

The Foundation for Success

ELA I

Grades 9-12

Day 1



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Objectives and Self-Assessment

DAY 1 OBJECTIVES SELF-ASSESSMENT	Pre-Day 1 Session	Post-Day 1 Session
	1= Not Yet 2= Unsure 3= I Believe So, with Some Practice 4= Absolutely, Yes	1= Not Yet 2= Unsure 3= I Believe So, with Some Practice 4= Absolutely, Yes
I can describe educationally equitable environments.		
I understand the nuances of how the standards create a trajectory of learning that moves students toward reading proficiency.		
I can recognize the components of text complexity and how to guide instruction as a result of an analysis.		
I can identify instruction that incorporates the first two shifts and standards.		

Unpacking Equity

Equity exists when the biases derived from dominant cultural norms and values no longer predict or influence how one fares in society.

Equity systematically promotes fair and impartial access to rights and opportunities.

Equity may look like adding supports and scaffolds that result in fair access to opportunities or creating opportunities for all voices to be heard.

Educational Equity ensures that all children – regardless of circumstances – are receiving high-quality, grade-level, and standards-aligned instruction with access to high-quality materials and resources.

We become change agents for educational equity when we acknowledge that we are part of an educational system that holds policies and practices that are inherently racist and that we have participated in this system. We now commit to ensuring that all students, regardless of how we think they come to us, leave us having grown against grade-level standards and confident in their value and abilities.

Literacy

Take 3 minutes to answer the following questions:

Nations are political and military units, but they are not necessarily the most important units in economic life, nor are they very much alike in any economic sense. All that nations really have in common is the political fact of their sovereignty. Indeed, the failure of national governments to control economic forces suggest that nations are irrelevant to promoting economic success.

According to the paragraph, the economic power of nations is:

- A. controlled by political and military success.
- B. the basis of their political success.
- C. limited to a few powerful nations.
- D. relatively unimportant.

You can't receive more need-based **aid** than the amount of your **financial** need. For instance, if your COA is \$16,000 and your EFC is 12000, your **financial** need is \$4,000, so you aren't eligible for more than \$4,000 in need-based **aid**. The following are the need-based federal student **aid** programs: Federal Pell Grant.

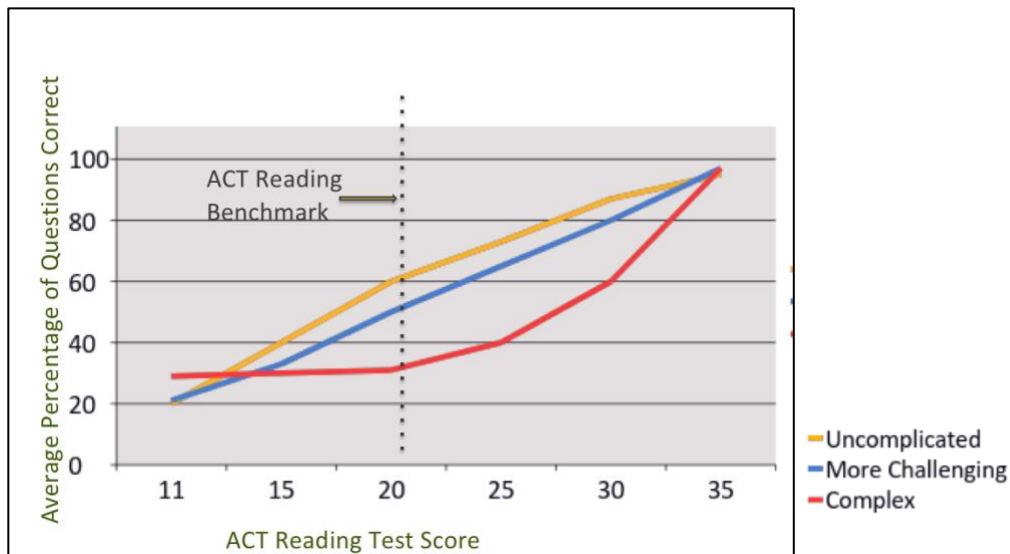
What is COA?

If I make \$400/week, how much financial aid do I need if tuition is \$6000 a semester?

If you purchase a used vehicle from a dealer registered outside New York State, the proof of ownership is the title certificate or transferable registration signed over to the dealer by the previous owner, plus the bill of sale or invoice from the dealer and other proofs from the dealer.

Explain what I need to do if I am a NYS resident and purchased a used vehicle from a dealership in Ohio.

Reflecting on the Data



- What conclusions can you draw from this graph with regard to the degree of text complexity and performance on the ACT?
- Where do you see evidence of these findings in your classroom? (classrooms?) (district?) (region?)



- What is the relationship between the data about how various groups are performing and the types of texts we provide them access to in our instruction?
- What might be the mindset behind those types of decisions?
- What would it look like if we were to approach those decisions from an equity mindset?
- How can you influence that change?

Excerpt from *Things Fall Apart*

(Summary up to point in novel):

The bulk of the novel takes place in Umuofia, a cluster of nine villages on the lower Niger. Umuofia is a powerful clan, skilled in war and with a great population, with proud traditions and advanced social institutions.

Through hard work, Okonkwo has become a great man among his people. He has three wives and a successful crop. He rules his family with an iron fist.

One day, a neighboring clan commits an offense against Umuofia. To avoid war, the offending clan gives Umuofia one virgin and one young boy. The girl is to become the offended party's new wife. The boy, whose name is Ikemefuna is to be sacrificed, but not immediately. He lives in Umuofia with Okonkwo and his family for three years as part of Okonkwo's family. He and Nwoye, Okonkwo's oldest son, become very close. Eventually though, the Oracle (priestess) announces it's time Ikemefuna's death, and a group of men, including Okonkwo (to prove he is not weak), take Ikemefuna away to kill him in the forest. This breaks Nwoye's spirit and he is never the same.

Okonkwo is also upset, but he continues with his pursuit to become a lord of his clan. During this time, he is constantly disappointed by Nwoye, but he has great love for his daughter Ezinma, the only surviving child of ten by his second wife Ekwefi. Because Ezinma is sickly, Ekwefi fears that Ezinma, too, will die.

Obierika is Okonkwo's best friend and also a well-respected man in Umuofia. He is very different than Okonkwo, often presenting counterpoints to Okonkwo's desire for rash action. Okonkwo rarely his advice.

From Chapter 8

"Is it well?" Okonkwo asked.

"Yes," replied Obierika. "My daughter's suitor is coming today and I hope we will clinch the matter of the bride-price. I want you to be there."

Just then Obierika's son, Maduka, came into the obi from outside, greeted Okonkwo and turned towards the compound.

"Come and shake hands with me," Okonkwo said to the lad. "Your wrestling the other day gave me much happiness." The boy smiled, shook hands with Okonkwo and went into the compound.

"He will do great things," Okonkwo said. "If I had a son like him I should be happy. I am worried about Nwoye. A bowl of pounded yams can throw him in a wrestling match. His two younger brothers are more promising. But I can tell you, Obierika, that my children do not resemble me. Where are the young suckers that will grow when the old banana tree dies? If Ezinma had been a boy I would have been happier. She has the right spirit."

"You worry yourself for nothing," said Obierika. "The children are still very young."

"Nwoye is old enough to impregnate a woman. At his age I was already fending for myself. No, my friend, he is not too young. A chick that will grow into a cock can be spotted the very day it hatches. I have done my best to make Nwoye grow into a man, but there is too much of his mother in him."

"Too much of his grandfather," Obierika thought, but he did not say it. The same thought also came to Okonkwo's mind. But he had long learned how to lay that ghost. Whenever the thought of his father's weakness and failure troubled him he expelled it by thinking about his own strength and success. And so he did now. His mind went to his latest show of manliness.

"I cannot understand why you refused to come with us to kill that boy," he asked Obierika.

“Because I did not want to,” Obierika replied sharply. “I had something better to do.”

“You sound as if you question the authority and the decision of the Oracle, who said he should die.”

“I do not. Why should I? But the Oracle did not ask me to carry out its decision.”

“But someone had to do it. If we were all afraid of blood, it would not be done. And what do you think the Oracle would do then?”

“You know very well, Okonkwo, that I am not afraid of blood; and if anyone tells you that I am, he is telling a lie. And let me tell you one thing, my friend. If I were you I would have stayed at home. What you have done will not please the Earth. It is the kind of action for which the goddess wipes out whole families.”

“The Earth cannot punish me for obeying her messenger,” Okonkwo said. “A child’s fingers are not scalded by a piece of hot yam which its mother puts into its palm.”

“That is true,” Obierika agreed. “But if the Oracle said that my son should be killed I would neither dispute it nor be the one to do it.”

They would have gone on arguing had Ofoedu not come in just then. It was clear from his twinkling eyes that he had important news. But it would be impolite to rush him. Obierika offered him a lobe of the kola nut he had broken with Okonkwo. Ofoedu ate slowly and talked about the locusts. When he finished his kola nut he said:

“The things that happen these days are very strange.”

“What has happened?” asked Okonkwo.

“Do you know Ogbuefi Ndulue?” Ofoedu asked.

“Ogbuefi Ndulue of Ire village,” Okonkwo and Obierika said together.

“He died this morning,” said Ofoedu.

“That is not strange. He was the oldest man in Ire,” said Obierika.

“You are right,” Ofoedu agreed. “But you ought to ask why the drum has not beaten to tell Umuofia of his death.”

“Why?” asked Obierika and Okonkwo together.

“That is the strange part of it. You know his first wife who walks with a stick?”

“Yes. She is called Ozoemena.”

“That is so,” said Ofoedu. “Ozoemena was, as you know, too old to attend Ndulue during his illness. His younger wives did that. When he died this morning, one of these women went to Ozoemena’s hut and told her. She rose from her mat, took her stick and walked over to the obi. She knelt on her knees and hands at the threshold and called her husband, who was laid on a mat. ‘Ogbuefi Ndulue,’ she called, three times, and went back to her hut. When the youngest wife went to call her again to be present at the washing of the body, she found her lying on the mat, dead.”

“That is very strange, indeed,” said Okonkwo. “They will put off Ndulue’s funeral until his wife has been buried.”

“That is why the drum has not been beaten to tell Umuofia.”

“It was always said that Ndulue and Ozoemena had one mind,” said Obierika. “I remember when I was a young boy there was a song about them. He could not do anything without telling her.”

“I did not know that,” said Okonkwo. “I thought he was a strong man in his youth.”

“He was indeed,” said Ofoedu. Okonkwo shook his head doubtfully. “He led Umuofia to war in those days,” said Obierika.



Dimensions of Complexity

Figure 2: Qualitative Dimensions of Text Complexity

Levels of Meaning (literary texts) or Purpose (informational texts)

- Single level of meaning → Multiple levels of meaning
- Explicitly stated purpose → Implicit purpose, may be hidden or obscure

Structure

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

Language Conventionality and Clarity

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

Knowledge Demands: Life Experiences (literary texts)

- Simple theme → Complex or sophisticated themes
- Single themes → Multiple themes
- Common, everyday experiences or clearly fantastical situations → Experiences distinctly different from one's own
- Single perspective → Multiple perspectives
- Perspective(s) like one's own → Perspective(s) unlike or in opposition to one's own

Knowledge Demands: Cultural/Literary Knowledge (chiefly literary texts)

- Everyday knowledge and familiarity with genre conventions required → Cultural and literary knowledge useful
- Low intertextuality (few if any references/allusions to other texts) → High intertextuality (many references/allusions to other texts)

Knowledge Demands: Content/Discipline Knowledge (chiefly informational texts)

- Everyday knowledge and familiarity with genre conventions required → Extensive, perhaps specialized discipline-specific content knowledge required
- Low intertextuality (few if any references to/citations of other texts) → High intertextuality (many references to/citations of other texts)

Adapted from ACT, Inc. (2006). *Reading between the lines: What the ACT reveals about college readiness in reading*. Iowa City, IA: Author; Carnegie Council on Advancing Adolescent Literacy. (2010). *Time to act: An agenda for advancing adolescent literacy for college and career success*. New York: Carnegie Corporation of New York; Chall, J. S., Bissett, G. L., Conrad, S. S., & Harris-Sharples, S. (1996). *Qualitative assessment of text difficulty: A practical guide for teachers and writers*. Cambridge, UK: Brookline Books; Hess, K., & Biggam, S. (2004). A discussion of "increasing text complexity." Published by the New Hampshire, Rhode Island, and Vermont departments of education as part of the New England Common Assessment Program (NECAP). Retrieved from www.nciea.org/publications/TextComplexity_KH05.pdf



Qualitative Text Complexity Rubric: Literature

Title of Text:

Text Author:

	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
TEXT STRUCTURE	Organization: Is intricate with regard to such elements as point of view, time shifts, multiple characters, storylines and detail	Organization: May include subplots, time shifts and more complex characters	Organization: May have two or more storylines and occasionally be difficult to predict	Organization: Is clear, chronological or easy to predict
	Use of Graphics: If used, illustrations or graphics are essential for understanding the meaning of the text	Use of Graphics: If used, illustrations or graphics support or extend the meaning of the text	Use of Graphics: If used, a range of illustrations or graphics support selected parts of the text	Use of Graphics: If used, either illustrations directly support and assist in interpreting the text or are not necessary to understanding the meaning of the text
LANGUAGE FEATURES	Conventionality: Dense and complex; contains abstract, ironic, and/or figurative language	Conventionality: Fairly complex; contains some abstract, ironic, and/or figurative language	Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning	Conventionality: Explicit, literal, straightforward, easy to understand
	Vocabulary: Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading	Vocabulary: Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic	Vocabulary: Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic	Vocabulary: Contemporary, familiar, conversational language
	Sentence Structure: Mainly complex sentences with several subordinate clauses or phrases; sentences often contain multiple concepts	Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words	Sentence Structure: Primarily simple and compound sentences, with some complex constructions	Sentence Structure: Mainly simple sentences
MEANING	Meaning: Multiple competing levels 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	Meaning: Multiple levels of meaning that may be difficult to identify or separate; theme is implicit or subtle and may be revealed over the entirety of the text	Meaning: Multiple levels of meaning clearly distinguished from each other; theme is clear but may be conveyed with some subtlety	Meaning: One level of meaning; theme is obvious and revealed early in the text.
KNOWLEDGE DEMANDS	Life Experiences: Explores complex, sophisticated or abstract themes; experiences portrayed are distinctly different from the common reader	Life Experiences: Explores themes of varying levels of complexity or abstraction; experiences portrayed are uncommon to most readers	Life Experiences: Explores several themes; experiences portrayed are common to many readers	Life Experiences: Explores a single theme; experiences portrayed are everyday and common to most readers
	Intertextuality and Cultural Knowledge: Many references or allusions to other texts or cultural elements	Intertextuality and Cultural Knowledge: Some references or allusions to other texts or cultural elements	Intertextuality and Cultural Knowledge: Few references or allusions to other texts or cultural elements	Intertextuality and Cultural Knowledge: No references or allusions to other texts or cultural elements

Adapted from Appendix A: Research Supporting Key Elements of the Standards, Common Core State Standards for English Language Arts and Literacy in History/Social Studies and Science and Technical Subjects (2010). Reformatted from Achieve the Core



Reader and Task Considerations

Students' ability to read complex text does not always develop in a linear fashion. Although the progression of Reading standard 10 defines required grade-by-grade growth in students' ability to read complex text, the development of this ability in individual students is unlikely to occur at an unbroken pace. Students need opportunities to stretch their reading abilities but also to experience the satisfaction and pleasure of easy, fluent reading within them, both of which the Standards allow for. As noted above, such factors as students' motivation, knowledge, and experiences must also come into play in text selection. Students deeply interested in a given topic, for example, may engage with texts on that subject across a range of complexity. Particular tasks may also require students to read harder texts than they would normally be required to. Conversely, teachers who have had success using particular texts that are easier than those required for a given grade band should feel free to continue to use them so long as the general movement during a given school year is toward texts of higher levels of complexity.

Students reading well above and well below grade-band level need additional support. Students for whom texts within their text complexity grade band (or even from the next higher band) present insufficient challenge must be given the attention and resources necessary to develop their reading ability at an appropriately advanced pace. On the other hand, students who struggle greatly to read texts within (or even below) their text complexity grade band must be given the support needed to enable them to read at a grade-appropriate level of complexity.

Even many students on course for college and career readiness are likely to need scaffolding as they master higher levels of text complexity. As they enter each new grade band, many students are likely to need at least some extra help as they work to comprehend texts at the high end of the range of difficulty appropriate to the band.

ELA Instructional Practice Rubric

Target Standards:

Standard(s) Alignment: The instruction reflects the demands of the standards.		
Indicators	Notes	Intersection Reflection Questions
<p>Tasks and assessments are aligned to the standard(s).</p> <p>Look fors:</p> <ul style="list-style-type: none"> • <i>There is appropriate student discourse about the text;</i> • <i>formative/formal assessment(s) are aligned to grade-level learning targets.</i> 		<p>Standard Alignment</p> <p>Describe the alignment between text, task and standard. If there is any misalignment, what can be done to bring the texts and/or tasks into alignment with the standard?</p>
Core Action 1: Focus each lesson on a high-quality text (or multiple texts).		
<p>A. The majority of the lesson is focused on teacher implementation of text-based instruction that engages all students in reading, speaking, or writing about grade level text(s).</p> <p>Look fors:</p> <ul style="list-style-type: none"> • <i>Students engage with grade-level complex texts independently, in pairs and/or groups;</i> • <i>students are making their own meaning of the texts in discussions and writing.</i> 		<p>Are students spending a majority of the lesson engaging with grade-level text(s)?</p> <p>If not, how can we support access to these texts?</p> <p>If there is below grade level text, which students are engaged in it and what are the systemic implications/ explanations for this teacher decision?</p>
<p>B. The teacher purposefully builds students' skills and content knowledge in the service of successful comprehension of grade-level, complex texts</p> <p>Look fors: <i>mini-lessons are provided on discrete strategies but do not compose whole lesson</i></p>		
Core Action 2: Utilize questions and tasks, both oral and written, which integrate the standards and help students understand the content and meaning of the text.		
<p>Questions and/or tasks are text-dependent; attending to its particular structure(s), concepts, ideas, and/or details.</p> <p>Look fors</p> <ul style="list-style-type: none"> • <i>Teacher provides a purposeful sequencing of questions that allow students to grapple with texts and tasks;</i> • <i>Scaffolded questions move students toward understanding (not questions/tasks at lower grade-level standard)</i> 		<p>Which students receive "scaffolds" that lower the rigor of the task or standard? Including:</p> <ul style="list-style-type: none"> • Which students get questions that are rephrased? • Which students get questions that push them back into the text?

<ul style="list-style-type: none"> • <i>students' use of evidence from text supports claims/ideas.</i> 		<p>What may be the reasons behind these teacher moves?</p>
<p>Questions and tasks require students to appropriately use academic language from the text in their responses or claims.</p> <p>Look fors</p> <ul style="list-style-type: none"> • <i>Activities focus on using and amplifying - not simplifying - vocabulary critical to concepts and ideas within grade-level texts.</i> 		<p>Which questions/tasks most effectively push students back into critical portions of the text for clarification or justification? Which ones did not?</p>
<p>Core Action 3: The teacher provides all students with opportunities to engage in the work of the lesson.</p>		
<p>A. The teacher expects evidence and precision from students and probes students' answers accordingly, providing real-time feedback moves students toward mastery of target/standard</p> <p>Look fors:</p> <ul style="list-style-type: none"> • <i>Students habitually provide textual evidence</i> • <i>to support answers and responses;</i> • <i>teacher attempts to move students toward nuanced understanding instead of accepting incorrect or poorly developed answers;</i> • <i>teacher displays precision in supporting students without betraying answers;</i> • <i>teacher provides constructive feedback aligned to the task.</i> 		<p>Are students are excluded (temporarily or permanently) from instruction? Why?</p> <p>How does the teacher respond to indifference, defiance or disengagement when students have to take on increasingly complex tasks? What attitudes/beliefs about their students do these responses reveal?</p> <p>Which students are talking or not talking about text, and what is the teacher response?</p> <p>Which students are being allowed to participate but not being asked "to think?" In what ways do the teacher's actions need to be upgraded so that s/he has high expectations for text-based intellectual engagement for every student?</p>
<p>The teacher encourages reasoning and problem solving by posing challenging questions and tasks that offer opportunities for productive struggle.</p> <p>Look fors:</p> <ul style="list-style-type: none"> • <i>Students persevere in solving questions and tasks in the face of initial difficulty;</i> • <i>students use evidence to build on each other's observations or insights during discussion or collaboration;</i> • <i>teacher feedback is supportive and targeted;</i> • <i>teacher picks up on misunderstandings and adjusts pacing, grouping and instruction accordingly.</i> 		

