# Social Studies Forum

Welcome!

Learning Targets

- *I can collaborate with other educators.*

- *I can use the Tri-State Guide to self-evaluate a lesson/unit/text for quality review.*

- *I can evaluate a text using the three measures of text complexity.*

Today's Meet

http://todaysmeet.com/socialstudiesforumdecember

- JOIN – Use Table # 1-5

- Please write a welcome statement and include the people sharing at your table-name and district.
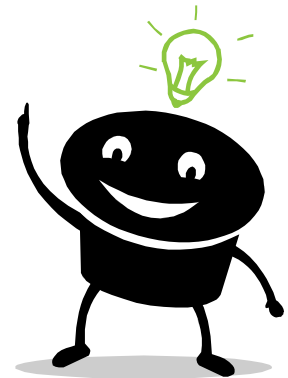
Today's Meet: Instruction Shifts

http://todaysmeet.com/socialstudiesforumdecember

- At your table, please make a laundry list of the instructional shifts.

- What observations do you make from the inputted information?

- Throughout the day, Today's Meet, after you share your thought, please include your name.

ELA/Literacy Shifts

Shifts in ELA/ Literacy		
Shift 1	Balancing Informational & Literary Text	Students read a true balance of informational and literary texts.
Shift 2	Knowledge in the Disciplines	Students build knowledge about the world (domains/ content areas) through TEXT rather than the teacher or activities
Shift 3	Staircase of Complexity	Students read the central, grade appropriate text around which instruction is centered. Teachers are patient, create more time and space and support in the curriculum for close reading.
Shift 4	Text-based Answers	Students engage in rich and rigorous evidence based conversations about text.
Shift 5	Writing from Sources	Writing emphasizes use of evidence from sources to inform or make an argument.
Shift 6	Academic Vocabulary	Students constantly build the transferable vocabulary they need to access grade level complex texts. This can be done effectively by spiraling like content in increasingly complex texts.

Quality Review Rating Guide

- Read through the Tri-State Quality Rating Guide and HIGHLIGHT sections that explicitly or implicitly state the ELA/Literacy Instructional Shifts

Alignment to the Rigors of CCSS	Key Areas of Focus in the CCSS	Instructional Supports	Assessment

- What observations do you make?

Key Lenses from Tri-State Rating Guide

Alignment to the Rigors of CCSS	Key Areas of Focus in the CCSS
• **Targets a set of grade-level ELA/Literacy CCSS for teaching and learning.** • **Includes a clear and explicit purpose for instruction.** • **Selects text(s) that measure within the grade-level text complexity band and are of sufficient quality and scope for the stated purpose.**	• **Text-Based Evidence** • **Writing from Sources** • **Academic Vocabulary** • **Increasing Text Complexity** • **Balance of Texts** • **Building Disciplinary Knowledge** • **Balance of Writing: on-demand and process writing**

Key Lenses from Tri-State Rating Guide

Instructional Supports	Assessment
• Provides all students with multiple opportunities to engage with text of appropriate complexity for the grade level; includes appropriate scaffolding so that students directly experience the complexity of the text. • Focuses on challenging sections of text(s) and engages students in a productive struggle through discussion questions and other supports that build toward independence.	Elicits direct, observable evidence of the degree to which a student can independently demonstrate the major targeted grade level CCSS standards with appropriately complex text(s).

Model: Sample Lesson with Quality "Rubric"

- Use the quality rating guide, to rate my lesson/text

- Check and/or rate each portion of the rating guide, include N/A if not observed in sample lesson/text

- What areas are you noticing aligns with and/or needs to be modified in order to better align with the quality review guide?

Self-reflect using the Quality Review Guide

Based on the lesson materials you brought with you today, please review it with the Quality Review guide:

- Check and/or rate each portion part of rating guide, include N/A if this part does not apply to lesson/text brought today

- What areas are you noticing aligns with and/or needs to be modified in order to better align with the quality review guide?

- What would you do differently?

Pair-Share Reflection

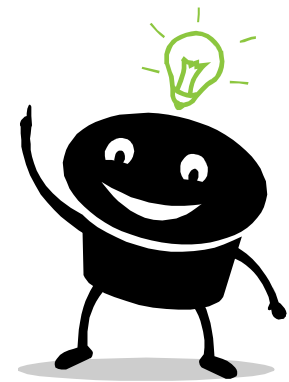- Have a conversation with a partner and discuss each other's self-reflection.

According to the quality review guide...

1. What are areas of strength?

2. What areas need greater alignment with the instructional shifts?

Today's Meet: Reflection

http://todaysmeet.com/socialstudiesforumdecember

- What is an 'a-ha' moment from the Tri-State rubric and self/peer-reflection?

- Throughout the day, Today's Meet, after you share your thought, please include your name.

Tri-State "Rubric" & Shift #4

- Re-read the Tri-State Quality Rating Guide and [BRACKET] words, phrases, sentences, and/or statements that are specific to Shift #4 Text-based Answers (evidence-based)

Alignment to the Rigors of CCSS	Key Areas of Focus in the CCSS	Instructional Supports	Assessment

- Using the Tri-State "Rubric" - review the Expeditionary Learning lesson and seek the parts that connect with Shift #4 and highlight them.

engageny

Our Students. Their Moment.

Text-Dependent Questions

A Strategy for Immersing Students in Complex Texts

Adapted from the Work for Student Achievement Parters

Shift #4 HUNT: Text-dependent questions

- Read the lesson/module and collect the text-dependent questions that are suggested in the lesson(s).

- With group, scribe questions onto chart paper.

- Examine them as a set – what do you NOTICE about these questions?

Text-Dependent Questions...

- Can *only* be answered with evidence from the text.

- Can be literal (checking for understanding) but must also involve analysis, synthesis, evaluation.

- Focus on words, sentences, and paragraphs, as well as larger ideas, themes, or events.

- Focus on difficult portions of text in order to enhance reading proficiency.

Text-Dependent Questions are **NOT**…

➢ ONLY low-level, literal, or recall questions (a few though, help students feel early success).

➢ Focused on comprehension strategies

➢ Just questions…

Non-Examples and Examples

Not Text-Dependent	Text-Dependent
In "Casey at the Bat," Casey strikes out. Describe a time when you failed at something.	What makes Casey's experiences at bat humorous?
In "Letter from a Birmingham Jail," Dr. King discusses nonviolent protest. Discuss, in writing, a time when you wanted to fight against something that you felt was unfair.	What can you infer from King's letter about the letter that he received?
In "The Gettysburg Address" Lincoln says the nation is dedicated to the proposition that all men are created equal. Why is equality an important value to promote?	"The Gettysburg Address" mentions the year 1776. According to Lincoln's speech, why is this year significant to the events described in the speech?

Three Types of Text-Dependent Questions

When you're writing or reviewing a set of questions, consider the following three categories:

- Questions that help students grapple with themes and central ideas

- Questions that build knowledge of vocabulary

- Questions that build knowledge of syntax and structure

Creating Text-Dependent Questions from Scratch

Step One: Identify the core understandings and key ideas of the text.

Step Two: Start small to build confidence.

Step Three: Target vocabulary and text structure.

Step Four: Tackle tough sections head-on.

Step Five: Create coherent sequences of text-dependent questions.

Core Understanding and Key Ideas

- Reverse-engineered or backwards-designed

- Crucial for creating an overarching set of successful questions

- Critical for creating an appropriate culminating assignment

Vocabulary

Which words should be taught?

- Essential to understanding text
- Likely to appear in future reading

Which words should get more time and attention?

- More abstract words (as opposed to concrete words)
- **persist** vs. checkpoint
- **noticed** vs. accident
- Words which are part of semantic word family
- secure, securely, security, secured

Syntax and Text Dependent Questions

- Syntax can predict student performance as much as vocabulary does.

- Questions and tasks addressing syntax are powerful.

Example:

Who are the members of the wolf pack? How many wolves are in the pack? To answer this, pay close attention to the use of **commas and semi-colons** in the last paragraph on pg. 377. The semi-colons separate or list each member in the pack.

Structure and Text-Dependent Questions

Text-dependent questions can be crafted to point students' attention to features of text that enhance understanding (such as how section headers and captions lead to greater clarity or provide hints regarding what is most important in informational text, or how illustrations add to a narrative).
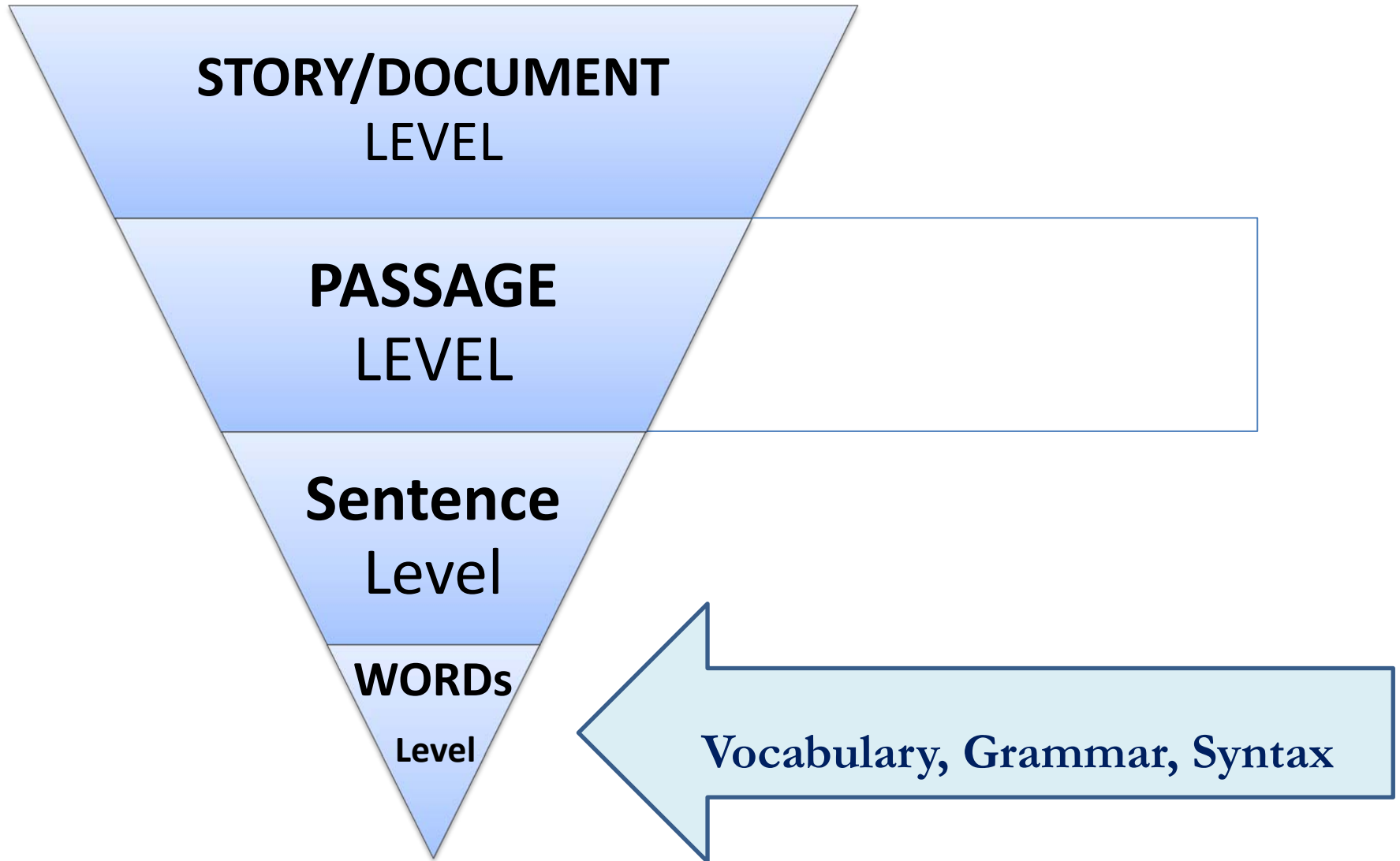
Structure and Text Dependent Questions

Examples:

- "Look at the illustrations on page 31. Why did the illustrator include details like the power outlets in the walls?"

- "Dillard is careful to place opposing descriptions of the natural and man-made side-by-side. How does this juxtaposition fit with or challenge what we have already read? Why might she have chosen this point in the text for these descriptions?"

Question Patterns

STORY/DOCUMENT LEVEL

PASSAGE LEVEL

Sentence Level

WORDs Level

Vocabulary, Grammar, Syntax

Try It: Write Text-dependent questions

- **Write good questions for either the text that you brought, the text on the table, and/or for something from the Expeditionary Learning materials**

Step One: Identify the core understandings and key ideas of the text.

Step Two: Start small to build confidence.

Step Three: Target vocabulary and text structure.

Step Four: Tackle tough sections head-on.

Step Five: Create coherent sequences of text-dependent questions.

Feedback from Colleague

- ## Trade work with a partner.

  - **Praise** – How did your partner use specific information from research used to support claims about the importance of complex text, close reading, or developing evidence-based claims in students' college and career readiness?

  - What else did your partner do well?

  - **Question** – What are you wondering about?

  - **Suggest** – What one or two suggestions might you make to help your partner do his/her best work?

Today's Meet: Reflection

http://todaysmeet.com/socialstudiesforumdecember

- What is an 'a-ha' moment on text-dependent questions (Shift #4)?

- Throughout the day, Today's Meet, after you share your thought, please include your name.
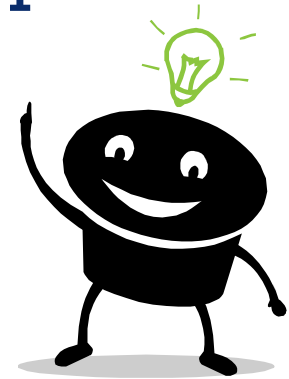
Text Complexity
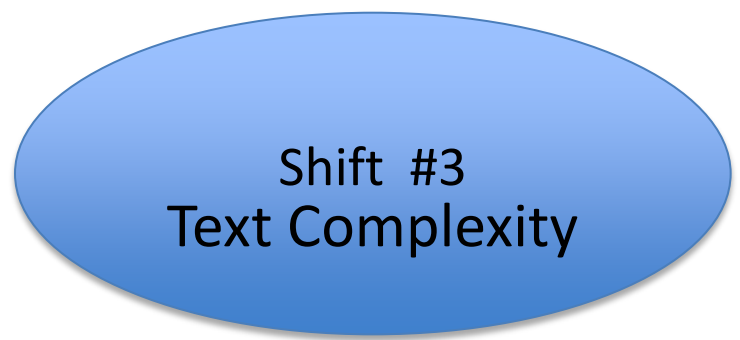
The 3 Measures to Determine Text Complexity

Text-Complexity

- Re-read the Tri-State Quality Rating Guide and circle words, phrases, sentences, and/or statements that connect with Shift #3

Alignment to the Rigors of CCSS	Key Areas of Focus in the CCSS	Instructional Supports	Assessment

Shift #3
Text Complexity

Text complexity is defined by:

- ❑ **<u>Qualitative measures</u>** – levels of meaning, structure, language conventionality and clarity, and knowledge demands

- ❑ **<u>Quantitative measures</u>** – readability and other scores of text complexity

- ❑ **<u>Reader and Task</u>** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned

http://lexile.com/analyzer/
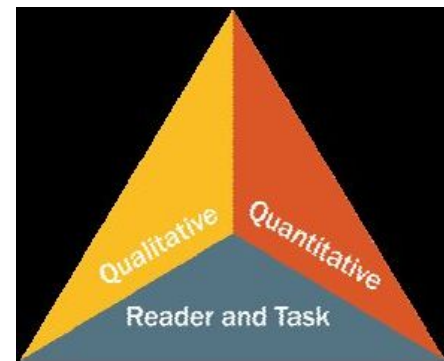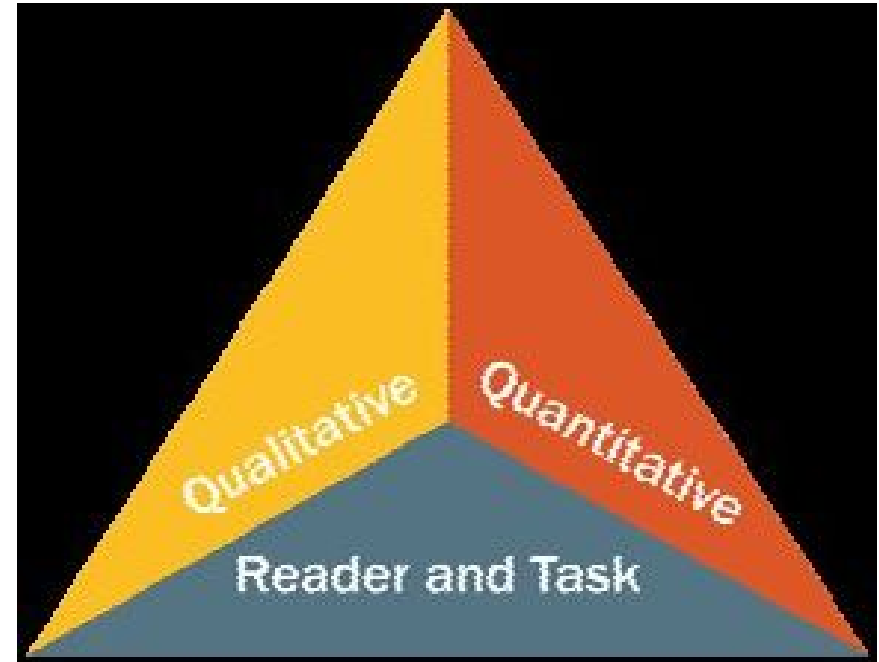
What makes text "complex"?

Uncommon words

Background knowledge requirements

Long sentences

Complicated sentences

Cross-references between sentences

Shift #3 – Quantitative Measure

Grade Band	Old Lexile Level	Lexile Aligned to the CCLS Expectations	2012 CCSS Text Measure
K-1	N/A	N/A	190L – 530L
2-3	450-725	450-790	420L – 650L 520L -820L
4-5	645-845	770-980	740L -940L 830L -1010L
6-8	860-1010	955-1155	925L-1070L 970L-1120L 1010L -1185L
9-10	960-1115	1080-1305	1050L-1335L
11-CCR	1070-1220	1215-1355	1185L – 1385L

Shift #3 – Qualitative Measure

<u>RUBRIC</u>
What is purpose of text?
What structure complexity?
What type of language?
What is content knowledge?
What is aim of author?

Shift #3 – Read to Task Measure
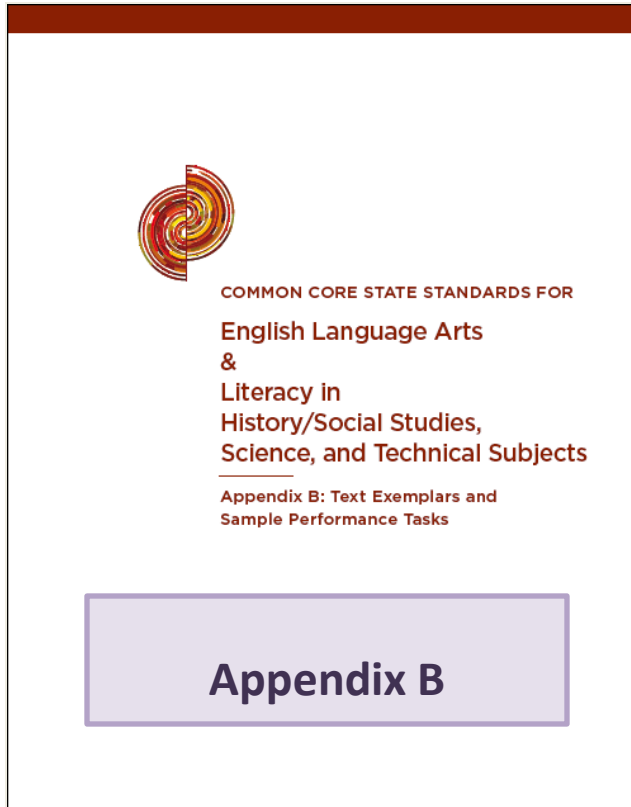
Themes
Cognitive Capabilities
Reading Skills
Motivation and Engagement
Prior Knowledge and Experience
Content/Theme
Complexity of Associated Tasks

Shift #3 – Staircase of Complexity

COMMON CORE STATE STANDARDS FOR

English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects

Appendix B: Text Exemplars and Sample Performance Tasks

Appendix B

Text Exemplars K-12
- Complexity, Quality, Range

Sample Performance Tasks
- Language of standard & standard code

Grade Bands

Matching Reader and Task --- using your **professional judgment**

Based on the Work of Student Achievement Partners

3 Measures of Text Complexity or App. B

- Configure the text-complexity for either the text that you brought, the text on the table, and/or the Expeditionary Learning materials
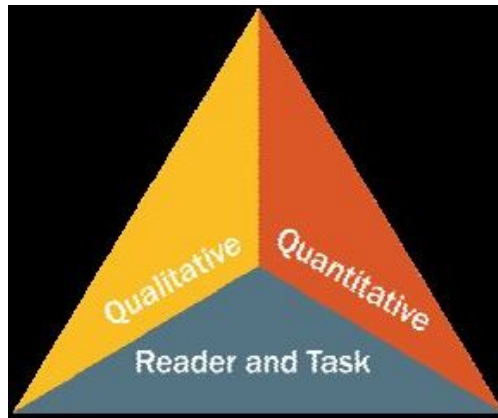
- Look at resources on Appendix B

PRACTICE USING YOUR OWN TEXT

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 results

Lexile Analyzer

http://www.lexile.com/tools/lexile-analyzer/step-1-what-texts-can-be-measured/

Converting from Microsoft Word on Windows
- If your document is in Microsoft Word for Windows, then follow this procedure:
- With your document open, select Save As... from the File menu.
- In the Save as type drop-down box, select Plain Text (*.txt).
- Click the Save button and a File Conversion window opens:
- Click the Other encoding radio button and select US-ASCII from the list of formats to the right.
- Click the OK button.

---

Microsoft Word for Mac, then follow this procedure:

- *With your document open, select Save As... from the File menu.*
- *In the Save as type drop-down box, select Text Only or Plain Text (*.txt).Click the Save button.*
- *If this warning box appears, click Yes to save the file and disregard the remainder of this procedure:*
- *Otherwise, a File Conversion window opens:*
- *Click the MS-DOS radio button.*
- *Click the OK button.*

Today's Meet: Reflection

http://todaysmeet.com/socialstudiesforumdecember
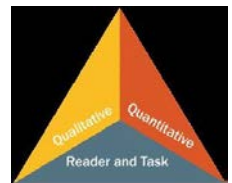
- What is an 'a-ha' moment after text-complexity (Shift #3)?
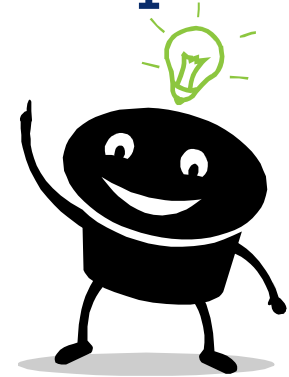
- Throughout the day, Today's Meet, after you share your thought, please include your name.

"Read like a detective, write like a reporter."

DRAFT No. 1   December 7, 1941.

PROPOSED MESSAGE TO THE CONGRESS

Yesterday, December 7, 1941, a date which will live in world history   *infamy*

the United States of America was *suddenly* ~~simultaneously~~ and deliberately attacked

by naval and air forces of the Empire of Japan.

Franklin Roosevelt's changes to the first draft of his speech are clearly visible on "Draft No. 1." In the opening sentence, he changed "world history" to "infamy" and "simultaneously" to "suddenly." At one point, he considered putting the words "without warning" at the end of the sentence but later crossed them out. (Franklin D. Roosevelt Library)