to high-quality complex text, including how HQIM will support student access to these texts.
- Describe how the TN IPG can be used to assess student access to environmental readiness and high-quality-texts, and practice analyzing these domains through videos as well as considering the strategies and resources to support schools struggling with these practices
- Reflect on your learning from today's session and identify concrete next steps to support HQIM implementation in your schools.





After assessing the Culture of Learning, we look for evidence that a lesson is actually focused on a text, and that students spend most of their time with that text.



Tennessee Instructional Practice Guide (IPG)
K-12 Knowledge Building Lessons*

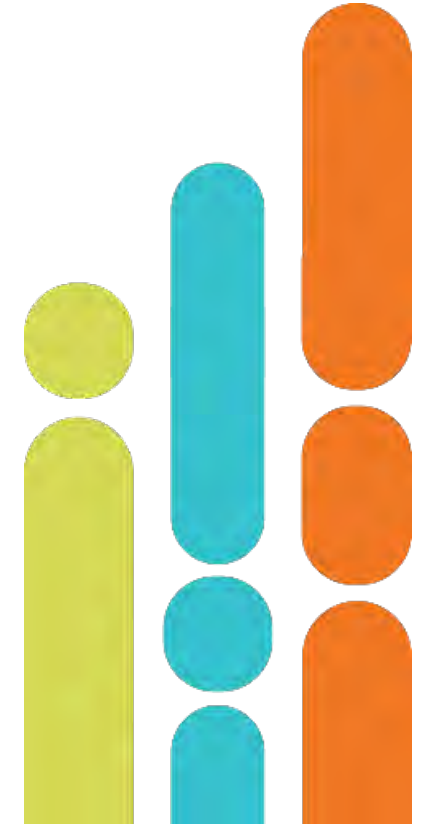


Core Action One: High-Quality Texts at the Center of Instruction	
A. A majority of the lesson is spent reading, writing, or speaking about the text(s).	Yes No
Type of text(s) (circle): Information / Literary / Other Media or Format	

There are **four strands** in the literacy standards:

Reading
Writing
Speaking & Listening
Language

All are intended to be grounded in an appropriately complex text, so students should spend a majority of time with a text.





If students are spending a majority of time on texts, you can then begin to look at whether that text is appropriately complex for the grade.



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Core Action One: High-Quality Texts at the Center of Instruction	
A. A majority of the lesson is spent reading, writing, or speaking about the text(s).	Yes No
Type of text(s) (circle): Information / Literary / Other Media or Format	
B. The anchor text(s) are at or above the complexity level expected for the grade and time in the school year.	Yes No
C. The text(s) exhibit exceptional craft and thought, and/or provide meaningful information in the service of building knowledge.	Yes No

1

Quantitative Complexity Tool (e.g., lexile.com)

STEP 1: Analyze quantitative measures of complexity to place the text in the appropriate grade band (Note: This is not helpful for drama and poetry).

2

Qualitative Complexity Rubric

STEP 2: Analyze the qualitative elements of complexity to locate a text within a specific grade band and identify where instruction could be focused.

✓

Appendix B

STEP 3: Make your overall determination if the text(s) is at or above the complexity level expected. Gut check the complexity of text against the complexity of grade-level exemplars.






There are two main tools we use to assess the quantitative complexity of a text.

**For KNOWN TEXTS
use:**

<https://fab.lexile.com/>

Quick Book Search

Hamlet Search Advanced ▾



Hamlet
by: Shakespeare, William
New edition of the best selling CSS title.

1390L

Pages: 416 ISBN13: 9780192834164

Find This Book ▾

Add to Reading List

**For UNKNOWN TEXTS use
Free Lexile Analyzer:**

<https://la-tools.lexile.com/free-analyze/>

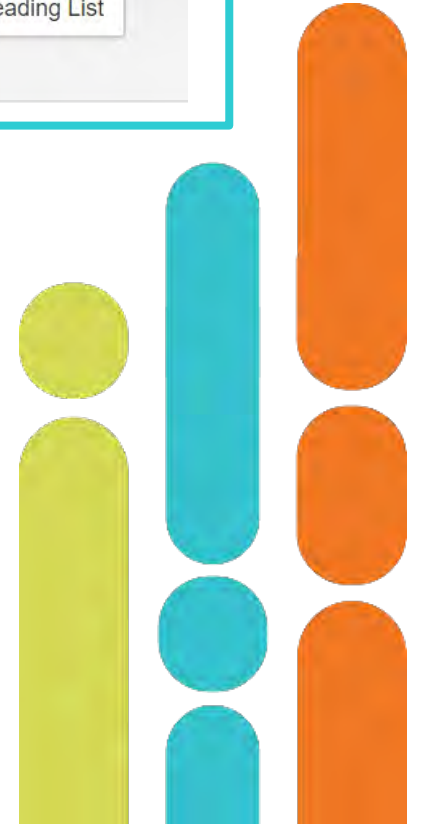
Free Lexile Analyzer®

File to Analyze:

or

Text to Analyze:

By clicking the Analyze button you agree to the [Lexile Analyzer® Terms of Use](#)



Once you've used the Lexile tools to analyze the text complexity, you will then reference the grade band chart.

Lexile Measures by Grade Band

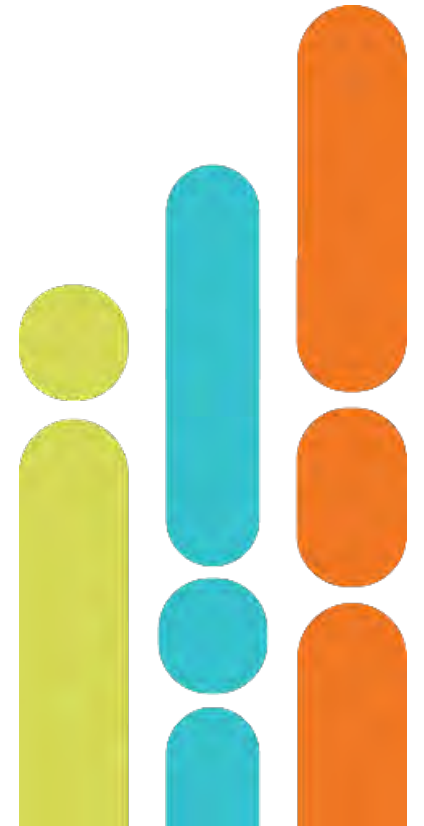
Grade	The Lexile Framework
K-1	Up to 530L
2-3	420L to 820L
4-5	740 to 1010L
6-8	925L to 1185L
9-10	1050L to 1335L
11-12	1185L to 1385L

Hamlet
1390L

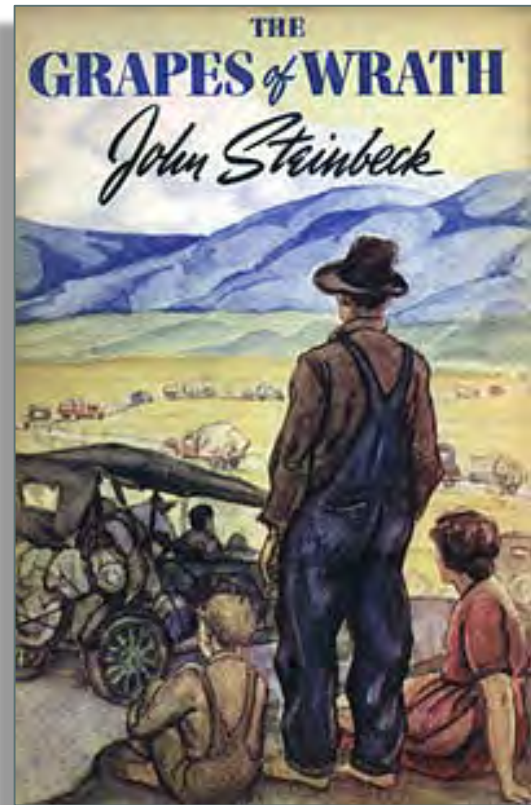


Quantitative Metrics Are:

- Excellent at situating informational texts
- Good at offering a starting point for placing narrative fiction
- Unable to rate drama and poetry
- Not helpful for K-1 texts



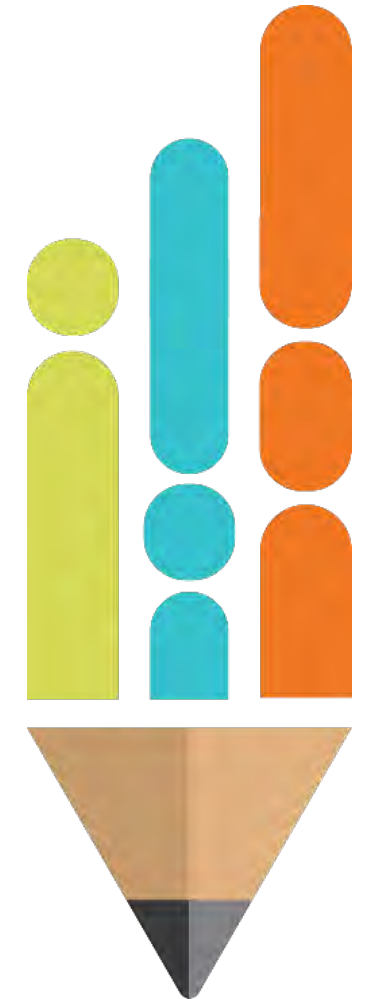
Let's do some practice with quantitative complexity.



In which grade level is it appropriate to teach *The Grapes of Wrath*?

Lexile Measures by Grade Band

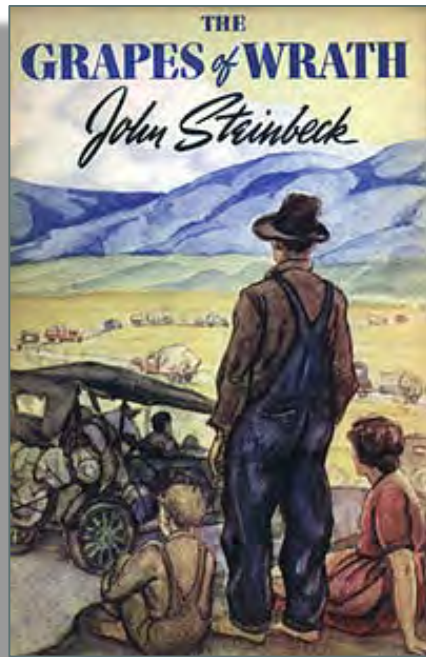
Grade	The Lexile Framework
K-1	Up to 530L
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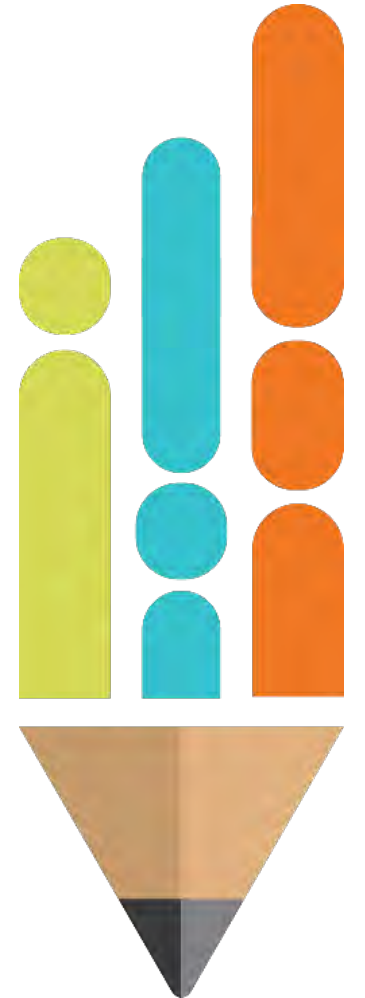
Quantitative measures alone are insufficient to measure the complexity of a text.

Grapes of Wrath
Lexile Score: 680L
Grade Band Placement: 2-3



No one measure is sufficient to determine complexity, and the novel on this screen is a very clear case in point.

Of course, when you consider Steinbeck's use of simple language and dialogue as a stylistic choice, it makes sense that the text is very readable – but I think we can all agree that second and third graders are not yet prepared to take on the loads!



Moving beyond the numbers, our text analysis should be grounded in a systematic qualitative analysis to ensure we place a text at the correct grade level using the Qualitative Measures Rubric.

Qualitative measures allow teachers to consider elements of complexity that quantitative measures alone cannot address.

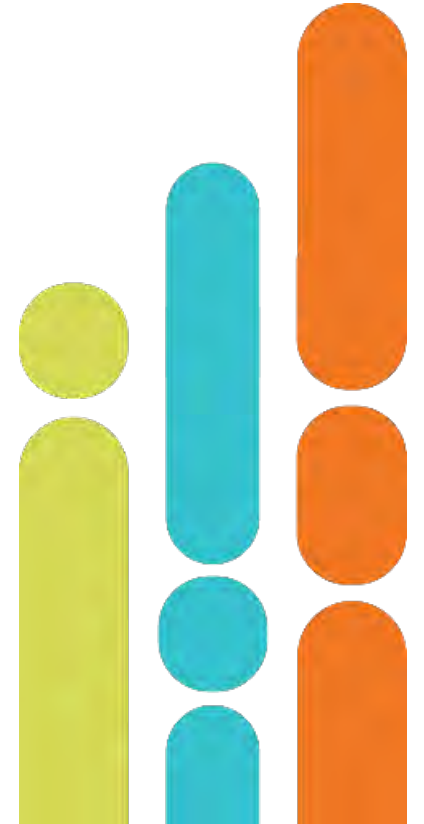
Qualitative Measures Include:

- ✓ Text Structures
- ✓ Language Features
- ✓ Meaning/Purpose
- ✓ Knowledge Demands

Text Title	Text Complexity: Qualitative Measures Rubric			
	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
PURPOSE	<ul style="list-style-type: none"> ○ Purpose: Subtle, indirect, difficult to determine, intricate, multiple, or unclear 	<ul style="list-style-type: none"> ○ Purpose: Indirect, but fairly well identifiable; multiple but distinct 	<ul style="list-style-type: none"> ○ Purpose: Indirect, but fairly clearly stated upon context or study 	<ul style="list-style-type: none"> ○ Purpose: Relatively direct, clear, concrete with a narrow focus
TEXT STRUCTURE	<ul style="list-style-type: none"> ○ Organization of Main Ideas: Complex; scattered or extensive range of facts or specific ideas, intricate and often difficult to discern; organization of the text may be difficult to discern for a particular purpose ○ Text Features: If used, are essential in understanding content ○ Use of Graphics: If used, are intricate, complex, essential; requires graphics, text, audio, etc. to help in understanding the text 	<ul style="list-style-type: none"> ○ Organization of Main Ideas: Complex; scattered or extensive range of facts, scattered with one theme and other multiple purposes and may extend into content to a specific degree ○ Text Features: If used, greatly enhance the reader's understanding of content ○ Use of Graphics: If used, essential; requires graphics, text, audio, etc. to help in understanding the text 	<ul style="list-style-type: none"> ○ Organization of Main Ideas: Complex; scattered with one theme or a few main ideas; organization is fairly clear and identifiable ○ Text Features: If used, enhance the reader's understanding of content ○ Use of Graphics: If used, graphics may help enhance the understanding of the text, but do not require graphics, text, audio, etc. to help in understanding the text 	<ul style="list-style-type: none"> ○ Organization of Main Ideas: Complex; scattered with one theme or a few main ideas; organization of text is clear or knowledgeable or easy to identify ○ Text Features: If used, help the reader navigate and understand content but are not essential ○ Use of Graphics: If used, are graphics, unnecessary to understanding the text but do help support and ease in grasping the content
LANGUAGE FEATURES	<ul style="list-style-type: none"> ○ Conventions: Dense and complex; requires extensive study and/or expert language ○ Vocabulary: Generally unfamiliar; complex, abstract, or highly specialized; language may be ambiguous or purposefully misleading ○ Sentence Structure: Many complex sentences often containing multiple clauses 	<ul style="list-style-type: none"> ○ Conventions: Complex, sensitive, some abstract, technical or figurative language ○ Vocabulary: Some not common; language that is somewhat unfamiliar, formal, or scholarly; or very specific ○ Sentence Structure: Many complex sentences with some subordinate clauses or clauses and transition words 	<ul style="list-style-type: none"> ○ Conventions: Single and/or easy to understand with some abstract language ○ Vocabulary: Many common; some unfamiliar; some technical or scholarly; or very specific ○ Sentence Structure: Simple and compound sentences, with some more complex sentences 	<ul style="list-style-type: none"> ○ Conventions: Basic; clear, easy, and predictable; easy to understand ○ Vocabulary: Common; formal, conversational language ○ Sentence Structure: Many simple sentences
KNOWLEDGE DEMANDS	<ul style="list-style-type: none"> ○ Subject Matter Knowledge: Extensive, dense, abstract, and often technical; requires extensive background knowledge and/or specialized expertise ○ Intellectual: Many references or allusions to other texts or outside ideas, theories, etc. 	<ul style="list-style-type: none"> ○ Subject Matter Knowledge: Moderate to high; some technical; requires background knowledge and/or specialized expertise ○ Intellectual: Some references or allusions to other texts or outside ideas, theories, etc. 	<ul style="list-style-type: none"> ○ Subject Matter Knowledge: Primary or secondary; requires background knowledge and/or specialized expertise ○ Intellectual: A few references or allusions to other texts or outside ideas, theories, etc. 	<ul style="list-style-type: none"> ○ Subject Matter Knowledge: Primary, general knowledge, which is common to most students ○ Intellectual: No references or allusions to other texts or outside ideas, theories, etc.

Characteristics of Complex Text

- Subtle and/or frequent transitions;
- Multiple or subtle themes & purposes;
- Density of information;
- Unfamiliar settings, topics, or events;
- Lack of repetition or similarity in words
- Complex sentences;
- Uncommon vocabulary;
- Doesn't review or pull things together for the reader;
- Longer paragraphs;
- Structure which is less narrative and/or mixes structures



We are going to watch a video of virtual ELA instruction and consider the evidence you see for each indicator in Culture of Learning and High-Quality Texts.

Prepare to Observe

1. Make sure you have a copy of the TN IPG, the Lexile grade band chart, and the qualitative complexity rubric ready from your electronic materials for this session. Students are reading an excerpt from One Crazy Summer by Rita Williams-Garcia. (*Hint: Google "One Crazy Summer Lexile"*)
1. Write down your evidence for each indicator in Culture of Learning and Core Action 1: High Quality Texts.
1. Work to determine the rating you would likely land on for Culture of Learning (Yes or No), each indicator in Core Action 1, and the overall Core Action 1 Rating.
**Remember that if any indicator is a "No" for Core Action 1, the overall rating is also a "No".*

5th Grade, ELA Virtual Classroom

The Third Thing
CHAPTER 30

Focus: How does Delphine feel?

Who would have thought twenty flyers could have brought more than a thousand people to the park? Talk about a grand Negro, well, a grand black spectacle. People simply came, filling up every inch of green in the park. Some even climbed oak trees and perched in branches for a good spot. Everywhere you turned there were college students in T-shirts, signing people up for sickle cell anemia testing and voter registration. Black Panthers from around the country, in sky blue T-shirts with pictures of black panthers on them, stood tall, patrolling the park. Policemen also stood tall, holding on to their wooden clubs.

And yet I wasn't afraid. I was excited.
"You see," Sister Mukumbu said, waving her bangled

arm like a wand over the hundreds of people, maybe a thousand.

I feel ashamed of the pride I take in ironing a crease extrasharp. Ironing a sharp crease is a job well done. Bringing people to this rally was magic that had you soaring above trees. It certainly was worth marching up to the no sayers. In my mind, all these people came to the rally because our summer camp helped to spread the word. The idea of radio announcements, the Black Panther newspaper, and word-of-mouth hadn't entered my mind. If only Cecile could see what we'd done. And Pa and Big Ma. | 01-2

They put the young people's presentations on first, before all of the speeches and the musicians and the adult poets. Our play was awkward, with Sister Pat following us around with the microphone, but we continued on as if we'd rehearsed it that way. The first time Janice Ankton heard her voice boom out over all those loudspeakers, she jumped back. She soon overcame her amplified voice and proved a bigger ham than Vonetta on her showiest and crowiest days. Janice brandished her silver cap gun at us tired and scared runaway slaves more than Sister Pat's script had called for. All I knew was the crowd liked it, and that was enough for "Harriet Tubman," who proclaimed, "Either you want to be free or you want to be scared slaves!" She was supposed to have said, "I haven't lost a passenger yet." The crowd went crazy, and Janice soaked it up. Eunice kicked her sister the way I sometimes had to put Vonetta in her place. It worked.

Uncommon Schools

Eric Snider

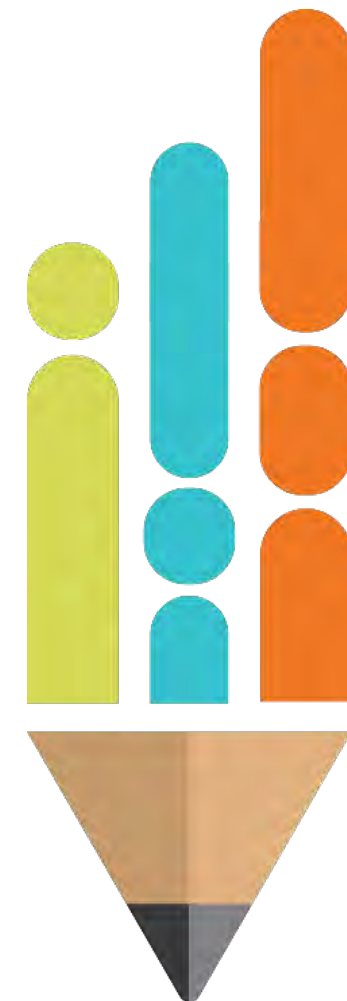
Achievement First Bushwick
Grade 5 ELA

Checking For Understanding Clip 3082 "Delphine feels proud."



Working to norm on evidence and ratings with the TN IPG is a critical step to ensuring a shared vision of excellent literacy instruction across our state.

Culture of Learning: Environmental Readiness	
<ul style="list-style-type: none"> Students complete instructional tasks, volunteer responses and/or ask appropriate questions. Students follow behavioral expectations and directions. Students execute transitions, routines and procedures in an orderly and efficient manner. Students are engaged in the work of the lesson from start to finish; there is a sense of urgency about how time is used. Students and their teacher demonstrate a joy for learning through positive relationships and strong classroom culture that is responsive to student interests, experiences, and approaches to learning. 	Yes No
<i>Evidence for Culture of Learning: Environmental Readiness</i>	
Core Action One: High-Quality Texts at the Center of Instruction	
D. A majority of the lesson is spent reading, writing, or speaking about the text(s).	Yes
Type of text(s) (circle): Information / Literary / Other Media or Format	No
E. The anchor text(s) are at or above the complexity level expected for the grade and time in the school year.	Yes
	No
F. The text(s) exhibit exceptional craft and thought, and/or provide meaningful information in the service of building knowledge.	Yes
	No
Core Action One Summary: The majority of the lesson is grounded in a text that is at or above the expected complexity level and the text is utilized to develop knowledge that is worthy of students' time.	Yes
	No
<i>Evidence for Core Action One: High-Quality Texts at the Center of Instruction</i>	



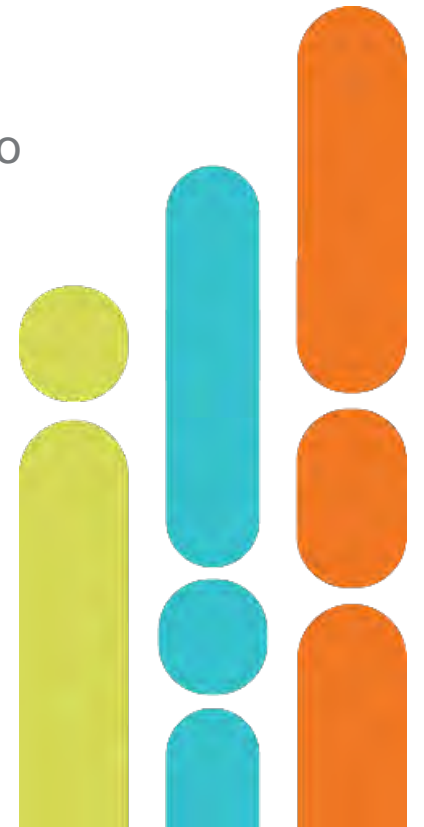


High Quality Instructional Materials lay a strong foundation for ensuring daily, text-centered lessons.

Not only are high quality instructional materials designed around strong anchor texts for each unit, they also typically:

- List a series of related supplemental or supporting texts on the topic – *which we know from the research deepens students' knowledge and vocabulary.*
- Offer recommendations on daily, independent reading for students to deepen their learning or to support fluency.
- Are accompanied by lesson plans, questions, and/or tasks that can be used to guide instruction.

However, even with access to these materials, we don't always see teachers implementing the materials as designed.





Preparation protocols help teachers understand how the texts included in HQIM are appropriately complex

- Simply using the texts from HQIM isn't sufficient – they must be used as designed
- Teachers should use unit and lesson preparation protocols so that they understand the texts (vendors often include these with their HQIM)
- We will take a closer look at lesson preparation today
- Lesson preparation protocols ask teachers to:
 - Consider how the lesson fits into the overall arc of the unit
 - Articulate the big ideas students should take away
 - Identify the complex features and how students will tackle them

Lesson Preparation Protocol

TEACHER: _____
 GRADE: _____
 UNIT/LESSON: _____

Step 1: Identify and articulate the purpose of the lesson.

Guiding Questions	Notes
<ul style="list-style-type: none"> What is the purpose of this lesson? How does it connect to previous lessons and build to future ones? How will this learning contribute to deep understanding of the "Big Ideas" for the Unit? How will this learning prepare students for success on the culminating activities and the Unit Assessment(s)? 	

Step 2: Familiarize yourself with the central text in the lesson.

Guiding Questions	Notes
<ul style="list-style-type: none"> What is the purpose of reading this particular text? (Is there a theme that students should understand? Is the author trying to make an argument? Are there important ideas or information conveyed? Are there elements of the author's craft that support the author's message?) Given this purpose, which parts of the text are most important for students to understand? What aspects of the text (structure, language, meaning/ purpose, knowledge) might students struggle with? 	

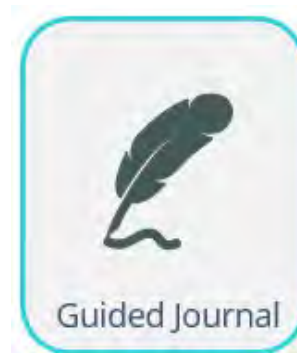
Step 3: Analyze the opportunities for student discussion in the lesson.

Guiding Questions	Notes
<ul style="list-style-type: none"> Which questions provide opportunities for rich, evidence-based discussion? Given the purpose of reading this particular text (identified above), which are the 1-3 most critical comprehension questions in this lesson? Draft an exemplar oral response for these questions. How will you ensure that all students are responsible for this rigorous thinking? What protocols will you employ? 	



Let's practice preparing for a sample upcoming lesson.

- Read the sample unit and lesson overviews, and central text for the lesson (a poem, "This Is Just to Say" by William Carlos Williams) in your Guided Journal (appendix D).
- As you read, use the lesson preparation protocol (appendix C) to guide your work.
- Select a question that is critical for student comprehension. Draft an exemplar student response for that question.





Objectives for Today



- Share your reflections about the quality of literacy experiences that you observed with your school leaders, and explain the research behind the importance of environmental readiness and regular access to high-quality complex text, including how HQIM will support student access to these texts.
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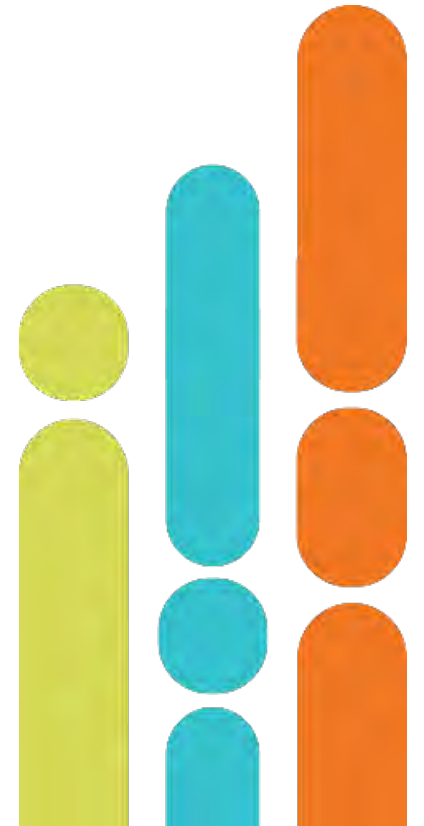


Reflect on your learning from today's session.



Closing Reflection

1. What are your biggest learnings about Culture of Learning and/or student access to High-Quality Texts from this session?
2. What are your next steps in engaging with schools around improving instruction in these areas?





Preparing for Session 3: Effective Use of Questions and Tasks

SESSION 1	Supporting Strong Literacy Instruction in This Moment: The Tennessee IPG
SESSION 2	Environmental Readiness & High-quality Texts
SESSION 3	Effective Use of Questions and Tasks <ul style="list-style-type: none">• Conduct at least five literacy observations with school leaders across at least two of your schools, evaluating whether the students in the classes you're observing are experiencing environmental readiness and high quality texts.• Coach your leader to focus with teachers on the highest-leverage strategy to improve environmental readiness and high quality texts.
SESSION 4	Supporting Core Action 2 by Creating Conditions for Strong Intellectual Prep
SESSION 5	Opportunities for Student Engagement & Setting Goals to Improve Literacy Experiences





Thank you for participating! Please continue to independent study session 3.

Should you have additional questions about this session or training series, please reach out to:

Lisa.Coons@tn.gov

