School Year 2016-2017

ELA Module 1
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LEAP MODULE TOPIC: Navigating Text Complexity
ELA: Grades K-5

Essential Questions:
- How can literacy act as a vehicle for empowerment and critical consciousness?
- How do I set up my team up for productive collaboration and build trust?
- How do I help my students navigate text complexity so they are able to uncover the core meanings of the text?
- Which words do I teach, and how do I teach them?

Module Rationale: This LEAP cycle is the first of a two-part series on Scaffolding Student Understanding of Complex Text. During this module, teachers will build upon their learning from pre-service professional development to deepen their understanding of qualitative text complexity. Teachers will thoroughly read the texts they will teach in order to unpack the parts of the text that make it complex — structure, language, meaning/purpose, and knowledge demands. They will use this understanding to determine the big ideas of the text and to internalize the text focusing question as outlined in their curricular materials. This will help teachers to backwards plan from this text focusing question and form ideal student responses. Teachers will also hone their skills for instruction of academic vocabulary, including selecting the words that are most crucial for students’ vocabulary development and comprehension of the text. Teachers will plan robust vocabulary instruction that offers both depth and breadth of engagement with academic language. The cycle will culminate in collective analysis of student work, identifying evidence of student learning and implications for practice.

Enduring Understandings:
- If we plan from the text and support students in navigating the text’s specific complexities, students learn vocabulary, knowledge, and ways of analyzing texts that help them do what matters most — uncover the core meanings of the text.
- Equitable literacy and content area instruction include worthy and challenging texts and tasks that facilitate students' understanding of diversity, affirm students' identities, and empower students to critically examine and act upon the forces impacting their lives.
- Tier two words can carry disproportionate weight in conveying the meaning of a text, and a reader who doesn’t understand even a single weighty word might have his/her comprehension thrown off track.
- To have a commanding vocabulary is to master both depth and breadth. This is why it is important to engage students in both explicit (depth) and implicit (breadth) vocabulary instruction.
Pre-Cycle Analysis

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### Examine Data

Insert trends in student data. Then, use diagnostic data, the IPG, Beyond the Lesson guide, and other evidence of instruction to analyze current teacher practice.

### Set Goals

Review your mission, theory of action, and goals. Then, use standards, assessments, and curriculum to prioritize goals for students and the IPG, Beyond the Lesson Guide, and other instructional tools to prioritize goals for teachers.

#### Students

**What's Working Well:**
1A: Students are working with complex texts for a majority of lessons.

**Area(s) of Focus:**
3A: Students are not habitually displaying persistence with challenging tasks, particularly when providing textual evidence to support answers and responses, both orally and in writing.

Students will be able to demonstrate comprehension of complex text and understanding of academic vocabulary through accurate written responses to text focusing questions as measured by the PARCC writing rubric.

#### Teachers

**What's Working Well:**
1B: Teachers are using texts that are at or above the complexity level expected for the grade and time in the school year.

**Area(s) of Focus:**
2A: Teachers are asking text-dependent questions from the curriculum, but they frequently are not able to address divergent student thinking or probe student responses with questions that are aligned to the features of the text that make it complex.

2C: Teachers are using a variety of vocabulary strategies, but they struggle to implement a cohesive plan for explicit and implicit vocabulary instruction that attends to key words and phrases in the text.

Teachers will be able to accurately identify text complexity and will plan text dependent questions and tasks that align to the big ideas of the text and address that which makes the text complex (meaning/purpose, language, structure, knowledge demands).

Teachers will explain the rationale and develop an academic vocabulary plan that outlines key academic vocabulary and aligns daily instruction for introducing, reinforcing, and assessing the words in use.

Teachers will be able to show growth from the first to the final cycle observation as outlined in Core Actions 2A & 2C.

---

### LEAP Module Weekly Summary

- Analyzing Complexity of Text
- Aligning Big Ideas, Questions & Tasks
- Developing Text-dependent Questions
- Identifying Academic Vocabulary
- Implementing Vocabulary Instruction
- Analyzing Student Work
### Week 1: What makes a text complex?

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<td>Explain how <strong>text complexity</strong> affects planning and instruction. Analyze how the author of a complex text <strong>constructs meaning.</strong></td>
<td>Teachers will complete a Text Complexity analysis for the next text in their unit to identify parts of the text that will make it complex for their students.</td>
<td>• The analysis of meaning/purpose describes each level of meaning/purpose and whether each is explicit or implied. • The analysis of language describes words/phrases that are unconventional, tier 2 or 3 vocabulary, literal or figurative use of language, and complex syntax. • The analysis of structure describes connections between ideas (informational) or the organization, point of view, and/or time shifts (literary). • The analysis of knowledge describes the references to other texts/outside ideas, the subject knowledge required (informational), and/or the complexity of the theme (literary).</td>
<td><strong>Focus Questions</strong> In what ways are students engaged in reading, writing, talking, and thinking about complex text? <strong>Evidence to Collect</strong> LEAP leaders will collect evidence by observing and counting the number of students who are: • Annotating the text • Asking and answering questions • Reacting to the text • Following along while reading the text (or as it is being read aloud) LEAP leaders will collect evidence of teachers providing explicit instruction/positive reinforcement by scripting moments when teacher is: • Communicating and modeling reading strategies • Defining purpose for reading • Praising students for demonstrating desired reading behaviors</td>
<td>• Collectively commend the class for their reading engagement • Use proximity to engage and redirect student attention to the text • Develop a nonverbal cue to help students get back on task • Model and develop an anchor chart for effective text annotation • Create agreed upon expectations and rules for being respectful speakers and listeners</td>
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### Week 2: How are significant dimensions of text complexity reflected in the big ideas and assessed in the text focusing question?

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| **Apply text analysis to create or internalize the text focusing question** in order to evaluate the meaning of an upcoming text from the unit. | Teachers will create and/or internalize the big ideas of the text and the text focusing question and develop ideal student responses. | • Writing prompt for the text focusing question demands that students write to the text and use evidence | **Focus Questions**  
**In what ways are students referencing the text in their oral/written responses?**  
**In what ways is the teacher guiding students to use the text in their oral/written responses?** | • Develop a nonverbal cue to prompt students to use textual evidence  
• Give students a rubric for responding to questions and citing evidence  
• Include prompts to cite evidence in every question/task orally and in writing  
• Develop a reading behaviors chart (ideally generated with students) that captures a description of what we see when a person is authentically reading  
• Draft ideal student responses to questions and tasks |
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**Week 3: How do I design questions that will guide students to uncover the meaning of the text?**

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| Plan text-focusing questions and tasks that address aspects of text complexity for an upcoming text from the unit. | Teachers will plan and align text-focusing questions and tasks to the features of text complexity (meaning/purpose, language, structure, knowledge demands) in order to create a plan for helping students navigate the text complexity. | • The questions address syntax, vocabulary, structure, and meaning/purpose in a way that unpacks the complexity of the specific text<br>• The students must read the text to answer each question, and it is always clear to students that answers require evidence from the text to support their claims. (CCSS R.1 should always be in play!)<br>• Questions include appropriate scaffolding so all students can understand what is being asked (questions are worded in such a way that all students can access them) | **Focus Questions**<br>
How is the teacher providing time and structures for students to develop meaning from the text?<br><br>In what ways are students using the opportunities provided to make meaning from the text? | • Include clear stopping points for students to process their thinking about the text<br>• Offer regular opportunities for students to collaborate with peers in reading and writing<br>• Model turn-taking in conversations |
| **Evidence to Collect** | LEAP leaders will collect evidence of how students are using the opportunities provided to make meaning of the text by:<br>• Recording students’ oral and written responses<br>• Counting number of times students go back to reread in order to respond to questions and tasks | LEAP leaders will collect evidence of teachers providing time and structures for students to develop meaning from the text by:<br>• Scripting teacher’s questions:<br>  o Note when questions are aligned qualitative features in text<br>• Record instances how and when students are provided processing time to read, re-read, annotate independently, in small groups, in whole group learning experiences | | |
### Week 4: What role does academic vocabulary play in student access of complex text?

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| **What are teachers learning?** | Teachers will read their texts deeply to determine which words merit more time and attention. | Vocabulary selection is quantified based on Tier 2 and Tier 3 vocabulary which are essential to understanding the text and likely to appear in future texts. Abstract academic vocabulary identified has multiple meanings and/or are a part of a large family of words with related meanings (e.g. democracy). Academic language identified includes words that describe events, processes, concepts, and experiences unfamiliar to students. | **Focus Questions** | • Use word walls to illustrate shades of meaning, morphology of words, and word families.  
• Prompt students to use academic vocabulary in their oral and written responses  
• Use a “Call for Words” protocol to help students identify unknown vocabulary that is blocking comprehension (see Literacy Handbook from OTL)  
• Include word journals or other methods for helping students document and build their word knowledge |
| **What are teachers expected to do?** | Explain the importance of academic vocabulary instruction. Determine which words to teach and which words merit more attention in an upcoming text from the unit. | **Focus Questions** | **Evidence to Collect** | LEAP leaders will collect evidence of teachers learning, practicing, and applying academic vocabulary by:  
• Collecting/script students' written/oral responses to vocabulary tasks  
• Recording student inquiry about word parts/connections to other words  
• Tallying when students appropriately use vocabulary without teacher’s prompt  
LEAP leaders will collect evidence of students’ learning, practicing, and applying academic vocabulary by:  
• Recording when and how academic vocabulary is included in a lesson plan |

#### Focus Questions

**What routines is the teacher using for students to learn, practice and apply academic vocabulary?**

**How are students engaging in meaningful practice of academic vocabulary?**
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**Week 5: What are best practices for meaningful vocabulary instruction?**

**Explain the difference between explicit and implicit vocabulary instruction** in order to determine how to plan for both.

Develop a **vocabulary plan** that outlines explicit strategies aligned to an upcoming complex text.

**Teachers will develop an academic vocabulary plan that clearly outlines key vocabulary and aligns daily instruction for introducing, reinforcing, and assessing words in use.**

**Explicit Vocabulary Instruction:**
- Includes accurate and student-friendly language
- Accounts for parameters of use, which includes: a) explanations of common use of the words, b) alternative forms, c) examples of how and when to change the part of speech, and d) shades of meaning
- Includes multiple opportunities for active practice that engages students in higher-order questions that push for depth of understanding

**Focus Question(s)**
- In what ways is the teacher intentionally using explicit and implicit instruction to build academic vocabulary?
- In what ways are students demonstrating that they are able to use academic vocabulary?

**Evidence to Collect**
LEAP leaders will collect evidence of how students are authentically utilizing academic vocabulary by:
- Reading student work to obtain a meaningful capture of student understanding of vocabulary
- Tracking student use of academic vocabulary in conversation

LEAP leaders will collect evidence of how teachers intentionally use explicit and implicit instruction to build academic vocabulary by:
- Scripting moments in the lesson when teachers use academic vocabulary
- Scripting moments in the lesson when teachers provide explicit vocabulary instruction

- Introduce word meanings by providing student-friendly explanations
- Provide repeated opportunities for students to review and use vocabulary over time
- Use academic vocabulary in conversation with students
- Teach morphology (i.e. meaning of word parts), including common word roots, inflections, prefixes, and affixes
**Week 6: How can we best assess and respond to student learning?**

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<td><strong>Analyze strengths and gaps in student work</strong> aligned to standards</td>
<td>Teachers will bring student work aligned to a text focusing question and will use the Quick Sort Protocol to analyze strengths, misconceptions, trends and implications for practice.</td>
<td>• Exemplar for task is rooted in common expectations of proficiency as outlined in the standards and assessment&lt;br&gt;• Evidence is specific, descriptive, free of judgment, and aligned to CCSS&lt;br&gt;• High-leverage instructional strategies are aligned to patterns and trends in the student work&lt;br&gt;• Instructional strategies include opportunities for differentiation that will benefit students at each of the levels</td>
<td><strong>Focus Question(s)</strong>&lt;br&gt;<em>In what ways is the teacher developing a classroom culture that reflects desired reading behaviors?</em>&lt;br&gt;<strong>Evidence to Collect</strong>&lt;br&gt;LEAP leaders will collect evidence of how students are demonstrating the following behaviors without teacher prompting:&lt;br&gt;• Annotating the text&lt;br&gt;• Asking and answering questions&lt;br&gt;• Reacting to the text&lt;br&gt;• Engaging in collaborative conversations about the text&lt;br&gt;LEAP leaders will collect evidence of how teachers develop a classroom culture by tallying how/when the teacher:&lt;br&gt;• Designs discussion-rich questions&lt;br&gt;• Sets expectation for student annotation&lt;br&gt;• Validates student reactions to the text</td>
<td>• Give students discussion stems to encourage participation&lt;br&gt;• Use deliberate grouping/pairing to support development of desired reading behaviors&lt;br&gt;• Celebrate student success by referring to the reading behaviors chart and generating new ideas based on students’ progress</td>
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**Focus Question(s)**<br>*In what ways are students authentically engaging in desired reading behaviors?*
LEAP MODULE TOPIC: Navigating Text Complexity
ELA: Grades 6-8

Essential Questions:

- How can literacy act as a vehicle for empowerment and critical consciousness?
- How do I set up my team up for productive collaboration and build trust?
- How do I help my students navigate text complexity so they are able to uncover the core meanings of the text?
- Which words do I teach, and how do I teach them?

Module Rationale: This LEAP cycle is the first of a two-part series on Scaffolding Student Understanding of Complex Text. During this module, teachers will build upon their learning from pre-service professional development to deepen their understanding of qualitative text complexity. Teachers will thoroughly read the texts they will teach in order to unpack the parts of the text that make it complex — structure, language, meaning/purpose, and knowledge demands. They will use this understanding to determine the big ideas of the text and to internalize the culminating task as outlined in their curricular materials. This will help teachers to backwards plan from this culminating task and from ideal student responses. Teachers will also hone their skills for instruction of academic vocabulary, including selecting the words that are most crucial for students’ vocabulary development and comprehension of the text. Teachers will plan robust vocabulary instruction that offers both depth and breadth of engagement with academic language. The cycle will culminate in collective analysis of student work, identifying evidence of student learning and implications for practice.

This cycle aligns to Instructional Practice Guide Core Action 2: Teachers will employ text specific oral/written questions and tasks that reflect the standards. Specifically, the cycle focuses on the following indicators within Core Action 2:

- 2A: Questions and tasks address the text by attending to its particular structure(s), concepts, ideas, and details.
- 2C: Questions and tasks attend to the words, phrases, and sentences within the text.

Enduring Understandings:

- If we plan from the text and support students in navigating the text’s specific complexities, students learn vocabulary, knowledge, and ways of analyzing texts that help them do what matters most – uncover the core meanings of the text.
- Equitable literacy and content area instruction include worthy and challenging texts and tasks that facilitate students' understanding of diversity, affirm students' identities, and empower students to critically examine and act upon the forces impacting their lives.
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<td>• The analysis of knowledge describes the references to other texts/outside ideas, the subject knowledge required (informational), and/or the complexity of the theme (literary).</td>
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<td>LEAP leaders will collect evidence by observing and counting the number of students who are:</td>
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### Week 2: How are significant dimensions of text complexity reflected in the big ideas and assessed in the culminating task?

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<td>Apply text analysis to create or internalize <strong>culminating question</strong> to evaluate the meaning of an upcoming text from the unit.</td>
<td>Teachers will create and/or internalize the big ideas of the text and the culminating question and develop ideal student responses.</td>
<td>• Writing prompt for the culminating question demands that students write to the text and use evidence</td>
<td><strong>Focus Questions</strong>&lt;br&gt;<strong>In what ways are students referencing the text in their oral/written responses?</strong>&lt;br&gt;<strong>In what ways is the teacher guiding students to use the text in their oral/written responses?</strong></td>
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### Week 3: How do I design questions that will guide students to uncover the meaning of the text?

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| Plan **text-focusing questions** and tasks that address aspects of text complexity for an upcoming text from the unit. | Teachers will plan and align text-focusing questions and tasks to the features of text complexity (meaning/purpose, language, structure, knowledge demands) in order to create a plan for helping students navigate the text complexity. | The questions address syntax, vocabulary, structure, and meaning/purpose in a way that unpacks the complexity of the specific text.  
The students must read the text to answer each question, and it is always clear to students that answers require evidence from the text to support their claims. (CCSS R.1 should always be in play!)  
Questions include appropriate scaffolding so all students can understand what is being asked (questions are worded in such a way that all students can access them). | **Focus Questions**  
*How is the teacher providing time and structures for students to develop meaning from the text?*  
*In what ways are students using the opportunities provided to make meaning from the text?* | • Include clear stopping points for students to process their thinking about the text  
• Offer regular opportunities for students to collaborate with peers in reading and writing  
• Model turn-taking in conversations |
| **Evidence to Collect** | LEAP leaders will collect evidence of how students are using the opportunities provided to make meaning of the text by:  
• Recording students’ oral and written responses  
• Counting number of times students go back to reread in order to respond to questions and tasks | LEAP leaders will collect evidence of teachers providing time and structures for students to develop meaning from the text by:  
• Scripting teacher’s questions:  
  • Note when questions are aligned qualitative features in text  
  • Record instances how and when students are provided processing time to read, re-read, annotate independently, in small groups, in whole group learning experiences | | |

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**District of Columbia Public Schools | SY 2016-2017**
## Seminar Objectives
**What are teachers learning?**

Explain the importance of [academic vocabulary instruction](#).

Determine which [words to teach](#) and which words merit more attention in an upcoming text from the unit.

## Seminar Outcomes
**What are teachers expected to do?**

Teachers will read their texts deeply to determine which words merit more time and attention.

## Seminar Criteria for Success
**How will we know teachers got it?**

### Focus Questions
- What routines is the teacher using for students to learn, practice and apply academic vocabulary?

### Evidence to Collect
- LEAP leaders will collect evidence of students’ learning, practicing, and applying academic vocabulary by:
  - Collecting/script students’ written/oral responses to vocabulary tasks
  - Recording student inquiry about word parts/connections to other words
  - Tallying when students appropriately use vocabulary without teacher’s prompt

### Evidence to Collect
- LEAP leaders will collect evidence of teachers learning, practicing, and applying academic vocabulary by:
  - Recording when and how academic vocabulary is included in a lesson plan

## Observation and Debrief Focus
**How will we know that teacher practice impacts student learning?**

### Observation and Debrief Focus
- Use word walls to illustrate shades of meaning, morphology of words, and word families.
- Prompt students to use academic vocabulary in their oral and written responses.
- Use a “Call for Words” protocol to help students identify unknown vocabulary that is blocking comprehension (see [Literacy Handbook from OTL](#)).
- Include word journals or other methods for helping students document and build their word knowledge.

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| Explain the importance of **academic vocabulary instruction.** | Teachers will read their texts deeply to determine which words merit more time and attention. | • Vocabulary selection is quantified based on Tier 2 and Tier 3 vocabulary which are essential to understanding the text and likely to appear in future texts.  
• Abstract academic vocabulary identified has multiple meanings and/or are a part of a large family of words with related meanings (e.g. democracy).  
• Academic language identified includes words that describe events, processes, concepts, and experiences unfamiliar to students. | **Focus Questions**  
*What routines is the teacher using for students to learn, practice and apply academic vocabulary?*

**Evidence to Collect**  
- LEAP leaders will collect evidence of students’ learning, practicing, and applying academic vocabulary by:
  - Collecting/script students’ written/oral responses to vocabulary tasks
  - Recording student inquiry about word parts/connections to other words
  - Tallying when students appropriately use vocabulary without teacher’s prompt

**Evidence to Collect**  
- LEAP leaders will collect evidence of teachers learning, practicing, and applying academic vocabulary by:
  - Recording when and how academic vocabulary is included in a lesson plan | **Potential Teacher Action Steps**  
- **Use word walls to illustrate shades of meaning, morphology of words, and word families.**  
- **Prompt students to use academic vocabulary in their oral and written responses.**  
- **Use a “Call for Words” protocol to help students identify unknown vocabulary that is blocking comprehension (see [Literacy Handbook from OTL](#)).**  
- **Include word journals or other methods for helping students document and build their word knowledge.** |
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**Week 5: What are best practices for meaningful vocabulary instruction?**

**Seminar Objectives**

What are teachers learning?

**Seminar Outcomes**

What are teachers expected to do?

**Seminar Criteria for Success**

How will we know teachers got it?

**Observation and Debrief Focus**

How will we know that teacher practice impacts student learning?

**Potential Teacher Action Steps**

What bite-sized action step might teachers need?

---

**Explicit Vocabulary Instruction:**

- Includes accurate and student-friendly language
- Accounts for parameters of use, which includes: a) explanations of common use of the words, b) alternative forms, c) examples of how and when to change the part of speech, and d) shades of meaning
- Includes multiple opportunities for active practice that engages students in higher-order questions that push for depth of understanding

**Focus Question(s)**

In what ways is the teacher intentionally using explicit and implicit instruction to build academic vocabulary?

In what ways are students demonstrating that they are able to use academic vocabulary?

**Evidence to Collect**

LEAP leaders will collect evidence of how students are authentically utilizing academic vocabulary by:

- Reading student work to obtain a meaningful capture of student understanding of vocabulary
- Tracking student use of academic vocabulary in conversation

LEAP leaders will collect evidence of how teachers intentionally use explicit and implicit instruction to build academic vocabulary by:

- Scripting moments in the lesson when teachers use academic vocabulary
- Scripting moments in the lesson when teachers provide explicit vocabulary instruction

---

**Develop a vocabulary plan** that outlines explicit strategies aligned to an upcoming complex text.

**Teach morphology** (i.e. meaning of word parts), including common word roots, inflections, prefixes, and affixes.
### Week 6: How can we best assess and respond to student learning?

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| **Analyze strengths and gaps in student work** aligned to standards | Teachers will bring student work aligned to a text culminating task and will use the Quick Sort Protocol to analyze strengths, misconceptions, trends and implications for practice. | • Exemplar for task is rooted in common expectations of proficiency as outlined in the standards and assessment  
• Evidence is specific, descriptive, free of judgment, and aligned to CCSS  
• High-leverage instructional strategies are aligned to patterns and trends in the student work  
• Instructional strategies include opportunities for differentiation that will benefit students at each of the levels | **Focus Question(s)**  
In what ways is the teacher developing a classroom culture that reflects desired reading behaviors?  
In what ways are students authentically engaging in desired reading behaviors? | • Give students discussion stems to encourage participation  
• Use deliberate grouping/pairing to support development of desired reading behaviors  
• Celebrate student success by referring to the reading behaviors chart and generating new ideas based on students’ progress |

### Evidence to Collect
LEAP leaders will collect evidence of how students are demonstrating the following behaviors without teacher prompting:
- Annotating the text
- Asking and answering questions
- Reacting to the text
- Engaging in collaborative conversations about the text

LEAP leaders will collect evidence of how teachers develop a classroom culture by tallying how/when the teacher:
- Designs discussion-rich questions
- Sets expectation for student annotation
- Validates student reactions to the text
LEAP MODULE TOPIC: Navigating Text Complexity
ELA: Grades 9-12

Essential Questions:
- How can literacy act as a vehicle for empowerment and critical consciousness?
- How do I set up my team up for productive collaboration and build trust?
- How do I help my students navigate text complexity so they are able to uncover the core meanings of the text?
- Which words do I teach, and how do I teach them?

Module Rationale: This LEAP cycle is the first of a two-part series on Scaffolding Student Understanding of Complex Text. During this module, teachers will build upon their learning from pre-service professional development to deepen their understanding of qualitative text complexity. Teachers will thoroughly read the texts they will teach in order to unpack the parts of the text that make it complex – structure, language, meaning/purpose, and knowledge demands. They will use this understanding to determine the big ideas of the text and to internalize the culminating task as outlined in their curricular materials. This will help teachers to backwards plan from this culminating task and from ideal student responses. Teachers will also hone their skills for instruction of academic vocabulary, including selecting the words that are most crucial for students’ vocabulary development and comprehension of the text. Teachers will plan robust vocabulary instruction that offers both depth and breadth of engagement with academic language. The cycle will culminate in collective analysis of student work, identifying evidence of student learning and implications for practice.

This cycle aligns to Instructional Practice Guide Core Action 2: Teachers will employ text specific oral/written questions and tasks that reflect the standards. Specifically, the cycle focuses on the following indicators within Core Action 2:
- 2A: Questions and tasks address the text by attending to its particular structure(s), concepts, ideas, and details.
- 2C: Questions and tasks attend to the words, phrases, and sentences within the text.

Enduring Understandings:
- If we plan from the text and support students in navigating the text’s specific complexities, students learn vocabulary, knowledge, and ways of analyzing texts that help them do what matters most – uncover the core meanings of the text.
- Equitable literacy and content area instruction include worthy and challenging texts and tasks that facilitate students' understanding of diversity, affirm students' identities, and empower students to critically examine and act upon the forces impacting their lives.
- Tier two words can carry disproportionate weight in conveying the meaning of a text, and a reader who doesn’t understand even a single weighty word might have his/her comprehension thrown off track.
- To have a commanding vocabulary is to master both depth and breadth. This is why it is important to engage students in both explicit (depth) and implicit (breadth) vocabulary instruction.
Pre-Cycle Analysis

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<th>Examine Data</th>
<th>Set Goals</th>
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<td><strong>Students</strong></td>
<td>Insert trends in student data. Then, use diagnostic data, the IPG, Beyond the Lesson guide, and other evidence of instruction to analyze current teacher practice.</td>
<td>Review your mission, theory of action, and goals. Then, use standards, assessments, and curriculum to prioritize goals for students and the IPG, Beyond the Lesson Guide, and other instructional tools to prioritize goals for teachers.</td>
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<td><strong>What’s Working Well:</strong></td>
<td>1A: Students are working with complex texts for a majority of lessons.</td>
<td>Students will be able to demonstrate comprehension of complex text and understanding of academic vocabulary through accurate written responses to culminating questions as measured by the PARCC writing rubric.</td>
</tr>
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<td><strong>Area(s) of Focus:</strong></td>
<td>3A: Students are not habitually displaying persistence with challenging tasks, particularly when providing textual evidence to support answers and responses, both orally and in writing.</td>
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<td><strong>Teachers</strong></td>
<td><strong>What’s Working Well:</strong></td>
<td>Teachers will be able to accurately identify text complexity and will plan text dependent questions and tasks that align to the big ideas of the text and address that which makes the text complex (meaning/purpose, language, structure, knowledge demands).</td>
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<td>1B: Teachers are using texts that are at or above the complexity level expected for the grade and time in the school year.</td>
<td>Teachers will explain the rationale and develop an academic vocabulary plan that outlines key academic vocabulary and aligns daily instruction for introducing, reinforcing, and assessing the words in use.</td>
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<td><strong>Area(s) of Focus:</strong></td>
<td>2A: Teachers are asking text-dependent questions from the curriculum, but they frequently are not able to address divergent student thinking or probe student responses with questions that are aligned to the features of the text that make it complex.</td>
<td>Teachers will be able to show growth from the first to the final cycle observation as outlined in Core Actions 2A &amp; 2C.</td>
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<td>2C: Teachers are using a variety of vocabulary strategies, but they struggle to implement a cohesive plan for explicit and implicit vocabulary instruction that attends to key words and phrases in the text.</td>
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**LEAP Module Weekly Summary**

- Analyzing Complexity of Text
- Aligning Big Ideas, Questions & Tasks
- Developing Text-dependent Questions
- Identifying Academic Vocabulary
- Implementing Vocabulary Instruction
- Analyzing Student Work
### Week 1: What makes a text complex?

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| **What are teachers learning?** Explain how **text complexity** affects planning and instruction. | Teachers will complete a Text Complexity analysis for the next text in their unit to identify parts of the text that will make it complex for their students. | • The analysis of meaning/purpose describes each level of meaning/purpose and whether each is explicit or implied  
• The analysis of language describes words/phrases that are unconventional, tier 2 or 3 vocabulary, literal or figurative use of language, and complex syntax.  
• The analysis of structure describes connections between ideas (informational) or the organization, point of view, and/or time shifts (literary).  
• The analysis of knowledge describes the references to other texts/outside ideas, the subject knowledge required (informational), and/or the complexity of the theme (literary). | **Focus Questions**  
*In what ways are students engaged in reading, writing, talking, and thinking about complex text?*  
*In what ways is the teacher providing explicit instruction and/or positive reinforcement of desired reading behaviors?* | • Collectively commend the class for their reading engagement  
• Use proximity to engage and redirect student attention to the text  
• Develop a nonverbal cue to help students get back on task  
• Model and develop an anchor chart for effective text annotation  
• Create agreed upon expectations and rules for being respectful speakers and listeners |
| **What are teachers expected to do?** Analyze how the author of a complex text **constructs meaning.** | | **Evidence to Collect**  
LEAP leaders will collect evidence by observing and counting the number of students who are:  
• Annotating the text  
• Asking and answering questions  
• Reacting to the text  
• Following along while reading the text (or as it is being read aloud)  
LEAP leaders will collect evidence of teachers providing explicit instruction/positive reinforcement by scripting moments when teacher is:  
• Communicating and modeling reading strategies  
• Defining purpose for reading  
• Praising students for demonstrating desired reading behaviors |
### Week 2: How are significant dimensions of text complexity reflected in the big ideas and assessed in the culminating task?

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**Focus Questions**

*In what ways are students referencing the text in their oral/written responses?*

*In what ways is the teacher guiding students to use the text in their oral/written responses?*

**Evidence to Collect**

LEAP leaders will collect evidence of students citing evidence from the text directly and/or indirectly by:

- Recording students’ oral and written responses
- Counting when students reference the text when prompted
- Tallying instances when students reference the text independently

**Potential Teacher Action Steps**

- Develop a nonverbal cue to prompt students to use textual evidence
- Give students a rubric for responding to questions and citing evidence
- Include prompts to cite evidence in every question/task orally and in writing
- Develop a reading behaviors chart (ideally generated with students) that captures a description of what we see when a person is authentically reading
- Draft ideal student responses to questions and tasks
# Week 3: How do I design questions that will guide students to uncover the meaning of the text?

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- The students must read the text to answer each question, and it is always clear to students that answers require evidence from the text to support their claims. (CCSS R.1 should always be in play!)  
- Questions include appropriate scaffolding so all students can understand what is being asked (questions are worded in such a way that all students can access them) | **Focus Questions**  
*How is the teacher providing time and structures for students to develop meaning from the text?*

*In what ways are students using the opportunities provided to make meaning from the text?*

**Evidence to Collect**  
LEAP leaders will collect evidence of how students are using the opportunities provided to make meaning of the text by:  
- Recording students’ oral and written responses  
- Counting number of times students go back to reread in order to respond to questions and tasks  
LEAP leaders will collect evidence of teachers providing time and structures for students to develop meaning from the text by:  
- Scripting teacher’s questions:  
  - Note when questions are aligned qualitative features in text  
  - Record instances how and when students are provided processing time to read, re-read, annotate independently, in small groups, in whole group learning experiences | - Include clear stopping points for students to process their thinking about the text  
- Offer regular opportunities for students to collaborate with peers in reading and writing  
- Model turn-taking in conversations |
**Week 4: What role does academic vocabulary play in student access of complex text?**

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<th>Potential Teacher Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are teachers learning?</td>
<td>What are teachers expected to do?</td>
<td>How will we know teachers got it?</td>
<td>How will we know that teacher practice impacts student learning?</td>
<td>What bite-sized action step might teachers need?</td>
</tr>
</tbody>
</table>

**Explain the importance of academic vocabulary instruction.**

Determine **which words to teach** and which words merit more attention in an upcoming text from the unit.

- Teachers will read their texts deeply to determine which words merit more time and attention.

**Seminar Objectives**

- **Explain the importance of academic vocabulary instruction.**

**Seminar Outcomes**

- Teachers will read their texts deeply to determine which words merit more time and attention.

**Seminar Criteria for Success**

- Vocabulary selection is quantified based on Tier 2 and Tier 3 vocabulary which are essential to understanding the text and likely to appear in future texts.
- Abstract academic vocabulary identified has multiple meanings and/or are a part of a large family of words with related meanings (e.g. democracy).
- Academic language identified includes words that describe events, processes, concepts, and experiences unfamiliar to students.

**Focus Questions**

- **What routines is the teacher using for students to learn, practice and apply academic vocabulary?**
- **How are students engaging in meaningful practice of academic vocabulary?**

**Evidence to Collect**

- LEAP leaders will collect evidence of students' learning, practicing, and applying academic vocabulary by:
  - Collecting/script students' written/oral responses to vocabulary tasks
  - Recording student inquiry about word parts/connections to other words
  - Tallying when students appropriately use vocabulary without teacher's prompt

- LEAP leaders will collect evidence of teachers learning, practicing, and applying academic vocabulary by:
  - Recording when and how academic vocabulary is included in a lesson plan

**Potential Teacher Action Steps**

- Use word walls to illustrate shades of meaning, morphology of words, and word families.
- Prompt students to use academic vocabulary in their oral and written responses
- Use a "Call for Words" protocol to help students identify unknown vocabulary that is blocking comprehension (see Literacy Handbook from OTL)
- Include word journals or other methods for helping students document and build their word knowledge
### Week 5: What are best practices for meaningful vocabulary instruction?

<table>
<thead>
<tr>
<th>Seminar Objectives</th>
<th>Seminar Outcomes</th>
<th>Seminar Criteria for Success</th>
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</tr>
</tbody>
</table>

**Explain the difference between explicit and implicit vocabulary instruction** in order to determine how to plan for both.

Develop a **vocabulary plan** that outlines explicit strategies aligned to an upcoming complex text.

**Teachers will develop an academic vocabulary plan that clearly outlines key vocabulary and aligns daily instruction for introducing, reinforcing, and assessing words in use.**

**Explicit Vocabulary Instruction:**
- Includes accurate and student-friendly language
- Accounts for parameters of use, which includes: a) explanations of common use of the words, b) alternative forms, c) examples of how and when to change the part of speech, and d) shades of meaning
- Includes multiple opportunities for active practice that engages students in higher-order questions that push for depth of understanding

**Focus Question(s):**
- In what ways is the teacher intentionally using explicit and implicit instruction to build academic vocabulary?
- In what ways are students demonstrating that they are able to use academic vocabulary?

**Evidence to Collect**
- LEAP leaders will collect evidence of how students are authentically utilizing academic vocabulary by:
  - Reading student work to obtain a meaningful capture of student understanding of vocabulary
  - Tracking student use of academic vocabulary in conversation

- LEAP leaders will collect evidence of how teachers intentionally use explicit and implicit instruction to build academic vocabulary by:
  - Scripting moments in the lesson when teachers use academic vocabulary
  - Teaching academic vocabulary in conversation with students

- Introduce word meanings by providing student-friendly explanations
- Provide repeated opportunities for students to review and use vocabulary over time
- Use academic vocabulary in conversation with students
- Teach morphology (i.e. meaning of word parts), including common word roots, inflections, prefixes, and affixes
### Week 6: How can we best assess and respond to student learning?

<table>
<thead>
<tr>
<th>Seminar Objectives</th>
<th>Seminar Outcomes</th>
<th>Seminar Criteria for Success</th>
<th>Observation and Debrief Focus</th>
<th>Potential Teacher Action Steps</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Analyze strengths and gaps in student work</strong>&lt;br&gt;aligned to standards&lt;br&gt;Evaluate effectiveness of planning and instruction and identify implications for practice</td>
<td>Teachers will bring student work aligned to a text culminating task and will use the Quick Sort Protocol to analyze strengths, misconceptions, trends and implications for practice.</td>
<td>• Exemplar for task is rooted in common expectations of proficiency as outlined in the standards and assessment&lt;br&gt;• Evidence is specific, descriptive, free of judgment, and aligned to CCSS&lt;br&gt;• High-leverage instructional strategies are aligned to patterns and trends in the student work&lt;br&gt;• Instructional strategies include opportunities for differentiation that will benefit students at each of the levels</td>
<td><strong>Focus Question(s)</strong>&lt;br&gt;<em>In what ways is the teacher developing a classroom culture that reflects desired reading behaviors?</em>&lt;br&gt;<em>In what ways are students authentically engaging in desired reading behaviors?</em></td>
<td>• Give students discussion stems to encourage participation&lt;br&gt;• Use deliberate grouping/pairing to support development of desired reading behaviors&lt;br&gt;• Celebrate student success by referring to the reading behaviors chart and generating new ideas based on students’ progress</td>
</tr>
</tbody>
</table>

**Evidence to Collect**<br>LEAP leaders will collect evidence of how students are demonstrating the following behaviors without teacher prompting:<br>• Annotating the text<br>• Asking and answering questions<br>• Reacting to the text<br>• Engaging in collaborative conversations about the text<br>

LEAP leaders will collect evidence of how teachers develop a classroom culture by tallying how/when the teacher:<br>• Designs discussion-rich questions<br>• Sets expectation for student annotation<br>• Validates student reactions to the text
Module: Navigating Text Complexity

Seminar 1: Analyzing Complexity of Text

What makes a text complex?

Overview: In this seminar, teachers will build upon their learning from pre-service week by deepening their understanding of qualitative text complexity and by closely and critically reading the texts they will teach in order to unpack the parts of the text that make it complex – structure, language, meaning/purpose, and knowledge demands.

Objective(s)

- Explain how text complexity affects planning and instruction.
- Analyze how the author of a complex text constructs meaning.

Outcome(s)

Teachers will complete a Qualitative Text Complexity Analysis for the next text in their unit to determine the part(s) of the text that will make it complex for their students.

Criteria for Success

- The analysis of meaning/purpose describes each level of meaning/purpose and whether each is explicit or implied.
- The analysis of language describes words/phrases that are unconventional, Tier 2 and/or 3 vocabulary words, literal or figurative use of language, and complex syntax.
- The analysis of structure describes connections between ideas (informational) or the organization, point of view, and/or time shifts (literary).
- The analysis of knowledge describes the references to other texts/outside ideas, the subject knowledge required (informational) and/or the complexity of the theme (literary).

Pre-Work

LEAP Leader:
Each participant will need two copies of 1.6 Text Complexity Analysis, in addition to the other handouts for this session.

LEAP Participants:
Select and read a text from the upcoming unit that you plan to teach. Bring 1 hard copy of the text you read and plan to teach next from your unit.

Collaborating for Equity & Opportunities for Differentiation:
LEAP Seminars are an opportunity for all educators, across all specialization areas (literacy, language acquisition, special education, etc.) to plan instruction that raises the achievement for all learners. We encourage collaborative planning and shared ownership of student outcomes. When applicable, seminar plans will identify possible opportunities for differentiation.

Considerations for students: Provide Multiple Forms of Representation: Anchor instruction by linking to and activating relevant prior knowledge. For example, provide visual imagery, concept maps, or bridge concepts with relevant metaphors and analogies to support learners with meaningful connections with the text.

Considerations for educators: Use Alternative Co-teaching (Teacher A conducts 5-10 minute small group instruction to pre-teach, reteach, or extend learning while Teacher B conducts large group instruction) to pre-teach critical prerequisite concepts/ideas for complex text using visuals and concrete experiences. For example, Teacher A could use multimedia, visual support resources, and concrete/real world examples to frontload key concepts related to text.
<table>
<thead>
<tr>
<th>Time</th>
<th>Facilitator Notes</th>
</tr>
</thead>
</table>
| 11 min | **Do Now**  
(4 min) Participants independently read and reflect on Frederick Douglass passage about literacy as empowerment.  
**Jot:** “What is the pathway from slavery to freedom literally for Douglass? What is figuratively for our students? What is it for us?”  
(4 min) **Partners:** Discuss responses.  
(3 min) **Whole Group:** Discuss the text where teachers articulate evidence for their responses and dig deeper into the meaning of the text.  
**Possible Follow Up Question:**  
- What is Douglass’ message about literacy?  
- What are the implications for our work with our students?  
**Key Point(s):**  
- The content of the passage and this experience itself bring us back to the purpose of literacy for students: Building knowledge and understanding (of rich ideas, perspectives, the world, etc.) builds critical consciousness and liberation. |

| 6 min | **Team Building**  
At the beginning of each seminar, include opportunities for building relationships, establishing culture, and setting and reinforcing norms. Some potential team building activities for this week include:  
- **Team Builder:** “What is the funniest or most inspiring thing a student has said this week?” – Whip around, each person shares individually  
- **Norms:** “Let’s check in on the norms we established last week. Turn to a partner and discuss which norm you would like to focus on during our meeting today. Share how they can help to hold you accountable.”  
**Note to LEAP Leader:** When discussing norms, clearly set expectations that participants should continue to bring work from previous seminars. This might be a good place to suggest some organizational structures, such as keeping a binder or notebook for all materials. Additionally, please share the message about collaborating for equity and opportunities for differentiating when appropriate. |

<p>| Materials | 1.1 Excerpt from <em>Narrative of the Life of Frederick Douglass</em> |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Facilitator Notes</th>
<th>Materials</th>
</tr>
</thead>
</table>
| 20 min   | **Abbreviated Close Reading with *Between the World and Me***  
(1 min) “We will continue our study of qualitative text complexity by reading a passage together from *Between the World and Me* (1.2). This text provides us with an opportunity to continue to explore the messages in Douglass’ passage about critical consciousness and liberation through our own adult study of the Coates piece while building shared meaning of how text complexity affects planning and instruction and how authors of complex text construct meaning (refer to objectives). We will do a short close reading of this text together. The intention is that this text will provide opportunities for important conversations we need to be having about race. For today, we will have a short amount of time to process our ideas, but we suspect you may want and need more time and hope these conversations continue outside of this space. Our purpose together today is to read the text closely a couple times to provide you with an opportunity, as an adult reader, to unpack the text. The purpose is not to model the process of a close reading.”  
(6 min) Whole Group Lead Read Aloud (also consider playing the audio version if available): “As we read, consider what the text says. What is the gist of the text? Write this in your close reading handout (1.3).”  
(2 min) Partners: “Share gist with your partner, revising or adding to your gist if needed.”  
(1 min) “Now that we’ve read the text once and have a feel for it, we’re going to dig in deeper to what Coates is saying. You may already have a lot of ideas about the messages in this text, but our job here is to focus on the evidence he provides.”  
(6 min) Partners: Reread the text and complete the Dream and Dreamers chart on close reading handout.  
(4 min) Whole Group: Share and discuss responses.                                                                                                                                 | 1.2 Excerpt from *Between the World and Me*  
1.3 *Between the World and Me* Close Reading |

Possible Follow Up Questions:
- What was difficult about analyzing this text and its meaning?
- How did the structures help you to unpack the gist of the text?

Key Point(s):
- We most likely have a variety of interpretations of the text. This is due in large part to the perspective of the reader. Just as we welcome divergent responses in our discussion today, we want to encourage students to grapple and engage in providing divergent responses when reading, analyzing, and discussing complex text.
<table>
<thead>
<tr>
<th>Time</th>
<th>Facilitator Notes</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 min</td>
<td><strong>Post Experience Reflection</strong></td>
<td></td>
</tr>
<tr>
<td>(3 min)</td>
<td><strong>Partners:</strong> Discuss which part(s) of the text were particularly complex.</td>
<td></td>
</tr>
<tr>
<td>(1 min)</td>
<td><strong>Whole Group:</strong> “Now that you have had an opportunity to process the text, skim the Qualitative Text Complexity Rubric (1.4) and the Text Complexity Companion (1.5), both of which we discussed during pre-service week. These provide a schema for how we talk about the features of text complexity. Choose one feature of the text that makes it most complex and list 2-3 specific pieces of evidence from the text that align to that feature. Write this evidence on the Text Complexity Analysis handout (1.6).”</td>
<td>1.4 Qualitative Text Complexity Rubric</td>
</tr>
<tr>
<td>(4 min)</td>
<td><strong>Individually:</strong> Write 2-3 pieces of evidence for one feature of qualitative text complexity.</td>
<td>1.5 Qualitative Text Complexity Companion</td>
</tr>
<tr>
<td></td>
<td><strong>Partners:</strong> Share analysis to build upon one another’s ideas.</td>
<td>1.6 Text Complexity Analysis</td>
</tr>
</tbody>
</table>

Possible Follow Up Questions:
- How did the rubric and the companion help you to unpack the features of text complexity?
- Why is it important to deeply read our texts in this manner?

Key Point(s):
- Complex texts have various features that make particular aspects of the text complex. These are categorized under the schema of meaning/purpose, structure, language, and knowledge demands.
- Teachers need time and space to read, analyze, and discuss the aspects of their texts that make them complex so they can understand what they are asking their students to do and so they are better prepared to respond to students’ ideas and unique perspectives.
<table>
<thead>
<tr>
<th>Time</th>
<th>Facilitator Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 min</td>
<td><strong>Criteria for Success</strong></td>
</tr>
<tr>
<td>(1 min)</td>
<td>Provide sample analysis of Coates’ excerpt (1.7 Review Analysis of <em>Between the World and Me</em>).</td>
</tr>
<tr>
<td></td>
<td>“Now that you have had a chance to process on your own and with a partner, compare your analysis to the sample provided. Process these questions with a partner.”</td>
</tr>
<tr>
<td>(4 min)</td>
<td><strong>Partner: Discuss...</strong></td>
</tr>
<tr>
<td></td>
<td>• What similarities and differences are there between my analysis and sample provided?</td>
</tr>
<tr>
<td></td>
<td>• What are some reasons for these similarities and differences?</td>
</tr>
<tr>
<td></td>
<td><strong>Whole Group Discussion:</strong> What are the criteria for success when doing qualitative text analysis?</td>
</tr>
<tr>
<td></td>
<td>“Think about planning from texts in this manner. What are the key criteria for success when engaging in qualitative text analysis?”</td>
</tr>
<tr>
<td>(3 min)</td>
<td><strong>Pass out 1.8 Qualitative Text Analysis Criteria for Success</strong></td>
</tr>
<tr>
<td></td>
<td>“Let’s take a look at this Criteria for Success. Consider these key points as well as our discussion when applying this to our own work.”</td>
</tr>
<tr>
<td>(1 min)</td>
<td><strong>Possible Follow Up Questions:</strong></td>
</tr>
<tr>
<td></td>
<td>• How does using Criteria for Success help us to plan our instruction?</td>
</tr>
<tr>
<td></td>
<td>• How might we use criteria for success when giving and receiving feedback from one another?</td>
</tr>
<tr>
<td></td>
<td><strong>Key Point(s):</strong></td>
</tr>
<tr>
<td></td>
<td>• Criteria for Success provide a way to norm around a common vision of excellence. Throughout our LEAP seminars, we will have opportunities to build shared meaning and language for defining this vision together.</td>
</tr>
<tr>
<td></td>
<td>• When giving and receiving feedback, we can use these criteria to ensure tight alignment and high expectations for what excellence looks and sounds like. Just as we ask our students to use rubrics to guide their work, we will continue to use Criteria for Success as the rubric that defines and guides the work we do together during our professional learning.</td>
</tr>
</tbody>
</table>

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1.7 Review Analysis of *Between the World and Me*

1.8 Qualitative Text Analysis Criteria for Success
<table>
<thead>
<tr>
<th>Time</th>
<th>Facilitator Notes</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 min</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(1 min)</td>
<td>Application to Curricular Text</td>
<td></td>
</tr>
<tr>
<td>(29 min)</td>
<td>“Now let’s turn to the text you brought with you today. We want to give time and space to do this level of planning with the text we will teach next in our units. Use this time to think deeply about the texts so that you can help students grapple with the aspects that will make it most complex.”</td>
<td>1.6 Text Complexity Analysis</td>
</tr>
<tr>
<td></td>
<td>Individually or Grade-Level or Co-teacher pairs: Apply learning by completing 1.6 Text Complexity Analysis to upcoming curricular text.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Possible Follow Up Questions:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• How might the Qualitative Rubric or Companion help you to think about features of text complexity?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Have you considered checking in with a partner?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Key Point(s):</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• The Qualitative Rubric and Companion helps us to think through the features of the text that make it complex so that we can best support students as they grapple with these aspects of the text.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Analyzing the complexity of a text is hard work. Collaborating with peers helps to provide another perspective, which prepares us for responding to multiple ideas and divergent responses.</td>
<td></td>
</tr>
<tr>
<td>6 min</td>
<td>Closing Reflection</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Whole Group Discussion: “Why is it important to plan in this way? How does this help us respond to students?”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Individual Reflection: “What’s one new idea you have about the way you plan? What’s one question you still have?”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Feedback</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Individually: Complete Feedback Survey:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What went well today? (WWW)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What could have been even better? (EBI)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“For next week, select and read a text that will be used in upcoming lessons. Bring 2 copies of the text, as well as the Scope and Sequence for the unit.”</td>
<td></td>
</tr>
</tbody>
</table>
Navigating Text Complexity, Literacy, Seminar 1

Analyzing Complexity of Text

Objectives
1. Explain how text complexity affects planning and instruction
2. Analyze how the author of a complex text constructs meaning

Agenda
- Do Now & Opening
- Team Builder
- CCSS Experiential
- Scaffolding Criteria for Success
- Application to Curriculum
- Closing
I now understood what had been to me a most perplexing difficulty -- to wit, the white man’s power to enslave the black man. It was a grand achievement, and I prized it highly. From that moment, I understood the pathway from slavery to freedom. It was just what I wanted, and I got it at a time when I least expected it. Whilst I was saddened by the thought of losing the aid of my kind mistress, I was gladdened by the invaluable instruction which, by the merest accident, I had gained from my master. Though conscious of the difficulty of learning without a teacher, I set out with high hope, and a fixed purpose, at whatever cost of trouble, to learn how to read. The very decided manner with which he spoke, and strove to impress his wife with the evil consequences of giving me instruction, served to convince me that he was deeply sensible of the truths he was uttering. It gave me the best assurance that I might rely with the utmost confidence on the results which, he said, would flow from teaching me to read. What he most dreaded, that I most desired. What he most loved, that I most hated. That which to him was a great evil, to be carefully shunned, was to me a great good, to be diligently sought; and the argument which he so warmly urged, against my learning to read, only served to inspire me with a desire and determination to learn. In learning to read, I owe almost as much to the bitter opposition of my master, as to the kindly aid of my mistress.

Frederick Douglass, *Narrative of the Life of Frederick Douglass*

What is “the pathway from slavery to freedom” literally for Douglass?

What is it figuratively for our students?

What is it for us?
EXCERPT FROM BETWEEN THE WORLD AND ME BY TA-NEHISI COATES

Once, the Dream’s parameters were caged by technology and by the limits of horsepower and wind. But the Dreamers have improved themselves, and the damming of seas for voltage, the extraction of coal, the transmuting of oil into food, have enabled an expansion in plunder with no known precedent. And this revolution has freed the Dreamers to plunder not just the bodies of humans but the body of the Earth itself. The Earth is not our creation. It has no respect for us. It has no use for us. And its vengeance is not the fire in the cities but the fire in the sky. Something more fierce than Marcus Garvey\(^1\) is riding on the whirlwind. Something more awful than all our African ancestors is rising with the seas. The two phenomena are known to each other. It was the cotton that passed through our chained hands that inaugurated this age. It is the flight from us that sent them sprawling into the subdivided woods. And the methods of transport through these new subdivisions, across the sprawl, is the automobile, the noose around the neck of the earth, and ultimately, the Dreamers themselves.

... I do not believe that we can stop them, Samori, because they must ultimately stop themselves. And still I urge you to struggle. Struggle for the memory of your ancestors. Struggle for wisdom. Struggle for the warmth of The Mecca\(^2\). Struggle for your grandmother and grandfather, for your name. But do not struggle for the Dreamers. Hope for them. Pray for them, if you are so moved. But do not pin your struggle on their conversion. The Dreamers will have to learn to struggle themselves, to understand that the field for their Dream, the stage where they have painted themselves white, is the deathbed of us all. The Dream is the same habit that endangers the planet, the same habit that sees our bodies stowed away in prisons and ghettos. I saw these ghettos driving back from Dr. Jones’s home. They were the same ghettos I had seen in Chicago all those years ago, the same ghettos where my mother was raised, where my father was raised. Through the windshield I saw the mark of these ghettos—the abundance of beauty shops, churches, liquor stores, and crumbling housing —and I felt the old fear. Through the windshield I saw the rain coming down in sheets.

1. Garvey (1887-1940) was a Jamaican political leader and civil rights activist. In his well-known “First Message to the Negroes of the World From Atlanta Prison,” he made the famous proclamation: “Look for me in the whirlwind of the storm, look for me all around you, for, with God’s grace, I shall come and bring with me countless millions of black slaves who have died in America and the West Indies and the millions in Africa to aid you in the fight for Liberty, Freedom and Life.”

2. Coates uses this phrase throughout his book to refer to his alma mater, Howard University.
<table>
<thead>
<tr>
<th>What do the details tell us about the Dream?</th>
<th>What do the details tell us about the Dreamers? What are their actions and mindsets?</th>
</tr>
</thead>
</table>

Gist – What’s this about?
1.3 Text Complexity Analysis: *Between the World and Me*

1. Rate one row of your choice for *Between the World and Me*  
2. Collect evidence on the text complexity worksheet to support your rating

**TEXT: BETWEEN THE WORLD AND ME**

<table>
<thead>
<tr>
<th>Quantitative Measure</th>
<th>Band</th>
<th>Lexile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go to <a href="http://www.lexile.com/">http://www.lexile.com/</a> and enter the title of your text in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database. Note that most of the texts that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.</td>
<td>2-3</td>
<td>420-820</td>
</tr>
<tr>
<td></td>
<td>4-5</td>
<td>740-1010</td>
</tr>
<tr>
<td></td>
<td>6-8</td>
<td>925-1185</td>
</tr>
<tr>
<td></td>
<td>9-10</td>
<td>1050-1335</td>
</tr>
<tr>
<td></td>
<td>11-CCR</td>
<td>1185-1385</td>
</tr>
</tbody>
</table>

**Qualitative Features**

<table>
<thead>
<tr>
<th>Meaning/Purpose</th>
<th>Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language</th>
<th>Knowledge Demands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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</tbody>
</table>

For what grade will this text be appropriately challenging? Why?

Does this text offer rich and critical content or perspectives? How so?
## 1.4 Text Complexity: Qualitative Features Rubric

### LITERARY TEXTS

<table>
<thead>
<tr>
<th><strong>Levels of Meaning</strong></th>
<th><strong>Very Complex Texts</strong></th>
<th><strong>Complex Texts</strong></th>
<th><strong>Somewhat Complex Texts</strong></th>
<th><strong>Simple Texts</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Structure</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Literary Text Structure</strong>: complex, implicit, and unconventional</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Narration</strong>: many shifts in point of View</td>
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</tr>
<tr>
<td><strong>Order of Events</strong>: not in chronological order</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Use of Graphics</strong>: sophisticated graphics, essential to understanding the text, may also provide information not otherwise conveyed in the text</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Language Conventionality and Clarity</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Meaning</strong>: implicit or inferred meaning, heavy use of figurative language, may be purposefully ambiguous or misleading at times</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Register</strong>: generally unfamiliar, archaic, domain-specific, or overly academic</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Knowledge Demands</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Life Experiences</strong>: explores complex, sophisticated, multiple themes; experiences portrayed are not fantasy but are distinctly different from the common reader</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Cultural / Literary Knowledge</strong>: many references/allusions to other texts (intertextuality) and cultural elements</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Subject Matter Knowledge</strong>: requires extensive, perhaps specialized content knowledge</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Very Complex Texts

- Multiple Levels of Complex Meaning

### Complex Texts

- Multiple Levels of Meaning
- Literary Text Structure: some complexities, more implicit than explicit, some unconventionality
- Narration: occasional shifts in point of view
- Order of Events: several major shifts in time, use of flashback
- Use of Graphics: some sophisticated graphics, may occasionally be essential to understanding the text
- Meaning: some implicit or inferred meaning, use of figurative language
- Register: occasionally unfamiliar, archaic, domain-specific, or overly academic
- Life Experiences: explores multiple themes of varying levels of complexity; experiences portrayed are not fantasy but are uncommon to most readers
- Cultural / Literary Knowledge: some references/allusions to other texts (intertextuality) and cultural elements
- Subject Matter Knowledge: requires moderate levels of content knowledge

### Somewhat Complex Texts

- Literary Text Structure: somewhat simple structure, more explicit than implicit, somewhat conventional
- Narration: few, if any, shifts in point of view
- Order of Events: occasional use of flashback, no major shifts in time
- Use of Graphics: mostly simple graphics, supplementary to understanding the text
- Meaning: mostly explicit and literal meaning, subtle use of figurative language
- Register: mostly contemporary, familiar, conversational, rarely unfamiliar, archaic, domain-specific, or overly academic
- Life Experiences: explores a single complex theme; experiences portrayed are common to many readers or are clearly fantasy
- Cultural / Literary Knowledge: few references/allusions to other texts (intertextuality) and cultural elements
- Subject Matter Knowledge: requires some content knowledge

### Simple Texts

- Literary Text Structure: simple, explicit, conventional
- Narration: no shifts in point of view
- Order of Events: chronological
- Use of Graphics: use of simple graphics, unnecessary to understand the text
- Meaning: explicit and literal meaning, little or no use of figurative language
- Register: contemporary, familiar, conversational
- Life Experiences: explores a single theme; experiences portrayed are everyday and common or are clearly fantasy
- Cultural / Literary Knowledge: no references/allusions to other texts (intertextuality) and cultural elements
- Subject Matter Knowledge: requires only everyday content knowledge
<table>
<thead>
<tr>
<th>Levels of Purpose</th>
<th>Very Complex Texts</th>
<th>Complex Texts</th>
<th>Somewhat Complex Texts</th>
<th>Simple Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subtle, implied, difficult to determine</strong></td>
<td>Implied, but fairly easy to infer</td>
<td>Implied, but easy to identify based upon context or source</td>
<td>Explicitly stated</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure</th>
<th>Very Complex Texts</th>
<th>Complex Texts</th>
<th>Somewhat Complex Texts</th>
<th>Simple Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organization of Main Ideas and Details: highly complex, implicit, must be inferred by the reader</strong></td>
<td>Organization of Main Ideas and Details: complex but mostly explicit; may exhibit traits common to a specific subject or discipline</td>
<td>Organization of Main Ideas and Details: may be complex, but clearly stated and generally sequential</td>
<td>Organization of Main Ideas and Details: clearly stated and sequential</td>
<td></td>
</tr>
<tr>
<td><strong>Text Features: if used, are essential in understanding content</strong></td>
<td>Text Features: if used, greatly enhance the reader’s understanding of content</td>
<td>Text Features: if used, enhance the reader’s understanding of content</td>
<td>Text Features: if used, help the reader navigate and understand content but are not essential</td>
<td></td>
</tr>
<tr>
<td><strong>Use of Graphics: sophisticated graphics, essential to understanding the text, may also provide information not otherwise conveyed in the text</strong></td>
<td>Use of Graphics: some sophisticated graphics, may occasionally be essential to understanding the text</td>
<td>Use of Graphics: mostly simple graphics, supplementary to understanding of the text</td>
<td>Use of Graphics: use of simple graphics, unnecessary to understand the text</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language Conventionality and Clarity</th>
<th>Very Complex Texts</th>
<th>Complex Texts</th>
<th>Somewhat Complex Texts</th>
<th>Simple Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meaning: dense and complex; may be abstract, ironic, and/or figurative; language may be purposefully ambiguous or misleading</strong></td>
<td>Meaning: somewhat complex; may occasionally be abstract, ironic, and/or figurative</td>
<td>Meaning: mostly explicit and easy to understand with few occasions of more complex meaning</td>
<td>Meaning: explicit, literal, straightforward, easy to understand</td>
<td></td>
</tr>
<tr>
<td><strong>Register: generally unfamiliar, archaic, subject-specific, or overly academic</strong></td>
<td>Register: occasionally unfamiliar, archaic, subject-specific, or overly academic</td>
<td>Register: mostly contemporary, familiar, conversational; rarely unfamiliar, archaic, subject-specific, or overly academic</td>
<td>Register: contemporary, familiar, Conversational</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge Demands</th>
<th>Very Complex Texts</th>
<th>Complex Texts</th>
<th>Somewhat Complex Texts</th>
<th>Simple Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Subject Matter Knowledge: requires extensive, perhaps specialized or even theoretical discipline-specific content knowledge</strong></td>
<td>Subject Matter Knowledge: requires moderate levels of discipline-specific content knowledge; some theoretical knowledge may enhance understanding</td>
<td>Subject Matter Knowledge: everyday, practical knowledge is necessary; requires some discipline-specific content knowledge</td>
<td>Subject Matter Knowledge: requires only everyday, practical knowledge</td>
<td></td>
</tr>
<tr>
<td><strong>Intertextuality: requires extensive, perhaps specialized content knowledge and/or includes or requires significant drawing upon knowledge from other texts/sources</strong></td>
<td>Intertextuality: requires moderate levels of content knowledge and/or includes or requires moderate drawing upon knowledge from other texts/sources</td>
<td>Intertextuality: requires some content knowledge and/or includes or requires some drawing upon knowledge from other texts/sources</td>
<td>Intertextuality: no references/allusions to other texts</td>
<td></td>
</tr>
</tbody>
</table>
Companion to the Qualitative Dimensions Scale
(To be consulted in filling out the rubric and in conjunction with anchor texts)

Structure (could be story structure and/or form of piece)
- Simple → Complex
- Explicit → Implicit
- Conventional → Unconventional
- 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)
- Simple graphics → sophisticated graphics
- Graphics unnecessary or merely supplemental to understanding the text → Graphics essential to understanding the text and may provide information not elsewhere provided

Language Demands: Conventionality and Clarity
- Literal → Figurative or ironic
- Clear → Ambiguous or purposefully misleading
- Contemporary, familiar → Archaic or otherwise unfamiliar
- Conversational → General Academic and domain specific
- Light vocabulary load\(^1\): Few unfamiliar or academic words → Many words unfamiliar and high academic vocabulary present
- Sentence structure\(^2\) straightforward → Complex and varied sentence structures

Knowledge Demands: Life Experience (literary texts)
- Simple theme → Complex or sophisticated themes
- Single theme → 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
- Low intertextuality (few if any references/allusions to other texts) → High intertextuality (many 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)

Knowledge Demands: Content/Discipline Knowledge (chiefly informational texts)
- Everyday knowledge and familiarity with genre conventions required → Extensive, perhaps specialized discipline-specific content knowledge required

Levels of Meaning (chiefly literary texts) or Purpose (chiefly informational texts)
- Single level of meaning → Multiple levels of meaning
- Explicitly stated purpose → Implicit purpose, may be hidden or obscure

---

\(^1\) Though vocabulary can be measured by quantifiable means, it is still a feature for careful consideration when selecting texts

\(^2\) Though sentence length is measured by quantifiable means, sentence complexity is still a feature for careful consideration when selecting text
1.6 Text Complexity Analysis

**TEXT:**

**Quantitative Measure**

<table>
<thead>
<tr>
<th>Band</th>
<th>Lexile</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-3</td>
<td>420-820</td>
</tr>
<tr>
<td>4-5</td>
<td>740-1010</td>
</tr>
<tr>
<td>6-8</td>
<td>925-1185</td>
</tr>
<tr>
<td>9-10</td>
<td>1050-1335</td>
</tr>
<tr>
<td>11-CCR</td>
<td>1185-1385</td>
</tr>
</tbody>
</table>

Go to [http://www.lexile.com/](http://www.lexile.com/) and enter the title of your text in the Quick Book Search in the upper right of homepage. Most texts will have a Lexile measure in this database. Note that most of the texts that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.

The Lexile for this text:

**Qualitative Features**

<table>
<thead>
<tr>
<th>Meaning/Purpose</th>
<th>Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language</th>
<th>Knowledge Demands</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For what grade will this text be appropriately challenging? Why?

Does this text offer rich and critical content or perspectives? How so?
# 1.7 Text Complexity Analysis: *Between the World and Me*

## Quantitative Measure

<table>
<thead>
<tr>
<th></th>
<th>Band</th>
<th>Lexile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Go to <a href="http://www.lexile.com/">http://www.lexile.com/</a> and enter the title of your text in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database. Note that most of the texts that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.</td>
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<td>420-820</td>
</tr>
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<td></td>
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<td>1050-1335</td>
</tr>
<tr>
<td></td>
<td>11-CCR</td>
<td>1185-1385</td>
</tr>
</tbody>
</table>

## Qualitative Features

<table>
<thead>
<tr>
<th>Meaning/Purpose</th>
<th>Structure</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Dreamers are white people who have constructed race, oppressed other “races” and destroyed the Earth in the pursuit of individual success.</td>
<td>Excerpt from memoir; author discusses issues of racism and violence through sharing reflections and personal experiences</td>
</tr>
<tr>
<td>If the Dreamers reap what they have sown, then those whom they have oppressed will actually reap the damage right along with them.</td>
<td>Structured as a letter to Coates’ son, Samori</td>
</tr>
<tr>
<td>Dreamers will have to come to a consciousness on their own about the destructive nature of the American Dream, though history and Coates’ experience make this development seem unlikely.</td>
<td>Ideas are well connected to one another</td>
</tr>
<tr>
<td>The Dreamers now plunder the Earth in more destructive ways than ever.</td>
<td>Text ends with observations from car</td>
</tr>
</tbody>
</table>

### Language

- Tier 2 vocabulary (e.g. plunder, vengeance, phenomena)
- Tier 3 vocabulary (e.g. horsepower, voltage)
- Figurative language (e.g. personification of the Earth, “the fire in the sky”)
- Repetition of “struggle” in paragraph 4
- Many complex sentences (e.g. “And the methods of transport through these new subdivisions, across the sprawl, is the automobile, the noose around the neck of the earth, and ultimately, the Dreamers themselves.”)
- “The Mecca” (how Coates refers to Howard University)
- Symbolism: observations of the ghetto show lack of progress; the rain shows lack of hope for future as well as Dreamers’ impact on Earth

### Knowledge Demands

- Understanding of ‘The American Dream’
- Understanding of our country’s current and historical white supremacy (white flight, mass incarceration, redlining)
- Marcus Garvey (Jamaican political leader & proponent of Black Nationalism movement) and his “Look for Me in the Whirlwind” speech
- Climate change and its causes and effects
- Understanding of race as a social construct
- Knowledge of Coates’ life experiences and perspective (demonstrated through other writings)

---

For what grade will this text be appropriately challenging? Why? 10th. Though the quantitative measure is at the low end of the 9-10 grade band, the knowledge demands and sophisticated themes of this text are best addressed in 10th.

Does this text offer rich and critical content or perspectives? How so? Yes. This text can be a meaningful anchor for building knowledge and perspective of current and historical oppression and critiquing power structures, the American Dream, and the treatment of our Earth.
1.8 Qualitative Text Analysis Criteria for Success

Criteria for Success Checklist: Analyzing Complexity of Text

<table>
<thead>
<tr>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The analysis of meaning/purpose describes each level of meaning/purpose and whether each is explicit or implied</td>
</tr>
<tr>
<td>The analysis of language describes words/phrases that are unconventional, Tier 2 or 3 vocabulary, literal or figurative use of language, and complex syntax.</td>
</tr>
<tr>
<td>The analysis of structure describes connections between ideas (informational) or the organization, point of view, and/or time shifts (literary).</td>
</tr>
<tr>
<td>The analysis of knowledge describes references to other texts/outside ideas, the subject knowledge required (informational), and/or the complexity of the theme (literary).</td>
</tr>
</tbody>
</table>
Navigating Text Complexity
Seminar 1: Analyzing Complexity of Texts

Do Now: Fredrick Douglass

What is “the pathway from slavery to freedom” for Douglass?

Figuratively, what is it for our students?

What is it for us?
Team Building

What’s the funniest or most inspiring thing a student has said this week?

Norms

<insert norms generated from last seminar here>
Text Complexity Tool: Qualitative Text Rubric

<table>
<thead>
<tr>
<th>LITERARY TEXTS</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meaning</strong></td>
</tr>
<tr>
<td>Exceedingly Complex</td>
</tr>
<tr>
<td>Very Complex</td>
</tr>
<tr>
<td>Moderately Complex</td>
</tr>
<tr>
<td>Slightly Complex</td>
</tr>
<tr>
<td><strong>Text Structure</strong></td>
</tr>
<tr>
<td>Exceedingly Complex</td>
</tr>
<tr>
<td>Very Complex</td>
</tr>
<tr>
<td>Moderately Complex</td>
</tr>
<tr>
<td>Slightly Complex</td>
</tr>
<tr>
<td><strong>Language Features</strong></td>
</tr>
<tr>
<td>Exceedingly Complex</td>
</tr>
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<td>Very Complex</td>
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<tr>
<td>Moderately Complex</td>
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<tr>
<td><strong>Knowledge Demands</strong></td>
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<td>Exceedingly Complex</td>
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</tr>
<tr>
<td>Moderately Complex</td>
</tr>
<tr>
<td>Slightly Complex</td>
</tr>
<tr>
<td><strong>Interdisciplinarity and Cultural Knowledge</strong></td>
</tr>
<tr>
<td>Exceedingly Complex</td>
</tr>
<tr>
<td>Very Complex</td>
</tr>
<tr>
<td>Moderately Complex</td>
</tr>
<tr>
<td>Slightly Complex</td>
</tr>
</tbody>
</table>
Text Complexity Tool: Qualitative Text Rubric

What similarities and differences are there between my analysis and sample provided?

What are some reasons for these similarities and differences?

Application to Curriculum
Qualitative Text Analysis Criteria for Success

Criteria for Success:

- The analysis of meaning/purpose describes each level of meaning/purpose and whether each is explicit or implied.
- The analysis of language describes words/phrases that are unconventional, tier 2 or 3 vocabulary, literal or figurative use of language, and complex syntax.
- The analysis of structure describes connections between ideas (informational) or the organization, point of view, and/or time shifts (literary).
- The analysis of knowledge describes the references to other texts/ideas, subject knowledge required (informational) and/or the complexity of the theme (literary).

Feedback Loop

- 5 minutes: Review each other's work
- 2 minutes: Partner A gives Partner B feedback according to the Criteria for Success
  - one strength
  - one area of growth
- 2 minutes: Repeat process for Partner B
Closing Reflection

Why is it important to plan in this way? How does this help us to respond to students?

What’s one new idea you have about the way you plan? What’s one question you still have?

Feedback and Next Steps

Individually complete feedback survey:
- What went well today? (WWW)
- What could have been even better? (EBI)

For next week:
- Select and read a text that will be used in upcoming lessons.
- Bring 2 copies of the text, as well as the Scope and Sequence for the unit.
LEAP Observation and 5P Debrief Template

This observation and debrief framework is adapted from Bambrick’s coaching model to be intentionally content-focused. This tool is designed to be used as a guide for observers conducting weekly 15 minute formative observations that occur as a part of the LEAP Weekly Cycle. LEAP observers are encouraged to record information using Whetstone, the LEAP Platform.

<table>
<thead>
<tr>
<th>Observation</th>
<th>These sections are completed by the observer before/during the classroom observation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>These sections are completed by the observer after the classroom observation but before the debrief conversation.</td>
</tr>
<tr>
<td>5P Debrief</td>
<td>These sections are completed by the observer during the debrief conversation.</td>
</tr>
<tr>
<td>Context</td>
<td>These sections are completed by the Office of Instructional Practice (OIP) content teams. The content in these sections is pre-loaded from LEAP Module overviews and LEAP seminar plans. This content is specific to each LEAP team’s current LEAP Module and LEAP Seminar. In addition, guiding questions and coaching best practices are included in the 5P Debrief conversation section.</td>
</tr>
</tbody>
</table>
**LEAP Observation and 5P Debrief Template**

**Pre-Observation**
Before conducting the weekly LEAP Observation, take 3-5 minutes to review the context of the observation. This includes the LEAP Module overview, LEAP Seminar outcomes, objectives, and criteria for success, as well as observation focus questions, evidence to collect during the observation, and potential teacher action steps. A quick review of this information will help narrow the focus of the observation and ensure that the most meaningful information is collected to inform the 5P debrief.

<table>
<thead>
<tr>
<th>Date &amp; Time (observation):</th>
<th>Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date &amp; Time (debrief):</td>
<td>Observer:</td>
</tr>
<tr>
<td>Grade Level / Content Area:</td>
<td>LEAP Seminar Leader:</td>
</tr>
</tbody>
</table>

**Subject and Grade Band, Module Title, Week #:** ELA K-12, Navigating Text Complexity, Week #1

**Seminar Outcomes:** Teachers will complete a Text Complexity Analysis for the next text in their unit to identify parts of the text that will make it complex for their students.

**Seminar Objectives:**
- Explain how **text complexity** affects planning and instruction.
- Analyze how the author of a complex text **constructs meaning**.

**Seminar Criteria for Success (CFS):**
- The analysis of meaning/purpose describes each level of meaning/purpose and whether each is explicit or implied
- The analysis of language describes words/phrases that are unconventional, tier 2 or 3 vocabulary, literal or figurative use of language, and complex syntax.
- The analysis of structure describes connections between ideas (informational) or the organization, point of view, and/or time shifts (literary).
- The analysis of knowledge describes the references to other texts/outside ideas, the subject knowledge required (informational), and/or the complexity of the theme (literary).

**Observation and 5P Debrief Focus:**

**Focus Questions**
- In what ways are students engaged in reading, writing, talking, and thinking about complex text?
- In what ways is the teacher providing explicit instruction and/or positive reinforcement of desired reading behaviors?

**Potential Teacher Action Steps:**
- Collectively commend the class for their reading engagement
- Use proximity to engage and redirect student attention to the text
- Develop a nonverbal cue to help students get back on task
- Model and develop an anchor chart for effective text annotation
- Create agreed upon expectations and rules for being respectful speakers and listeners
Evidence to Collect

LEAP leaders will collect evidence by observing and counting the number of students who are:

• Annotating the text
• Asking and answering questions
• Reacting to the text
• Following along while reading the text (or as it is being read aloud)

LEAP leaders will collect evidence of teachers providing explicit instruction/positive reinforcement by scripting moments when teacher is:

• Communicating and modeling reading strategies
• Defining purpose for reading
Praising students for demonstrating desired reading behaviors
Observation
During the 15 minute observation, collect evidence to use during the 5P Debrief based on the Observation and 5P Debrief Focus (above). Effective evidence is **specific, descriptive and judgment-free**. Collect evidence through **scripting, narration, counting, timing, tracking trends, and/or taking photos of student work**. Record evidence in a template that makes the most sense to you and copy it in the space below if doing so is helpful to have as a reference as you complete your planning process. Any observation notes entered here are visible only to the observer, and will not be visible to the teacher observed.

<table>
<thead>
<tr>
<th>Lesson Objective:</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>LEAP Leaders may choose to take notes directly into this template, on Whetstone, the LEAP Platform, or in some other template of your choosing.</em></td>
</tr>
</tbody>
</table>

5P Debrief Conversation
Create a plan for the 5P Debrief. Use these questions as a guide, choosing 1 or more questions to ask the teacher in each section. While pre-planning, consider Potential Teacher Actions Steps (above) for the current LEAP Module. Consider the needs of the teacher, informed by evidence collected while in the classroom, and determine 1-2 of the provided potential action steps to discuss. During the 5P debrief, collaborate with the teacher to determine the best action step and record it in the space below. The most important result is that the teacher leaves the conversation with a clear action step and a plan for how to implement the action step in the classroom. Finally, close out by expressing gratitude and determining next steps.

<table>
<thead>
<tr>
<th>5P Debrief Conversation Protocol / Guiding Questions:</th>
<th>Pre-Planning Notes:</th>
<th>Notes During 5P Debrief Conversation:</th>
</tr>
</thead>
</table>
| STEP 1 – PRAISE
What positive teacher/student actions will you highlight from the classroom observation?  
1-2 minutes
• How do you think the lesson went?  
• One great action I noticed was that you ____. What was the impact? (OR) The impact was ____. Nice work!  
• In our last LEAP Seminar, we planned for ____. How did that go?  
• Our prior action step was ____. What lessons did you learn that we can build on, moving forward? |                       |                                |
### STEP 2 – PROCESS
**What student work or evidence will you examine with the teacher to guide the discussion?**

2-6 minutes

- Look at the text or task.
- What is the ideal student response to the text or task?
- Look at the student evidence (student work and/or responses captured during the observation). What are students saying/writing about the text or task? What questions did you ask students during the lesson to get these responses?
- Looking at student work/responses, what is the gap between current and ideal student performance?
- What scaffolds can we plan to ensure students can reach the ideal student response?

### STEP 3 – PRIORITIZE
**What is the key action step for the teacher to focus on in the next week?**

1 minute

- Refer to list of suggested action steps in the Potential Teacher Actions Steps (above); use one of the provided action steps or customize as necessary.
- Based on what we just talked about, it might make sense to focus on _____. (OR) Based on what we just talked about, what do you think it make sense to focus on?
- Your action step for today is ____. This is important because _____.
- Record the action step on Whetstone, the LEAP Platform.
### STEP 4 – PLAN / PRACTICE

How will the teacher apply the action step to improve his/her instruction?

13-20 minutes

- Which lesson in the next week can we use to practice this skill?
  - What part in this lesson should we focus on?
- Let’s co-plan for this part of the future lesson together.
- Spend several minutes scripting side-by-side with the teacher.
  - Script the ideal student response.
  - Script teacher language, as needed.
- Let’s role play this part of the future lesson together.
  - Practice delivery of the content planned, in order to check for clarity and economy of language.
  - Role play as a student who gets the answer correctly.
  - Role play as a student who does not get the answer correct on the first try.

### STEP 5 – CLOSE-OUT

What are our next steps, moving forward?

1-3 minutes

- What did you learn today?
- **Investment**: How will this strategy make a positive impact on your students?
- **Application**: When specifically do you plan to use this strategy? What would it look like/sound like for you to use this strategy effectively?
- **Transfer**: How can I best support your performance in this area between now and our next visit in 2 weeks? What evidence will you share with me?
- What is one thing that went well about today’s meeting?
- What is one thing I can improve for next time?
- **Gratitude**: Thank you for ____.
Module: Navigating Text Complexity

“How are significant dimensions of text complexity reflected in the big ideas and assessed in the text focusing question?”

<table>
<thead>
<tr>
<th>Content Area</th>
<th>ELA, K-5</th>
<th>Length in Minutes</th>
<th>90</th>
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Overview: This seminar builds on the work Seminar 1, Analyzing Complexity of Text, where we explored the various factors that contribute to text complexity. During this seminar, participants will build upon their working knowledge of text complexity and will identify big ideas of texts from there will internalize (or generating questions for their text).

Objective(s) | Outcome(s)
--- | ---
• Apply text analysis to create or internalize the text focusing question in order to evaluate the meaning of an upcoming text from the unit | Teachers will create and/or internalize the big ideas of the text and the text focusing question and develop ideal student responses.

Criteria for Success

• Writing prompt for the text focusing question demands that students write to the text and use evidence
• Expectations for proficiency will be clearly articulated for teacher and students
• The text focusing question requires students to articulate and explain the big idea(s) of the text
• Ideal student response incorporates claim, sufficient textual evidence, and addresses the big ideas of the text and demands of the question

Pre-Work

LEAP Leader:
- Read and tailor seminar plan, as needed
- Create poster for Big Idea, Focusing Question & Task
- Make copies of handout packets & Criteria For Success

LEAP Participants:
- Select and read a text that will be used in upcoming lessons
- Bring: two copies of texts from an upcoming unit, Scope & Sequence

Collaborating for Equity & Opportunities for Differentiation:

LEAP Seminars are an opportunity for all educators, across all specialization areas (literacy, language acquisition, special education, etc.) to plan instruction that raises the achievement for all learners. We encourage collaborative planning and shared ownership of student outcomes. When applicable, seminar plans will identify possible opportunities for differentiation.

Considerations for Students:

Provide Multiple Forms of Engagement: Provide sentence or paragraph stems/starters to model effective responses to the text focusing question. For example, “According to the text, I would consider Maya Angelou to be a true definition of a phenomenal woman because ..... “

Provide Multiple Forms of Representation: Use cues and prompts to draw attention to critical features. For example, highlight text features, chunk text with guided questions, and/or embed “stop and think” breaks to collect evidence for the prompt.
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<tr>
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<td><strong>Do-Now</strong>&lt;br&gt;Participants independently read Maya Angelou’s “Phenomenal Woman” and jot the Big Idea.&lt;br&gt;Individual Jot: What is the Big Idea? How did you determine the Big Idea?&lt;br&gt;(5 min) Partners: Share the Big Idea with a partner, revising or adding to your Big Idea if needed.&lt;br&gt;Whole group: Ask for three volunteers to share out their Big Ideas. Discuss contrasts in Big Idea.</td>
<td>2.1 Do Now Phenomenal Woman</td>
</tr>
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</table>

Possible Follow Up Questions
- How did you determine the big idea?
- How might you lead students to the Big Idea?
- How similar is your Big Idea to others’?

Key Point(s):
- When doing this activity with students, make sure that everyone takes away the same big idea.

| 5 min  | **Team Building**<br>At the beginning of each seminar, include opportunities for building relationships, establishing culture, and setting and reinforcing norms. Some potential team building activities for this week include:<br>● Team Builder: Select one colleague to appreciate/celebrate. What makes them phenomenal?<br>● Norms: Let’s check in on the norms we established last week. Turn to a partner and discuss which norm you would like to focus on during our meeting today. Share how they can help to hold you accountable. |                                      |

<p>| 25 min | <strong>Shared Learning: Between the World and Me</strong>&lt;br&gt;“Last week, in our first seminar, we considered the importance of rich and complex texts for elevating student learning and we got the chance to practice analyzing the complexity of a text in our grade band. Today we’ll take a closer look at our texts in order to consider how we can apply our analysis of text complexity to instruction. Last week we considered the connection between teaching complex texts and student outcomes. We deepened our understanding of qualitative text complexity and unpacked the parts of the text that made it complex – structure, language, meaning/purpose, and knowledge demands. Our seminar today continues this thought. We will consider our understanding of text complexity and the Qualitative Measure Rubric to craft a writing prompt for the Text Focusing Question. I also want to mention that the task be anchored in or aligned to the CCSS. Our curricular documents should make this connection for you (when available), but we always need to keep that at the center of our minds.” |                                      |</p>
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| (1 min) | ““After analyzing the complexity of your text, the next step in planning instruction is to determine what meaning students should derive from the text. As mentioned earlier, determining what ultimately we want students to be able to know or do as a result of reading this text will guide our decisions about the questions and tasks for that text. If you’re using a text that you’re planning to teach next and that has curricular supports, many of these have been developed for you, but we’ll take time to deeply internalize the text and the task(s).”

“Turn in your handouts to Handout 2.2. On this page you’ll see an anchor question and three vertical boxes: “Big Idea”, “Focusing Question”, and “Task”.

(5 min) | Group Discussion: How do these relate? (brainstorm)

“How do we identify the big idea, focusing question and task for a text? What exactly are these three things? We’re going to take a look at an example give you the chance to come up with definitions yourselves.”

“If you turn in your handouts, Handout 2.3 is the Coates’ text and on Handout 2.4, you’ll see the big idea, focusing question, and task that was developed for the Between the World and Me excerpt we worked with in Seminar 1. Using what you remember from the text and comparing that to these examples, define big idea, focusing question and task.”

(3 min) | Independently: Participants will jot down definitions for each component.

(1 min) | Partners: Discuss/share definitions.

(5 min) | Whole Group: Participants will share their definitions for the big idea, focusing question, and task. Facilitator will either: 1) reveal the guiding questions for components after 1-2 participants have defined that component on PPT or 2) as participants make compelling suggestions/aligned to the provided definitions, jot on chart paper.

- Big Idea - Big idea represents the key understandings of the text.
- Focusing Question – Focusing question is the question that will anchor study of the text around the big idea.
- Task - Task is what students will ultimately do to demonstrate understanding of the big idea. It is a response to the focusing question.

(5 min) | Whole Group: Discuss –

- Where are the connections between the Big Idea, Focusing Question, and Task and the Text Analysis for Between the World and Me?
- Where is the connection to the standards? What are you noticing?
- How might your approach to planning change after having explored the connection between text complexity Analysis and the Big Idea, Focusing Question, Task?

|          | 2.2 Big Idea, Focusing Question, & Task |
|          | 2.3 BTWAM Text |
|          | 2.4 BTWAM Big Idea, Focusing Question & Task |
|          | Chart Paper |
|          | 2.5 BTWAM Text Complex Analysis |

2.2 Big Idea, Focusing Question, & Task
2.3 BTWAM Text
2.4 BTWAM Big Idea, Focusing Question & Task
Chart Paper
2.5 BTWAM Text Complexity Analysis
### Possible Follow Up Questions:
- How are these components connected?
- To what extent has your thinking changed? What information is new? Similar?

### Key Point(s):
- Big idea represents the key understandings of the text.
- Focusing question is the question that will anchor study of the text around the big idea.
- Task is what students will ultimately do to demonstrate understanding of the big idea. It is a response to the focusing question.

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<td>5 min</td>
<td><strong>Post Experience Reflection</strong></td>
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<td><em>Generating tasks from the Big Idea can be challenging and cognitively demanding for teachers as a new practice and often we resort to “What’s the main idea?” or “What’s the message?”</em></td>
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<td>(2 min)</td>
<td>Whole Group: Discuss <em>How are these tasks different than just asking, “What is the main idea?” or “What’s the message?”</em></td>
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<td>(3 min)</td>
<td><em>In your handouts (2.6) there are examples from your grade band/content area. You can also take a look at the tasks that have been developed and are included in your curricular documents as well.</em></td>
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### Possible Follow Up Questions:
- How would preparing a question like this in advance shift our instruction?
- How might preparing for a text like this shift learning for students?

### Key Point(s):
- The questions are text specific and require students to use evidence from the text and require writing.
- Questions often ask not just about WHAT the text says, but HOW it says it.
- Task is specific enough to help students better understand what they need to do to achieve proficiency.
### Time | Facilitator Notes | Materials
---|---|---
5 min | **Criteria For Success**  
*Now that we have defined and explored examples, let’s decide on some criteria for success for the big idea, focusing question, and task. If we were to review our work, once it’s complete, what questions would we ask ourselves to ensure that we developed effective Big Idea, Focusing Question, & Task*

Whole Group Discussion: What questions would we ask ourselves to ensure that we developed effective Big Idea, Focusing Question, and Task?

Facilitator should now distribute the Criteria for Success (in handouts, 2.7)

*We’ve generated some criteria for success for big ideas, focusing questions, and task. Here is a sheet that includes those. We are going to take some time now to get into our curricular documents and generate a student response to the text focusing question. Since that is part of our process today, you’ll notice that we’ve added criteria for success that addresses the student response. Keep this in mind as you generate your response. You’ll also use this during our feedback loop.*

**Criteria for Success:**
- Writing prompt for the text focusing question demands that students write to the text and use evidence
- Expectations for proficiency will be clearly articulated for teacher and students
- The text focusing question requires students to articulate and explain the big idea(s) of the text
- Ideal student response incorporates claim, sufficient textual evidence, and addresses the big ideas of the text and demands of the question

2.8 Planning: Anticipated Student Response

---

### Application to Curriculum

*Thinking of what we just discussed, how can we apply this knowledge to lesson planning and delivery? What is the connection between text complexity and learning outcomes? Now that we have a better understanding of text complexity, let’s take a look at the complex texts that you brought. We’re going to use the texts to do some planning. Let’s follow these steps:*

1. **Working independently or in grade-level groups, determine what the big idea of the text is.**
2. **Determine the how the writer best reveals to the big idea from the list of text complexity features (Use your Qualitative Measures Rubric from seminar 1): Meaning, Knowledge, Structure, Language**
3. **Thinking of the mode you selected, write a text focusing question that:**
   - Asks students to articulate the big idea of the text
   - Asks students to cite textual evidence
   - *Is connected to the qualitative measures evaluation*
   - Sets clear expectation for reading the text and writing a response to the culminating task
4. **Draft a desired response to the text focusing question. Option: Ask your LEAP leader/partner/group to draft a second response to your task (to make sure it works).**

*(continued on next page)*
I'm excited to see how we all are able to generate student responses to the text focusing question for the upcoming text in your unit. I'll circle around in a few minutes to offer support.

Individually: Participants will generate or internalize the Focusing Question and the desired student response (“test drive”) to ensure that the task and text align. Participants can either 1) develop a coherent, well-constructed evidence based response or 2) generate a bulleted list with evidence from the text.

Option: Encourage teachers to reference school specific or PARCC writing rubric as they generate their responses.

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<td>• What surprised you about the process?</td>
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Key Point(s):

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<tr>
<th>10 min</th>
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<td>There’s been a lot of good work happening and as you know, giving a receiving feedback is an important part of solidifying our learning. Let’s take some time now to get with a partner and share your work. We will engage in a feedback loop and will be able to revise based on received feedback. When giving feedback, be sure that you use our Criteria For Success document and be looking specifically that the Big Idea of the text and the Text Focusing Question are aligned and that student responses accurately address the focusing question and provide accurate and relevant evidence from the text.</td>
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</tr>
<tr>
<td>“Let’s come back together and pair up with our elbow partner. Each partner will have 3 minutes to share their work and 2 minutes for their partner to provide them feedback using the lens of the criteria for success. Jot your feedback down on post-it notes so your partner can take it with them”</td>
<td></td>
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<tr>
<td>Partner A Shares (3 min) / Partner B Feedback (2 min)</td>
<td></td>
</tr>
<tr>
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Individually: Revise based on feedback.

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<td>• What did you notice about the alignment between the Big Idea, Task and Response?</td>
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<tr>
<td>• What was revealed through this process?</td>
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Key Point(s):

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<tr>
<td>We always need to test drive the assignments we give our students to make sure that they can be completed and to ensure that our instruction sets each student up for success on the assessment.</td>
</tr>
<tr>
<td>Time</td>
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<tr>
<td>------</td>
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<tr>
<td>5 min</td>
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How can we ensure that text drives instruction? What might you change about your Big Idea from the Warm-Up? How might planning in this manner make text accessible to all learners? How can we elevate students' learning through complex and rich texts?

**Feedback**
Individually Complete Feedback Survey:
- What went well today? (WWW)
- What could have been even better? (EBI)

**For next week:** Select, read, and study a text from your current unit that you plan to teach. Analyze the text’s complexity and big ideas. Develop a text focusing question. Bring a hard copy of the text you read and plan to teach next from your unit as well as the documents you used to analyze the complexity.
**Module: Navigating Text Complexity**  
**Seminar 2: Aligning Big Ideas, Focusing Questions & Tasks**

**“How are significant dimensions of text complexity reflected in the big ideas and assessed in the culminating task?”**

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**Overview:** This seminar builds on the work Seminar 1, Analyzing Complexity of Text, where we explored the various factors that contribute to text complexity. During this seminar, participants will build upon their working knowledge of text complexity and will identify big ideas of texts from there will internalize (or generate) culminating questions for their text.

**Objective(s)**

- Apply text analysis to create or internalize **culminating question** to evaluate the meaning of an upcoming text from the unit

**Outcome(s)**

- Teachers will create and/or internalize the big ideas of the text and the culminating question and develop ideal student responses.

**Criteria for Success**

- Writing prompt for the culminating question demands that students write to the text and use evidence
- Expectations for proficiency will be clearly articulated for teacher and students
- Culminating question requires students to articulate and explain the big idea(s) of the text
- Ideal student response incorporates claim, sufficient textual evidence, and addresses the big ideas of the text and demands of the question

**Pre-Work**

**LEAP Leader:**
Read and tailor seminar plan, as needed
Create poster for Big Idea, Focusing Question & Task
Make copies of handout packets & Criteria For Success

**LEAP Participants:**
Select and read a text that will be used in upcoming lessons
Bring 2 copies of texts from upcoming unit, Scope & Sequence

**Collaborating for Equity & Opportunities for Differentiation:**

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**Considerations for Students:**

*Provide Multiple Forms of Engagement:* Provide sentence or paragraph stems/starters to model effective responses to culminating task. For example, “According to the text, I would consider Maya Angelou to be a true definition of a phenomenal woman because..... “

*Provide Multiple Forms of Representation:* Use cues and prompts to draw attention to critical features. For example, highlight text features, chunk text with guided questions, and/or embed “stop and think” breaks to collect evidence for the prompt.
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| (5 min)| Participants independently read Maya Angelou’s “Phenomenal Woman” and jot the Big Idea.  
|       | Individual Jot: What is the Big Idea? How did you determine the Big Idea? |                   |           |
| (5 min)| Partners: Share the Big Idea with a partner, revising or adding to your Big Idea if needed.  
|       | Whole group: Ask for three volunteers to share out their Big Ideas. Discuss contrasts in Big Idea. |                   |           |
|       | Possible Follow Up Questions:                                          |                   |           |
|       | • How did you determine the big idea? |                   |           |
|       | • How might you lead students to the Big Idea?                       |                   |           |
|       | • How similar is your Big Idea to others’?                           |                   |           |
|       | Key Point(s):                                                         |                   |           |
|       | • When doing this activity with students, make sure that everyone takes away the same big idea. |                   |           |
| 25 min| Shared Learning: Between the World and Me                             |                   |           |
|       | “Last week, in our first seminar, we considered the importance of rich and complex texts for elevating student learning and we got the chance to practice analyzing the complexity of a text in our grade band.  
|       | Today we’ll take a closer look at our texts in order to consider how we can apply our analysis of text complexity to instruction.  
|       | Last week we considered the connection between teaching complex texts and student outcomes. We deepened our understanding of qualitative text complexity and unpacked the parts of the text that made it complex – structure, language, meaning/purpose, and knowledge demands. Our seminar today continues this thought. We will consider our understanding of text complexity and the Qualitative Measure Rubric to craft a writing prompt for the Culminating Task. I also want to mention that the task be anchored in or aligned to the CCSS. Our curricular documents should make this connection for you (when available), but we always need to keep that at the center of our minds.” |                   |           |
“After analyzing the complexity of your text, the next step in planning instruction is to
determine what meaning students should derive from the text. As mentioned earlier,
determining what ultimately we want students to be able to know or do as a result of
reading this text will guide our decisions about the questions and tasks for that text. If
you’re using a text that you’re planning to teach next and that has curricular supports,
many of these have been developed for you, but we’ll take time to deeply internalize
the text and the task(s).”

“Turn in your handouts to Handout 2.2. On this page you’ll see an anchor question and
three vertical boxes: “Big Idea”, “Focusing Question”, and “Task”.

Group Discussion: How do these relate? (brainstorm)

“How do we identify the big idea, focusing question and task for a text? What exactly
are these three things? We’re going to take a look at an example give you the chance
to come up with definitions yourselves.”

“If you turn in your handouts, Handout 2.3 is the Coates’ text and on Handout 2.4,
you’ll see the big idea, focusing question, and task or culminating task that was
developed for the Between the World and Me excerpt we worked with in Seminar 1.
Using what you remember from the text and comparing that to these examples, define
big idea, focusing question and task.”

Independently: Participants will jot down definitions for each component.

Partners: Discuss/share definitions.

Whole Group: Participants will share their definitions for the big idea, focusing
question, and task. Facilitator will either: 1) reveal the guiding questions for
components after 1-2 participants have defined that component on PPT or 2) as
participants make compelling suggestions/aligned to the provided definitions, jot on
chart paper.

➢ Big Idea - Big idea represents the key understandings of the text.
➢ Focusing Question – Focusing question is the question that will anchor study of
the text around the big idea.
➢ Task - Task is what students will ultimately do to demonstrate understanding
of the big idea. It is a response to the focusing question.

“We have explored the Big Idea, Focusing Question, and Task for Between the World
and Me that were developed. How were they developed? Take a look back at the
Between the World and Me Text Complexity Analysis – it’s also in your handouts (2.5).”

Whole Group: Discuss –
• Where are the connections between the Big Idea, Focusing Question, and Task
and the Text Analysis for Between the World and Me?
• Where is the connection to the standards? What are you noticing?
• How might your approach to planning change after having explored the
connection between text complexity Analysis and the Big Idea, Focusing
Question, (Culminating) Task?
### Possible Follow Up Questions:
- How are these components connected?
- To what extent has your thinking changed? What information is new? Similar?

### Key Point(s):
- Big idea represents the key understandings of the text.
- Focusing question is the question that will anchor study of the text around the big idea.
- Task is what students will ultimately do to demonstrate understanding of the big idea. It is a response to the focusing question.
- The focusing question asks about the big idea, culminating task is what students will do to show that they understand the big idea.

---

### 5 min | Post Experience Reflection

*Generating tasks from the Big Idea can be challenging and cognitively demanding for teachers as a new practice and often we resort to “What’s the main idea?” or “What’s the message?”*

(2 min) Whole Group: Discuss How are these tasks different than just asking, “What is the main idea?” or “What’s the message?”

(3 min) *In your handouts (2.6) there are examples from your grade band/content area. You can also take a look at the tasks that have been developed and are included in your curricular documents as well.*

### Possible Follow Up Questions:
- How would preparing a question like this in advance shift our instruction?
- How might preparing for a text like this shift learning for students?

### Key Point(s):
- The questions are text specific and require students to use evidence form the text and require writing.
- Questions often ask not just about WHAT the text says, but HOW it says it
- Task is specific enough to help students better understand what they need to do to achieve proficiency.
Time | Facilitator Notes |
--- | --- |
5 min | **Criteria For Success**  
Now that we have defined and explored examples, let’s decide on some criteria for success for the big idea, focusing question, and task. If we were to review our work, once it’s complete, what questions would we ask ourselves to ensure that we developed effective Big Idea, Focusing Question, & Task  
Whole Group Discussion: What questions would we ask ourselves to ensure that we developed effective Big Idea, Focusing Question, and Task?  
Facilitator should now distribute the Criteria for Success (in handouts, 2.7)  
We’ve generated some criteria for success for big ideas, focusing questions, and task. Here is a sheet that includes those. We are going to take some time now to get into our curricular documents and generate a student response to the culminating task. Since that is part of our process today, you’ll notice that we’ve added criteria for success that addresses the student response. Keep this in mind as you generate your response. You’ll also use this during our feedback loop.  
Criteria for Success:  
- Writing prompt for the culminating question demands that students write to the text and use evidence  
- Expectations for proficiency will be clearly articulated for teacher and students  
- Culminating question requires students to articulate and explain the big idea(s) of the text  
- Ideal student response incorporates claim, sufficient textual evidence, and addresses the big ideas of the text and demands of the question |
| 2.7 Criteria For Success |

30 min | **Application to Curriculum**  
Thinking of what we just discussed, how can we apply this knowledge to lesson planning and delivery? What is the connection between text complexity and learning outcomes? Now that we have a better understanding of text complexity, let’s take a look at the complex texts that you brought. We’re going to use the texts to do some planning. Let’s follow these steps:  
1. Working independently or in grade-level groups, determine what the big idea of the text is.  
2. Determine the how the writer best reveals to the big idea from the list of text complexity features (Use your Qualitative Measures Rubric from seminar 1): Meaning, Knowledge, Structure, Language  
3. Thinking of the mode you selected, write a culminating task that:  
   - Ask students to articulate the big idea of the text  
   - Asks students to cite textual evidence  
   - Is connected to the qualitative measures evaluation  
   - Sets clear expectation for reading the text and writing a response to the culminating task  
4. Draft a desired response to the culminating task. Option: Ask your LEAP leader/partner/group to draft a second response to your task (to make sure it works).  
(continued on next page) |
| 2.8 Planning: Anticipated Student Response |
I'm excited to see how we all are able to generate student responses to the culminating task for the upcoming text in your unit. I'll circle around in a few minutes to offer support.

Individually: Participants will either generate or internalize the Focusing Question, Culminating Task, and the desired student response (“test drive”) to ensure that the task and text align. Participants can either 1) develop a coherent, well-constructed evidence based response or 2) generate a bulleted list with evidence from the text.

Option: Encourage teachers to reference school specific or PARCC writing rubric as they generate their responses.

Possible Follow Up Questions:
- How does generating student responses change or clarify your thinking when it comes to planning instruction?
- What surprised you about the process?
- What happened in your mind as you worked through this process?
- Are there any implications for ESL/SpEd students?

Key Point(s):
- We always need to test drive the assignments we give our students to make sure that they can be completed and to ensure that our instruction sets each student up for success on the assessment.

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<tr>
<td></td>
<td>“Let’s come back together and pair up with our elbow partner. Each partner will have 3 minutes to share their work and 2 minutes for their partner to provide them feedback using the lens of the criteria for success. Jot your feedback down on post-it notes so your partner can take it with them”</td>
</tr>
<tr>
<td></td>
<td>Partner A Shares (3 min) / Partner B Feedback (2 min)</td>
</tr>
<tr>
<td></td>
<td>Partner B Shares (3 min) / Partner A Feedback (2 min)</td>
</tr>
<tr>
<td></td>
<td>Individually: Revise based on feedback.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Possible Follow Up Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>- What did you notice about the alignment between the Big Idea, Task and Response?</td>
</tr>
<tr>
<td>- What was revealed through this process?</td>
</tr>
<tr>
<td>Key Point(s):</td>
</tr>
<tr>
<td>- We always need to test drive the assignments we give our students to make sure that they can be completed and to ensure that our instruction sets each student up for success on the assessment.</td>
</tr>
</tbody>
</table>

<p>| 2.7 Criteria For Success |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Facilitator Notes</th>
<th>Materials</th>
</tr>
</thead>
</table>
| 5 min | **Closing Reflection**  
How can we ensure that text drives instruction? What might you change about your Big Idea from the Warm-Up? How might planning in this manner make text accessible to all learners? How can we elevate students' learning through complex and rich texts?  
Feedback  
Individually Complete Feedback Survey:  
- What went well today? (WWW)  
- What could have been even better? (EBI)  
For next week: Select, read, and study a text from your current unit that you plan to teach. Analyze the text’s complexity and big ideas. Develop a culminating task. Bring a hard copy of the text you read and plan to teach next from your unit as well as the documents you used to analyze the complexity. | Survey |
Module: Navigating Text Complexity
Literacy Seminar 2

Aligning Big Ideas, Questions and Tasks

Objective(s):
- Apply text analysis to create or internalize **culminating question** to evaluate the meaning of an upcoming text from the unit

Agenda
- Do Now
- Team Building
- Shared Learning
- Post Experience Reflection
- Criteria for Success
- Application to Curriculum
- Partner Feedback
- Reflection and Closing
2.1 Do Now  

**Phenomenal Woman**  
by Maya Angelou

Pretty women wonder where my secret lies.  
I’m not cute or built to suit a fashion model’s size  
But when I start to tell them,  
They think I’m telling lies.  
I say,  
It’s in the reach of my arms,  
The span of my hips,  
The stride of my step,  
The curl of my lips.  
I’m a woman  
Phenomenally.  
Phenomenal woman,  
That’s me.  
I walk into a room  
Just as cool as you please,  
And to a man,  
The fellows stand or  
Fall down on their knees.  
Then they swarm around me,  
A hive of honey bees.  
I say,  
It’s the fire in my eyes,  
And the flash of my teeth,  
The swing in my waist,  
And the joy in my feet.  
I’m a woman  
Phenomenally.  
Phenomenal woman,  
That’s me.  

Men themselves have wondered  
What they see in me.  
They try so much  
But they can’t touch  
My inner mystery.  
When I try to show them,  
They say they still can’t see.  
I say,  
It’s in the arch of my back,  
The sun of my smile,  
The ride of my breasts,  
The grace of my style.  
I’m a woman  
Phenomenally.  
Phenomenal woman,  
That’s me.  
Now you understand  
Just why my head’s not bowed.  
I don’t shout or jump about  
Or have to talk real loud.  
When you see me passing,  
It ought to make you proud.  
I say,  
It’s in the click of my heels,  
The bend of my hair,  
The palm of my hand,  
The need for my care.  
‘Cause I’m a woman  
Phenomenally.  
Phenomenal woman,  
That’s me.

Maya Angelou, “Phenomenal Woman” from *And Still I Rise*. Copyright © 1978 by Maya Angelou. Used by permission of Random House, an imprint and division of Penguin Random House LLC. All rights reserved.  

**What is the Big Idea? How did you determine the Big Idea?**
What is the connection between the big idea, focusing question and task?
**Big Idea**

Define: 

**Focusing Question**

Define: 

**Task**

Define: 

Define: 

Define: 

**Question:** 

**Question:** 

**Question:**
EXCERPT FROM BETWEEN THE WORLD AND ME BY TA-NEHISI COATES

Once, the Dream’s parameters were caged by technology and by the limits of horsepower and wind. But the Dreamers have improved themselves, and the damming of seas for voltage, the extraction of coal, the transmuting of oil into food, have enabled an expansion in plunder with no known precedent. And this revolution has freed the Dreamers to plunder not just the bodies of humans but the body of the Earth itself. The Earth is not our creation. It has no respect for us. It has no use for us. And its vengeance is not the fire in the cities but the fire in the sky. Something more fierce than Marcus Garvey\(^1\) is riding on the whirlwind. Something more awful than all our African ancestors is rising with the seas. The two phenomena are known to each other. It was the cotton that passed through our chained hands that inaugurated this age. It is the flight from us that sent them sprawling into the subdivided woods. And the methods of transport through these new subdivisions, across the sprawl, is the automobile, the noose around the neck of the earth, and ultimately, the Dreamers themselves.

... I do not believe that we can stop them, Samori, because they must ultimately stop themselves. And still I urge you to struggle. Struggle for the memory of your ancestors. Struggle for wisdom. Struggle for the warmth of The Mecca\(^2\). Struggle for your grandmother and grandfather, for your name. But do not struggle for the Dreamers. Hope for them, if you are so moved. But do not pin your struggle on their conversion. The Dreamers will have to learn to struggle themselves, to understand that the field for their Dream, the stage where they have painted themselves white, is the deathbed of us all. The Dream is the same habit that endangers the planet, the same habit that sees our bodies stowed away in prisons and ghettos. I saw these ghettos driving back from Dr. Jones’s home. They were the same ghettos I had seen in Chicago all those years ago, the same ghettos where my mother was raised, where my father was raised. Through the windshield I saw the mark of these ghettos—the abundance of beauty shops, churches, liquor stores, and crumbling housing —and I felt the old fear. Through the windshield I saw the rain coming down in sheets.

---

1. Garvey (1887-1940) was a Jamaican political leader and civil rights activist. In his well-known “First Message to the Negroes of the World From Atlanta Prison,” he made the famous proclamation: “Look for me in the whirlwind of the storm, look for me all around you, for, with God’s grace, I shall come and bring with me countless millions of black slaves who have died in America and the West Indies and the millions in Africa to aid you in the fight for Liberty, Freedom and Life.”

2. Coates uses this phrase throughout his book to refer to his alma mater, Howard University.
### Big Idea, Focusing Question & Culminating Task

See the [Checklist for Evaluating Question Quality](#) and [additional examples](#) for guidance.

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<thead>
<tr>
<th>Big Idea(s)</th>
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<tr>
<td>● The Dream is power and success at all costs. It is often believed to be the ideal that ‘anyone can achieve success through hard work and determination.’ However, Coates argues that the Dream is built on the false construct of whiteness and results in the oppression of people and the destruction of the Earth.</td>
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<tr>
<td>● The Dreamers are people who have “painted themselves white” and who have, throughout history, constructed race, oppressed other “races,” and destroyed the Earth in the pursuit of individual success.</td>
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<td>● Dreamers will have to come to a consciousness on their own about the destructive nature of the American Dream, though history and Coates' experience make this development seem unlikely.</td>
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<tr>
<td>● What is the Dream? Who are the Dreamers? Does Coates argue that we should be hopeful or pessimistic about the future of the Dream?</td>
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<tr>
<td>● Write an essay describing Coates’ argument about the Dream and those who subscribe to it. How does Coates define the Dream and the Dreamers? Does Coates argue that we should be hopeful or pessimistic about the future of the Dream? Provide and analyze details from the text to support your thesis. (RL.11-12.1, W.11-12.9)</td>
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## Text Complexity

### Quantitative Measure

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<td>6-8</td>
<td>925-1185</td>
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<tr>
<td>9-10</td>
<td>1050-1335</td>
</tr>
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<td>11-CCR</td>
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Go to [http://www.lexile.com/](http://www.lexile.com/) and enter the title of your text in the Quick Book Search in the upper right of home page. Most texts will have a Lexile measure in this database. Note that most of the texts that we read aloud in K-2 should be in the 2-3 or 4-5 band, more complex than the students can read themselves.

The Lexile for this text: 1090 L

### Qualitative Features

#### Meaning/Purpose
- The Dreamers are white people who have constructed race, oppressed other “races” and destroyed the Earth in the pursuit of individual success.
- If the Dreamers reap what they have sown, then those whom they have oppressed will actually reap the damage right along with them.
- Dreamers will have to come to a consciousness on their own about the destructive nature of the American Dream, though history and Coates’ experience make this development seem unlikely.
- The Dreamers now plunder the Earth in more destructive ways than ever.

#### Structure
- Excerpt from memoir; author discusses issues of racism and violence through sharing reflections and personal experiences
- Structured as a letter to Coates’ son, Samori
- Ideas are well connected to one another
- Text ends with observations from car

#### Language
- Tier 2 vocabulary (e.g. plunder, vengeance, phenomena)
- Tier 3 vocabulary (e.g. horsepower, voltage)
- Figurative language (e.g. personification of the Earth, “the fire in the sky”)
- Repetition of “struggle” in paragraph 4
- Many complex sentences (e.g. “And the methods of transport through these new subdivisions, across the sprawl, is the automobile, the noose around the neck of the earth, and ultimately, the Dreamers themselves.”)
- “The Mecca” (how Coates refers to Howard University)
- Symbolism: observations of the ghetto show lack of progress; the rain shows lack of hope for future as well as Dreamers’ impact on Earth

#### Knowledge Demands
- Understanding of ‘The American Dream’
- Understanding of our country’s current and historical white supremacy (white flight, mass incarceration, redlining)
- Marcus Garvey (Jamaican political leader & proponent of Black Nationalism movement) and his “Look for Me in the Whirlwind” speech
- Climate change and its causes and effects
- Understanding of race as a social construct
- Knowledge of Coates’ life experiences and perspective (demonstrated through other writings)

### For what grade will this text be appropriately challenging? Why?
11th-12th. Though the quantitative measure is fitting for 9-10 grade band, the knowledge demands and sophisticated themes of this text are best addressed in 11th-12th.

### Does this text offer rich and critical content or perspectives? How so?
Yes. This text can be a meaningful anchor for building knowledge and perspective of current and historical oppression and critiquing power structures, the American Dream, and the treatment of our Earth.
### Grade Band  K-2

<table>
<thead>
<tr>
<th>Tasks - Literary Texts</th>
<th>Tasks - Informational Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Given a manila sheet of paper, divided into 4 sections for the seasons of the year, students will use pictures and words to explain what happened to Zinnia’s garden in each season as the weather changed. Students should draw at least one picture and label or write a sentence for at least one change in each box. (Zinnia’s Flower Garden, K)</td>
<td>• After an interactive read-aloud of Bats by Gail Gibbons: Draw and label a picture showing one way bats are able to help people in our world. Use the words and labels on our sketched notes from the book to help you finish your sentence frame to explain your picture. (K)</td>
</tr>
<tr>
<td>• What is the lesson of this tale? Use pictures and words to show what the author wants us to learn from The Spider and the Fly. (1st)</td>
<td>• Students use the illustrations along with textual details in Wendy Pfeffer’s From Seed to Pumpkin to write a paragraph to describe how a pumpkin grows. (1st)</td>
</tr>
<tr>
<td>• Who is the stranger? How is he connected to the changing of the seasons? Write a paragraph with textual evidence to support your answer. (The Stranger, 2nd grade)</td>
<td>• How does the interdependence of plants and animals help them survive in desert conditions? Write a well-developed paragraph with an introductory sentence, concluding sentence, and at least 3 supporting sentences to answer this question. (Desert Giant by Barbara Bash, 2nd grade)</td>
</tr>
</tbody>
</table>

### Grade Band  3-5

<table>
<thead>
<tr>
<th>Tasks - Literary Texts</th>
<th>Tasks - Informational Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Write a paragraph describing how Max takes a risk by trying something new to meet new people, make new friends, and learn about a faraway place. Include what Max learned from this experience. Introduce your topic, use details from the story to support your answer, and provide a concluding statement. (A Pen Pal for Max, 3rd grade)</td>
<td>• Write a paragraph about how the author describes the grasshopper/locust as a remarkable traveler in its migration. Include at least 4 details about what is special about this creature’s migration in the paragraph. Introduce your topic, develop your topic with facts from the story, and provide a concluding statement. Use linking words (also, another, and, more, but) to connect your ideas. (The Journey: Stories of Migration, 3rd grade)</td>
</tr>
<tr>
<td>• Explain how Victor’s feelings about Houdini and magic changed throughout his life. Use examples from the text to support your answer. (Houdini’s Box, 4th grade)</td>
<td>• Students explain how Melvin Berger uses reasons and evidence in his book Discovering Mars: The Amazing Story of the Red Planet to support particular points regarding the topology of the planet. (4th)</td>
</tr>
<tr>
<td>• Students describe how the narrator’s point of view in Walter Farley’s The Black Stallion influences how events are described and how the reader perceives the character of Alexander Ramsay, Jr (5th)</td>
<td>• Students explain the relationship between time and clocks using specific information drawn from Bruce Kocsielniak’s About Time: A First Look at Time and Clocks (5th)</td>
</tr>
</tbody>
</table>

### Grade Band  6-8

<table>
<thead>
<tr>
<th>Tasks - Literary Texts</th>
<th>Tasks - Informational Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Students explain how Sandra Cisneros’s choice of words develops the point of view of the young speaker in her story “Eleven.” (6th)</td>
<td>• Students trace the line of argument in Winston Churchill’s “Blood, Toil, Tears and Sweat” address to Parliament and evaluate his specific claims and opinions in the text, distinguishing which claims are supported by facts, reasons, and evidence, and which are not. (6th)</td>
</tr>
<tr>
<td>• Students analyze how the playwright Louise Fletcher uses particular elements of drama (e.g., setting and dialogue) to create dramatic tension in her play Sorry, Wrong Number.</td>
<td>• Students analyze in detail how the early years of Harriet Tubman (as</td>
</tr>
<tr>
<td>9-12</td>
<td>Students analyze how Michael Shaara in his Civil War novel <em>The Killer Angels</em> creates a sense of tension and even surprise regarding the outcome of events at the Battle of Gettysburg through pacing, ordering of events, and the overarching structure of the novel. (9th-10th) Students analyze the first impressions given of Mr. and Mrs. Bennet in the opening chapter of <em>Pride and Prejudice</em> based on the setting and how the characters are introduced. By comparing these first impressions with their later understanding based on how the action is ordered and the characters develop over the course of the novel, students understand the impact of Jane Austen’s choices in relating elements of a story. (11th-12th) Students analyze how Anton Chekhov’s choice of structuring his story “Home” by beginning in “midstream” shapes the meaning of the text and contributes to its overall narrative arc. (11th-12th) Students cite strong and thorough textual evidence from John Keats’s “Ode on a Grecian Urn” to support their analysis of what the poem says explicitly about the urn as well as what can be inferred about the urn from evidence in the poem. Based on their close reading, students draw inferences from the text regarding what meanings the figures decorating the urn convey as well as noting where the poem leaves matters about the urn and its decoration uncertain. (11th-12th) Students evaluate the argument and specific claims about the “spirit of liberty” in Learned Hand’s “I Am an American Day Address,” assessing the relevance and sufficiency of the evidence and the validity of his reasoning. (9th-10th) Students determine the purpose and point of view in Martin Luther King, Jr.’s, “I Have a Dream” speech and analyze how King uses rhetoric to advance his position. (9th-10th) Students delineate and evaluate the argument that Thomas Paine makes in <em>Common Sense</em>. They assess the reasoning present in his analysis, including the premises and purposes of his essay (11th-12th) Students provide an objective summary of Henry David Thoreau’s <em>Walden</em> wherein they analyze how he articulates the central ideas of living simply and being self-reliant and how those ideas interact and build on one another (e.g., “According to Thoreau, how specifically does moving toward complexity in one’s life undermine self-reliance?”) (11th-12th) Students determine Richard Hofstadter’s purpose and point of view in his “Abraham Lincoln and the Self-Made Myth,” analyzing how both Hofstadter’s style and content contribute to the eloquent and powerful contrast he draws between the younger, ambitious Lincoln and the sober, more reflective man of the presidential years. (11th-12th)</td>
</tr>
</tbody>
</table>
### Criteria for Success Checklist: Aligning Big Ideas, Questions & Tasks

<table>
<thead>
<tr>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing prompt for the task demands that students write to the text and use evidence</td>
</tr>
<tr>
<td>Expectations for proficiency are clearly articulated for teacher and students</td>
</tr>
<tr>
<td>The task requires students to articulate and explain the big idea(s) of the text</td>
</tr>
<tr>
<td>Ideal student response incorporates claim, sufficient textual evidence, and addresses the big ideas of the text and demands of the question</td>
</tr>
</tbody>
</table>
## 2.8 Planning: Anticipated Student Response

<table>
<thead>
<tr>
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<table>
<thead>
<tr>
<th>Big Idea</th>
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<table>
<thead>
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Module: Navigating Text Complexity
Literacy Seminar 2

Aligning Big Ideas, Questions and Tasks

Objective(s):
- Apply text analysis to create or internalize culminating question to evaluate the meaning of an upcoming text from the unit

Agenda
- Do Now
- Team Building
- Shared Learning
- Post Experience Reflection
- Criteria for Success
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2.1 Do Now  

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I walk into a room  
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And to a man,  
The fellows stand or  
Fall down on their knees.  
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When I try to show them,  
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What is the Big Idea? How did you determine the Big Idea?
What is the connection between the big idea, focusing question and task?
Big Idea

Define:

Question:

Focusing Question

Define:

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Culminating Task

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### Big Idea, Focusing Question & Culminating Task

**Big Idea(s)**

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- Dreamers will have to come to a consciousness on their own about the destructive nature of the American Dream, though history and Coates' experience make this development seem unlikely.

**Focusing Question**

- What is the Dream? Who are the Dreamers? Does Coates argue that we should be hopeful or pessimistic about the future of the Dream?

**Culminating Task**

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# Text Complexity Analysis

## 2.5 Between the World and Me

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The Lexile for this text: 1090 L

### Qualitative Features

#### Meaning/Purpose

- The Dreamers are white people who have constructed race, oppressed other “races” and destroyed the Earth in the pursuit of individual success.
- If the Dreamers reap what they have sown, then those whom they have oppressed will actually reap the damage right along with them.
- Dreamers will have to come to a consciousness on their own about the destructive nature of the American Dream, though history and Coates’ experience make this development seem unlikely.
- The Dreamers now plunder the Earth in more destructive ways than ever.

#### Structure

- Excerpt from memoir; author discusses issues of racism and violence through sharing reflections and personal experiences
- Structured as a letter to Coates’ son, Samori
- Ideas are well connected to one another
- Text ends with observations from car

#### Language

- Tier 2 vocabulary (e.g. plunder, vengeance, phenomena)
- Tier 3 vocabulary (e.g. horsepower, voltage)
- Figurative language (e.g. personification of the Earth, “the fire in the sky”)
- Repetition of “struggle” in paragraph 4
- Many complex sentences (e.g. “And the methods of transport through these new subdivisions, across the sprawl, is the automobile, the noose around the neck of the earth, and ultimately, the Dreamers themselves.”)
- “The Mecca” (how Coates refers to Howard University)
- Symbolism: observations of the ghetto show lack of progress; the rain shows lack of hope for future as well as Dreamers’ impact on Earth

#### Knowledge Demands

- Understanding of ‘The American Dream’
- Understanding of our country’s current and historical white supremacy (white flight, mass incarceration, redlining)
- Marcus Garvey (Jamaican political leader & proponent of Black Nationalism movement) and his “Look for Me in the Whirlwind” speech
- Climate change and its causes and effects
- Understanding of race as a social construct
- Knowledge of Coates’ life experiences and perspective (demonstrated through other writings)

### For what grade will this text be appropriately challenging? Why?

11th-12th. Though the quantitative measure is fitting for 9-10 grade band, the knowledge demands and sophisticated themes of this text are best addressed in 11th-12th.

### Does this text offer rich and critical content or perspectives? How so?

Yes. This text can be a meaningful anchor for building knowledge and perspective of current and historical oppression and critiquing power structures, the American Dream, and the treatment of our Earth.
<table>
<thead>
<tr>
<th>Grade Band</th>
<th>Culminating Tasks - Literary Texts</th>
<th>Culminating Tasks - Informational Texts</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-2</td>
<td>● Given a manila sheet of paper, divided into 4 sections for the seasons of the year, students will use pictures and words to explain what happened to Zinnia’s garden in each season as the weather changed. Students should draw at least one picture and label or write a sentence for at least one change in each box. <em>(Zinnia’s Flower Garden, K)</em>&lt;br&gt;● What is the lesson of this tale? Use pictures and words to show what the author wants us to learn from <em>The Spider and the Fly.</em> <em>(1st)</em>&lt;br&gt;● Who is the stranger? How is he connected to the changing of the seasons? Write a paragraph with textual evidence to support your answer. <em>(The Stranger, 2nd grade)</em></td>
<td>● After an interactive read-aloud of <em>Bats</em> by Gail Gibbons: Draw and label a picture showing one way bats are able to help people in our world. Use the words and labels on our sketched notes from the book to help you finish your sentence frame to explain your picture. <em>(K)</em>&lt;br&gt;● Students use the illustrations along with textual details in Wendy Pfeffer’s <em>From Seed to Pumpkin</em> to write a paragraph to describe how a pumpkin grows. <em>(1st)</em>&lt;br&gt;● How does the interdependence of plants and animals help them survive in desert conditions? Write a well-developed paragraph with an introductory sentence, concluding sentence, and at least 3 supporting sentences to answer this question. <em>(Desert Giant by Barbara Bash, 2nd grade)</em></td>
</tr>
<tr>
<td>3-5</td>
<td>● Write a paragraph describing how Max takes a risk by trying something new to meet new people, make new friends, and learn about a faraway place. Include what Max learned from this experience. Introduce your topic, use details from the story to support your answer, and provide a concluding statement. <em>(A Pen Pal for Max, 3rd grade)</em>&lt;br&gt;● Explain how Victor’s feelings about Houdini and magic changed throughout his life. Use examples from the text to support your answer. <em>(Houdini’s Box, 4th grade)</em>&lt;br&gt;● Students describe how the narrator’s point of view in Walter Farley’s <em>The Black Stallion</em> influences how events are described and how the reader perceives the character of Alexander Ramsay, Jr <em>(5th)</em></td>
<td>● Write a paragraph about how the author describes the grasshopper/locust as a remarkable traveler in its migration. Include at least 4 details about what is special about this creature’s migration in the paragraph. Introduce your topic, develop your topic with facts from the story, and provide a concluding statement. Use linking words (also, another, and, more, but) to connect your ideas. <em>(The Journey: Stories of Migration, 3rd grade)</em>&lt;br&gt;● Students explain how Melvin Berger uses reasons and evidence in his book <em>Discovering Mars: The Amazing Story of the Red Planet</em> to support particular points regarding the topology of the planet. <em>(4th)</em>&lt;br&gt;● Students explain the relationship between time and clocks using specific information drawn from Bruce Koscieniak’s <em>About Time: A First Look at Time and Clocks</em> <em>(5th)</em></td>
</tr>
</tbody>
</table>
| 6-8        | ● Students explain how Sandra Cisneros’s choice of words develops the point of view of the young speaker in her story “Eleven.” *(6th)*<br>● Students analyze how the playwright Louise Fletcher uses particular elements of drama (e.g., setting and dialogue) to create dramatic tension in her play *Sorry, Wrong Number.* | ● Students trace the line of argument in Winston Churchill’s “Blood, Toil, Tears and Sweat” address to Parliament and evaluate his specific claims and opinions in the text, distinguishing which claims are supported by facts, reasons, and evidence, and which are not. *(6th)*<br>● Students analyze in detail how the early years of Harriet Tubman (as
### 7th Grade

- Students summarize the development of the morality of Tom Sawyer in Mark Twain's novel of the same name and analyze its connection to themes of accountability and authenticity by noting how it is conveyed through characters, setting, and plot. (8th)

### 9-12

- Students analyze how Michael Shaara in his Civil War novel The Killer Angels creates a sense of tension and even surprise regarding the outcome of events at the Battle of Gettysburg through pacing, ordering of events, and the overarching structure of the novel. (9th-10th)

- Students analyze the first impressions given of Mr. and Mrs. Bennet in the opening chapter of Pride and Prejudice based on the setting and how the characters are introduced. By comparing these first impressions with their later understanding based on how the action is ordered and the characters develop over the course of the novel, students understand the impact of Jane Austen’s choices in relating elements of a story. (11th-12th)

- Students analyze how Anton Chekhov’s choice of structuring his story “Home” by beginning in “midstream” shapes the meaning of the text and contributes to its overall narrative arc. (11th-12th)

- Students provide a strong and thorough textual evidence from John Keats’s “Ode on a Grecian Urn” to support their analysis of what the poem says explicitly about the urn as well as what can be inferred about the urn from evidence in the poem. Based on their close reading, students draw inferences from the text regarding what meanings the figures decorating the urn convey as well as noting where the poem leaves matters about the urn and its decoration uncertain. (11th-12th)

### 8th Grade

- Students determine the figurative and connotative meanings of words such as wayfaring, laconic, and taciturnity as well as of phrases such as hold his peace in John Steinbeck’s Travels with Charley: In Search of America. They analyze how Steinbeck’s specific word choices and diction impact the meaning and tone of his writing and the characterization of the individuals and places he describes. (7th)

### 6th Grade

- Related by author Ann Petry) contributed to her later becoming a conductor on the Underground Railroad, attending to how the author introduces, illustrates, and elaborates upon the events in Tubman’s life. (6th)

- Students determine the purpose and point of view in Martin Luther King, Jr.’s, “I Have a Dream” speech and analyze how King uses rhetoric to advance his position. (9th-10th)

### 9th-12th

- Students evaluate the argument and specific claims about the “spirit of liberty” in Learned Hand’s “I Am an American Day Address,” assessing the relevance and sufficiency of the evidence and the validity of his reasoning. (9th-10th)

- Students determine the purpose and point of view in Thomas Paine makes in Common Sense. They assess the reasoning present in his analysis, including the premises and purposes of his essay. (11th-12th)

- Students provide an objective summary of Henry David Thoreau’s Walden wherein they analyze how he articulates the central ideas of living simply and being self-reliant and how those ideas interact and build on one another (e.g., “According to Thoreau, how specifically does moving toward complexity in one’s life undermine self-reliance?”) (11th-12th)

- Students determine Richard Hofstadter’s purpose and point of view in his “Abraham Lincoln and the Self-Made Myth,” analyzing how both Hofstadter’s style and content contribute to the eloquent and powerful contrast he draws between the younger, ambitious Lincoln and the sober, more reflective man of the presidential years. (11th-12th)
### Criteria for Success Checklist: Aligning Big Ideas, Questions & Tasks

| Criteria |  
| --- | --- |
| Writing prompt for the culminating question demands that students write to the text and use evidence |  
| Expectations for proficiency are clearly articulated for teacher and students |  
| Culminating question requires students to articulate and explain the big idea(s) of the text |  
| Ideal student response incorporates claim, sufficient textual evidence, and addresses the big ideas of the text and demands of the question |  

## 2.8 Planning: Anticipated Student Response

<table>
<thead>
<tr>
<th>Text Title</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Big Idea</th>
<th>Culminating Task</th>
</tr>
</thead>
</table>

| Anticipated Student Response (4) |
Individually read Maya Angelou’s “Phenomenal Woman” and jot the big idea.
Team Building

Select one colleague to appreciate/celebrate. What makes them phenomenal?

Norms

<insert norms generated from last seminar here>
1. Apply text analysis to create or internalize **culminating question** to evaluate the meaning of an upcoming text from the unit.

• Teachers will create and/or internalize the big ideas of the text and the culminating question and develop ideal student responses.

Big Idea, Focusing Question & Task

**Big Idea, Focusing Question & Task**

| The Dream | The Dream was a powerful and successful idea that helped to define the American Dream. It is a concept that encompasses individual success and the pursuit of happiness. However, the dream of equality and opportunity has been hindered by social and economic barriers.
| The Dream was a symbol of the hope and promise of a better future. It was a dream that was achieved through hard work and perseverance.

**Focusing Question**

- What is the connection between the big idea, focusing question and task?

**Task**

- Write an essay describing the ways in which the dream of equality and opportunity has been hindered by social and economic barriers.
- Write a paragraph describing the potential consequences of ignoring the dreams of those who have been marginalized by society.
- Analyze the role of education in fostering a sense of community and promoting social justice.

What is the connection between the big idea, focusing question and task?
Big Idea, Focusing Question & Task

**Big Idea:**
Key understandings or messages students should derive from the text

**Focusing Question:**
Text-specific questions that guide students’ thinking about the big idea(s)

**Task:**
Task students will ultimately complete to demonstrate that they understand the big idea

Task

**Sample Tasks**

Sample Tasks

What do you notice about the tasks in the sample?
Criteria for Success

<table>
<thead>
<tr>
<th>Criteria for Success Checklist: Aligning Big Ideas, Questions &amp; Tasks</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing prompt for the culminating question demands that students write to the text and use evidence</td>
</tr>
<tr>
<td>Expectations for proficiency are clearly articulated for teacher and students</td>
</tr>
<tr>
<td>Culminating question requires students to articulate and explain the big idea(s) of the text</td>
</tr>
<tr>
<td>Ideal student response incorporates claim, sufficient textual evidence, and addresses the big ideas of the text and demands of the question</td>
</tr>
</tbody>
</table>

Practice Analysis
Feedback Loop

• 5 minutes: Review each other’s work

• 2 minutes: Partner A gives Partner B feedback according to the Criteria for Success
  • one strength
  • one area of growth

• 2 minutes: Repeat process for Partner B

Closing Reflection

Individually complete feedback survey:
• What went well today? (WWW)
• What could have been even better? (EBI)

For next week:
• Select, read, and study a text from your current unit that you plan to teach.
• Analyze the text’s complexity and big ideas. Develop a culminating task. Bring a hard copy of the text you read and plan to teach next from your unit as well as the documents you used to analyze the complexity.
**LEAP Observation and 5P Debrief Template**

*This observation and debrief framework is adapted from Bambrick’s coaching model to be intentionally content-focused. This tool is designed to be used as a guide for observers conducting weekly 15 minute formative observations that occur as a part of the LEAP Weekly Cycle. LEAP observers are encouraged to record information using Whetstone, the LEAP Platform.*

<table>
<thead>
<tr>
<th>Observation</th>
<th>These sections are completed by the observer before/during the classroom observation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>These sections are completed by the observer after the classroom observation but before the debrief conversation.</td>
</tr>
<tr>
<td>5P Debrief</td>
<td>These sections are completed by the observer during the debrief conversation.</td>
</tr>
<tr>
<td>Context</td>
<td>These sections are completed by the Office of Instructional Practice (OIP) content teams. The content in these sections is pre-loaded from LEAP Module overviews and LEAP seminar plans. This content is specific to each LEAP team’s current LEAP Module and LEAP Seminar. In addition, guiding questions and coaching best practices are included in the 5P Debrief conversation section.</td>
</tr>
</tbody>
</table>
# LEAP Observation and 5P Debrief Template

**Pre-Observation**

Before conducting the weekly LEAP Observation, take 3-5 minutes to review the context of the observation. This includes the LEAP Module overview, LEAP Seminar outcomes, objectives, and criteria for success, as well as observation focus questions, evidence to collect during the observation, and potential teacher action steps. A quick review of this information will help narrow the focus of the observation and ensure that the most meaningful information is collected to inform the 5P debrief.

<table>
<thead>
<tr>
<th>Date &amp; Time (observation):</th>
<th>Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date &amp; Time (debrief):</td>
<td>Observer:</td>
</tr>
<tr>
<td>Grade Level / Content Area:</td>
<td>LEAP Seminar Leader:</td>
</tr>
</tbody>
</table>

Subject and Grade Band, Module Title, Week #: ELA K-12, Navigating Text Complexity, Week #2

**Seminar Outcomes:** Teachers will create and/or internalize the big ideas of the text and the culminating question and develop ideal student responses.

**Seminar Objectives:**

- Apply text analysis to create or internalize **culminating question** to evaluate the meaning of an upcoming text from the unit.

**Seminar Criteria for Success (CFS):**

- Writing prompt for the culminating question demands that students write to the text and use evidence
- Expectations for proficiency are clearly articulated for teacher and students
- Culminating question requires students to articulate and explain the big idea(s) of the text
- Ideal student response incorporates claim, sufficient textual evidence, and addresses the big ideas of the text and demands of the question

**Observation and 5P Debrief Focus:**

**Focus Questions**

- In what ways are students referencing the text in their oral/written responses?
- In what ways is the teacher guiding students to use the text in their oral/written responses?

**Potential Teacher Action Steps:**

- Develop a nonverbal cue to prompt students to use textual evidence
- Give students a rubric for responding to questions and citing evidence
- Include prompts to cite evidence in every question/task orally and in writing
- Develop a reading behaviors chart (ideally generated with students) that captures a description of what we see when a person is authentically reading
- Draft ideal student responses to questions and tasks
Evidence to Collect

LEAP leaders will collect evidence of students citing evidence from the text directly and/or indirectly by:

- Recording students' oral and written responses
- Counting when students reference the text when prompted
- Tallying instances when students reference the text independently

LEAP leaders will collect evidence of teachers *guiding students to use the text in their oral/ written responses* by:

- Recording when and how teacher prompts students to use the text
**Observation**
During the 15 minute observation, collect evidence to use during the 5P Debrief based on the Observation and 5P Debrief Focus (above). Effective evidence is **specific, descriptive and judgment-free**. Collect evidence through **scripting, narration, counting, timing, tracking trends, and/or taking photos of student work**. Record evidence in a template that makes the most sense to you and copy it in the space below if doing so is helpful to have as a reference as you complete your planning process. Any observation notes entered here are visible only to the observer, and will not be visible to the teacher observed.

**Lesson Objective:**

**Observation Notes**
*LEAP Leaders may choose to take notes directly into this template, on Whetstone, the LEAP Platform, or in some other template of your choosing.*

**5P Debrief Conversation**
Create a plan for the 5P Debrief. Use these questions as a guide, choosing 1 or more questions to ask the teacher in each section. While pre-planning, consider Potential Teacher Actions Steps (above) for the current LEAP Module. Consider the needs of the teacher, informed by evidence collected while in the classroom, and determine 1-2 of the provided potential action steps to discuss. During the 5P debrief, collaborate with the teacher to determine the best action step and record it in the space below. The most important result is that the teacher leaves the conversation with a clear action step and a plan for how to implement the action step in the classroom. Finally, close out by expressing gratitude and determining next steps.

<table>
<thead>
<tr>
<th>5P Debrief Conversation Protocol / Guiding Questions:</th>
<th>Pre-Planning Notes:</th>
<th>Notes During 5P Debrief Conversation:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>STEP 1 – PRAISE</strong> What positive teacher/student actions will you highlight from the classroom observation? 1-2 minutes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• How do you think the lesson went?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• One great action I noticed was that you _____. What was the impact? (OR) The impact was _____. Nice work!</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• In our last LEAP Seminar, we planned for ____. How did that go?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Our prior action step was _____. What lessons did you learn that we can build on, moving forward?</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### STEP 2 – PROCESS
What student work or evidence will you examine with the teacher to guide the discussion?

2-6 minutes

- Look at the text or task.
- What is the ideal student response to the text or task?
- Look at the student evidence (student work and/or responses captured during the observation). What are students saying/writing about the text or task? What questions did you ask students during the lesson to get these responses?
- Looking at student work/responses, what is the gap between current and ideal student performance?
- What scaffolds can we plan to ensure students can reach the ideal student response?

### STEP 3 – PRIORITIZE
What is the key action step for the teacher to focus on in the next week?

1 minute

- Refer to list of suggested action steps in the Potential Teacher Actions Steps (above); use one of the provided action steps or customize as necessary.
- Based on what we just talked about, it might make sense to focus on _____. (OR) Based on what we just talked about, what do you think it make sense to focus on?
- Your action step for today is ____. This is important because _____.
- Record the action step on Whetstone, the LEAP Platform.
### STEP 4 – PLAN / PRACTICE

**How will the teacher apply the action step to improve his/her instruction?**

*13-20 minutes*

- Which lesson in the next week can we use to practice this skill?
  - What part in this lesson should we focus on?
- Let’s co-plan for this part of the future lesson together.
- Spend several minutes scripting side-by-side with the teacher.
  - Script the ideal student response.
  - Script teacher language, as needed.
- Let’s role play this part of the future lesson together.
  - Practice delivery of the content planned, in order to check for clarity and economy of language.
  - Role play as a student who gets the answer correctly.
  - Role play as a student who does not get the answer correct on the first try.

### STEP 5 – CLOSE-OUT

**What are our next steps, moving forward?**

*1-3 minutes*

- What did you learn today?
- **Investment:** How will this strategy make a positive impact on your students?
- **Application:** When specifically do you plan to use this strategy? What would it look like/sound like for you to use this strategy effectively?
- **Transfer:** How can I best support your performance in this area between now and our next visit in 2 weeks? What evidence will you share with me?
- What is one thing that went well about today’s meeting? What is one thing I can improve for next time?
- **Gratitude:** Thank you for ___.
Module: Navigating Text Complexity

Seminar 3: Developing Text Dependent Questions & Tasks

How do I design questions that will guide students to uncover the meaning of the text?

<table>
<thead>
<tr>
<th>Content Area</th>
<th>ELA</th>
<th>Length in Minutes</th>
<th>90</th>
</tr>
</thead>
</table>

**Overview:** In this seminar, teachers will build text dependent questions and tasks to scaffold students’ understanding of the text’s complexity as students begin to interpret the text’s big ideas. Considerations of diverse learners will support planning and development of questioning and other scaffolds to support student learning.

**Objective(s)**

- Plan **text dependent questions** and tasks that address aspects of text complexity for an upcoming text from the unit.

**Outcome(s)**

Teachers will plan and align text-focusing questions and tasks to the features of text complexity (meaning/purpose, language, structure, knowledge demands) in order to create a plan for helping students navigate the text complexity.

**Criteria for Success**

- The questions address syntax, vocabulary, structure, and meaning/purpose in a way that unpacks the complexity of the specific text
- The students must read the text to answer each question, and it is always clear to students that answers require evidence from the text to support their claims. (CCSS R.1 should always be in play!)
- Questions include appropriate scaffolding so all students can understand what is being asked (questions are worded in such a way that all students can access them)

**Pre-Work**

**LEAP Leader:**
Read through seminar plan and handouts. Make copies of the handout packet and the two handouts that are not included in the handout packet (3.4 Scaffolds for Text Complexity Example and 3.5 Criteria for Success). Keep those documents separate so that they can be passed out after the experiential learning. Consider whether you plan to have the subskills document during planning. If so, make copies of this. Finally, prepare copies of the pre-work for session 4: “Which Words Do I Teach and How” by David Liben [http://achievethecore.org/content/upload/Liben_Vocabulary_Article.pdf].

**LEAP Participants:**
Select, read, and study a text from your current unit that you plan to teach. Analyze the text’s complexity and big ideas. Develop a culminating task. Bring a hard copy of the text you read and plan to teach next from your unit as well as the documents you used to analyze the complexity.

**Collaborating for Equity & Opportunities for Differentiation:**
LEAP Seminars are an opportunity for all educators, across all specialization areas (literacy, language acquisition, special education, etc.) to plan instruction that raises the achievement for all learners. We encourage collaborative planning and shared ownership of student outcomes. When applicable, seminar plans will identify possible opportunities for differentiation.

**Considerations for Students:** Provide Multiple Forms of Representation: Use cues and prompts to draw attention to critical features. For example, chunk the text with guided questions and/or progressively release text to support student processing.
Provide Multiple forms of Expression: Consider providing students various options to demonstrate deeper understanding of the text before completing written responses. For example, the CCSC Speaking and Listening Standards resource on Canvas provides strategies to support student discourse.

Considerations for Educators: Consider Station Co-teaching (Teacher A leads a station, Teacher B leads a station, students facilitate independent station(s); students rotate through stations on a predetermined schedule) to provide students with individualized support as they annotate text and answer text-focusing questions using the academic vocabulary.
<table>
<thead>
<tr>
<th>Time</th>
<th>Facilitator Notes</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>6 min</td>
<td><strong>Do Now</strong> &lt;br&gt;Participants independently read and reflect on the brief series of teacher-student questions. &lt;br&gt;“Individually, read the teacher-student exchange. Then take a minute to jot down your answer to the question below, What can Mr. Ramirez say to help all students unpack the text?” &lt;br&gt;<strong>Whole Group:</strong> “What’s a scaffold that could’ve been provided to the student that would have supported the student? Let’s whip around and share out!” &lt;br&gt;Teachers may share such ideas as:  &lt;br&gt;● Annotation of text  &lt;br&gt;● A cue to reference notes  &lt;br&gt;● A follow up question  &lt;br&gt;● Directing student to a glossary or dictionary</td>
<td>3.1 Ramirez Questioning Transcript</td>
</tr>
<tr>
<td>6 min</td>
<td><strong>Team Building</strong> &lt;br&gt;At the beginning of each seminar, include opportunities for building relationships, establishing culture, and setting and reinforcing norms. Some potential team building activities for this week include: &lt;br&gt;● <strong>Team Builder:</strong> “Describe one person, place or thing, that has influenced and inspired your teaching practice. – Whip around, each person shares individually.” &lt;br&gt;● <strong>Norms:</strong> “Let’s check in on the norms we established last week. Turn to a partner and discuss which norm you would like to focus on during our meeting today. Share how they can help to hold you accountable.”</td>
<td></td>
</tr>
</tbody>
</table>
**Time** | **Facilitator Notes** | **Materials**
---|---|---
13 min (3 min) | **Shared Experiential with *Between the World and Me***
Whole group: “Last week, we developed an ideal student response for a task that was aligned to the text’s Big Ideas. This week we will break down scaffolds we can use to support our students as they grapple with the complexities of the text. Let’s return to the excerpt we’ve been using from *Between the World and Me* and first consider the complexities we identified in our text analysis.

Our task is to **generate text dependent questions and other kinds of scaffolds that we may potentially want to use with our students**. (refer to objectives). This seminar aligns with Common Core ELA Shift 1: Regular practice with complex text and its academic language.”

“I’m handing out two materials we will use. Let’s first look at handout 3.2. You’ll notice that the left column is already filled out – based on the work we did unpacking the text in Seminar 1. Today we’re going to generate a list of potential scaffolds, based on these features of complexity, that we may want to use if we were teaching this text to our students. I’ve also handed you a list of possible question stems – which is labeled 3.3 to support you as you work, but just keep in mind this is not an exhaustive list – so feel free to come up with other scaffolds or question stems as you work.”

Note: It might also be useful for your teachers to have the Subskills document in front of them as they work. If so, please be sure to prepare copies for teachers.

(10 min) | **Independent:** Spend 10 minutes practicing with these tools to generate scaffolds for *Between the World and Me*.

<p>| |
||</p>
<table>
<thead>
<tr>
<th>Possible Follow Up Questions:</th>
</tr>
</thead>
<tbody>
<tr>
<td>● What considerations did you make as you considered the features of text complexity?</td>
</tr>
<tr>
<td>● How did the stems support you as you drafted text dependent questions?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Key Point(s):</th>
</tr>
</thead>
<tbody>
<tr>
<td>● The work of Seminar 1 – where we unpacked what made the text complex – is being used to help us generate the potential scaffolds we could provide for students. Even though we unpacked a different text, that thinking still comes into play here. Just like the common core standards spiral, our thinking about texts is a process that repeats and develops over time.</td>
</tr>
<tr>
<td>● The work of Seminar 2 – where we generated the big idea, culminating task, and desired student response to the culminating task – should be considered in thinking about how to support students in their thinking.</td>
</tr>
<tr>
<td>● Text-dependent questions are just one type of scaffold that could be provided to students.</td>
</tr>
</tbody>
</table>

<p>| 3.2 Scaffolds for Text Complexity (BTWAM) |
| 3.3 Text-Dependent Question Stems |</p>
<table>
<thead>
<tr>
<th>Time</th>
<th>Facilitator Notes</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td>Post-Experiential Reflection</td>
<td>Post-it notes</td>
</tr>
</tbody>
</table>
| (3 min)    | Whole Group: “Now that you’ve had an opportunity to generate some scaffolds for text complexity, let’s take 3 minutes to reflect on the process. Take a few minutes to jot your answer to the following question on a post-it note:  
● “How would aligning your scaffolds to the features that make the text complex be ultimately helpful for our planning?”  
Turn and Talk: “Turn and talk to your elbow partner and take 2 more minutes to compare and discuss your reflections.” |           |
| (2 min)    | Possible Follow Up Questions:  
● How did you prioritize which features of the text you created scaffolds for?  
● How might you differentiate scaffolds for your students?  
Key Point(s):  
● Aligning the scaffold to the text complexity features allows us to be thoughtful about the types of questions/tasks we are posing to students  
● It is important for teachers to consider which features of the text are most essential to the text’s big ideas and culminating tasks as well as any potential misconceptions. |           |
<table>
<thead>
<tr>
<th>Time</th>
<th>Facilitator Notes</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>11 min</td>
<td><strong>Criteria for Success</strong></td>
<td>3.4 Scaffolds for Text Complexity Example (Separate Handout- Not in handouts packet)</td>
</tr>
<tr>
<td>(4 min)</td>
<td><em>Independent:</em> “Now that you have had a chance to process on your own and reflect with a partner, compare your scaffolds to the sample I’m handing out, which is labeled 3.4. Take 4 minutes to process and compare the example to your own work using these questions: <em>What similarities and differences are there between my scaffolds and the sample?</em>  <em>What are some reasons for these similarities and differences?</em>”</td>
<td></td>
</tr>
<tr>
<td>(4 min)</td>
<td><strong>Whole Group Discussion:</strong> Developing a Criteria for Success</td>
<td></td>
</tr>
<tr>
<td></td>
<td>&quot;Think about how we develop scaffolds. What are the key criteria for success when thinking about scaffolds to unpack text complexity?&quot;  LEAP Lead or teacher volunteer should chart this for participants</td>
<td></td>
</tr>
<tr>
<td>(3 min)</td>
<td><strong>LEAP Lead:</strong> Pass out Criteria for Success</td>
<td>3.5 Criteria for Success (Separate Handout- Not in handouts packet)</td>
</tr>
<tr>
<td></td>
<td>&quot;Let’s take a look at this Criteria for Success (Handout 3.5). Be sure to consider these key points as well as our discussion when applying this as we prepare to develop scaffolds for the text you brought today and when you’re later providing one another feedback.”</td>
<td></td>
</tr>
</tbody>
</table>

Possible Follow Up Questions:
- How do the scaffolds in the example address the knowledge demands of the *Between the World and Me* text?
- What process should a student take to respond meaningfully to a text-dependent question?
- How can we support our students to clearly understand what the text-dependent question is asking them to do?

Key Point(s):
- Text-dependent questions and other scaffolds address the structure, meaning, language and knowledge demands of the text.
- The text-dependent questions and other scaffolds are designed to ensure that students must read the text first and cite evidence from the text to support their claim(s).
- The text-dependent questions and other scaffolds are accessible for students.
<table>
<thead>
<tr>
<th>Time</th>
<th>Facilitator Notes</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>33 min</td>
<td><strong>Application to Curriculum</strong></td>
<td>3.6 Scaffolds for Text Complexity – Curricular Text</td>
</tr>
<tr>
<td>(3 min)</td>
<td>Independent or Whole Group: “Now let’s turn to the text you brought with you today. We always want to give time and space to do this level of planning with the texts we’ll be teaching in our units. We’ll now have a 30-minute burst of extended work time – and this time and space is really designed for us think about and develop the types of scaffolds you would use for the features of the text that makes it most complex. These scaffolds we design are, in essence, the vehicles our students will use to uncover the big ideas of the text. Take out your pre-work where you unpacked the complexity for the next text you plan to use, the Criteria for Success (Handout 3.5) and the Text-dependent question stems (refer to Handout 3.3) as supports so you can refer to them as you design your own scaffolds (Handout 3.6).” Note: if teachers did not select a new text and complete the pre-work, they can use their work from Seminars 1 and 2, although this is not ideal. “While you’re working, keep in mind that while many scaffolds are built into the ELA curriculum as it stands, reflecting on these scaffolds is important for empowering you to be able to select and add scaffolds as they are appropriate for your students. The curriculum is a guide, and as educators we regularly make smart choices about what our students need. These shared learning experiences are designed to help you feel the headaches that students might feel and then think about the structures that would support students to reach their learning goals.” Individually or in Grade-Level or Co-teacher pairs: Apply learning by using the curricular text they plan to teach next, Criteria for Success, and Text-dependent question stems (Handout 3.3) to plan scaffolds for their upcoming instruction.</td>
<td></td>
</tr>
<tr>
<td>(30 min)</td>
<td></td>
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</tr>
</tbody>
</table>

Possible Follow Up Questions:
- How do your text-dependent questions address the features that make this text complex?
- What did you learn from your elbow partner’s scaffolds or feedback?

Key Point(s):
- Teachers are developing text-dependent questions/other scaffolds that address the features that make their curricular text complex.
- Teachers are using criteria for success as they work independently with their curricular text.
- Feedback loop rooted in the use of the criteria for success.
<table>
<thead>
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</table>
| 10 min| **Feedback loop:** “Let’s come back together and pair up with our elbow partner. Each partner will have 3 minutes to share their work and 2 minutes for their partner to provide them feedback using the lens of the criteria for success (Handout 3.5). Jot your feedback down on post-it notes so your partner can take it with them”  
  Partner A Shares (3 min) / Partner B Feedback (2 min)  
  Partner B Shares (3 min) / Partner A Feedback (2 min)  
  3.5 Criteria for Success                                                                                                                                          |
| 6 min | **Closing Reflection**                                                                                                                                                                                             |                                |
|       | (3 mins) “As we come back together to close, take 2 minutes to jot to the following question:”  
  ● Why is it important to generate scaffolds that are aligned with the text’s complexity? How does this help us to scaffold for the diverse needs of our students?  
  (3 mins) Pair: “Now share your responses with a person you’ve not spoken with today.”  
  **Feedback**  
  Individually Complete Feedback Survey:  
  ● What went well today? (WWW)  
  ● What could have been even better? (EBI)  
  “For next week, Be sure to have read the text from your next unit in advance of the seminar. In addition, read “Which Words Do I Teach and How” by David Liben http://achievethecore.org/content/upload/Liben_Vocabulary_Article.pdf. Bring 1 hard copy of the text you plan to teach next from your unit.” |                                |
Navigating Text Complexity, Literacy, Seminar 3

**Developing Text Dependent Questions & Tasks**

**Objectives**

1. Plan **text dependent questions** and tasks that address aspects of text complexity for an upcoming text from the unit.

**Agenda**

- Do Now & Opening
- Team Builder
- CCSS Experiential
- Scaffolding Criteria for Success
- Application to Curriculum
- Closing
3.1 Do Now

Directions: Read the exchange below between Mr. Ramirez and his student. Reflect on the exchange using the question below.

Mr. Ramirez: According to this article, what evidence supports Wegener’s 1912 proposal of continental drift?

Evan: There’s fossils and rocklayers on different continents that are really similar to each other.

Mr. Ramirez: Exactly. What later findings in the 1960s confirmed his proposal?

1. What can Mr. Ramirez say to help all students unpack the text?
### 3.2 Scaffolds for Text Complexity—*Between the World and Me*

<table>
<thead>
<tr>
<th>What makes this text complex for this feature?</th>
<th>What possible scaffolds (e.g. text dependent questions, non-fiction texts, glossary, etc.) will help students “get it”?</th>
</tr>
</thead>
</table>
| **Meaning**                                   | • The Dreamers are white people who have constructed race, oppressed other “races” and destroyed the Earth in the pursuit of individual success.  
  • If the Dreamers reap what they have sown, then those whom they have oppressed will actually reap the damage right along with them.  
  • Dreamers will have to come to a consciousness on their own about the destructive nature of the American Dream, though history and Coates’ experience make this development seem unlikely.  
  • The Dreamers now plunder the Earth in more destructive ways than ever. |
| **Structure**                                 | • Excerpt from memoir; author discusses issues of racism and violence through sharing reflections and personal experiences  
  • Structured as a letter to Coates’ son, Samori  
  • Ideas are well connected to one another |
| **Knowledge**                                 | • Understanding of ‘The American Dream’  
  • Understanding of our country’s current and historical white supremacy (white flight, mass incarceration, redlining)  
  • Marcus Garvey (Jamaican political leader & proponent of Black Nationalism movement) and his “Look for Me in the Whirlwind” speech  
  • Climate change and its causes and effects  
  • Understanding of race as a social construct  
  • Knowledge of Coates’ life experiences and perspective (demonstrated through other writings) |
| **Language**                                  | • Tier 2 vocabulary (e.g. plunder, vengeance, phenomena)  
  • Tier 3 vocabulary (e.g. horsepower, voltage)  
  • Figurative language (e.g. personification of the Earth, “the fire in the sky”)  
  • Repetition of “struggle” in paragraph 4  
  • Many complex sentences (e.g. “And the methods of transport through these new subdivisions, across the sprawl, is the automobile, the noose around the neck of the earth, and ultimately, the Dreamers themselves.”)  
  • “The Mecca” (how Coates refers to Howard University)  
  • Ends with scene in car, observations of the ghetto show lack of progress; the rain shows lack of hope for future as well as Dreamers’ impact on Earth |
3.3 Text-Dependent Question Stems

This document provides general stems for text-dependent questions that could help unpack features of text complexity. When using this document, please keep the following in mind:

- These stems are text-dependent (require evidence from the text), but they are not currently text-specific (specific to a particular text). Teachers will need to adapt these questions to make them specific to the text they are working with.
- It is critical to follow up these questions with additional questions/framing that press students to use evidence from the text (e.g. “Give evidence from the text to support your answer.”; “What in the text supports your thinking?”; “Where in the text did you find your answer?”; etc.)
- While questions should primarily be driven by an in-depth analysis of grade-level text, teachers should also consider how to adapt the questions to the standards in their particular grade level/content area.

<table>
<thead>
<tr>
<th>What makes this text complex for this feature?</th>
<th>What text-dependent questions will help students “get it”?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meaning</strong></td>
<td><strong>Literary</strong></td>
</tr>
<tr>
<td>What is the author’s purpose in writing this book/story/poem? What is the theme or central message?</td>
<td>- What is the author’s purpose in writing this book/story/poem? What is the theme or central message?</td>
</tr>
<tr>
<td>What did the character(s) hope to accomplish?</td>
<td>- What did the character(s) hope to accomplish?</td>
</tr>
<tr>
<td>How is character/setting/event X similar or different to character/setting/event Y?</td>
<td>- How is character/setting/event X similar or different to character/setting/event Y?</td>
</tr>
<tr>
<td>Which statement expresses a theme or central idea of the passage?</td>
<td>- Which statement expresses a theme or central idea of the passage?</td>
</tr>
<tr>
<td>What do the details tell us about X (character/event/setting/etc.)?</td>
<td>- What do the details tell us about X (character/event/setting/etc.)?</td>
</tr>
<tr>
<td>How does character X respond to challenge/character Y?</td>
<td>- How does character X respond to challenge/character Y?</td>
</tr>
<tr>
<td>Describe the traits/motivations/feelings of character X.</td>
<td>- Describe the traits/motivations/feelings of character X.</td>
</tr>
<tr>
<td>Paraphrase lines X-Y (insert lines/paragraph critical to the meaning of the text)</td>
<td>- Paraphrase lines X-Y (insert lines/paragraph critical to the meaning of the text)</td>
</tr>
<tr>
<td>Who/what/where/when/why questions to establish meaning about key details</td>
<td>- Who/what/where/when/why questions to establish meaning about key details</td>
</tr>
<tr>
<td>How is passage A's plot/theme/setting similar to and different from passage B's?</td>
<td>- How is passage A's plot/theme/setting similar to and different from passage B's?</td>
</tr>
<tr>
<td><strong>Informational</strong></td>
<td><strong>Literary</strong></td>
</tr>
<tr>
<td>What is the author’s purpose in writing this text?</td>
<td>- What is the author’s purpose in writing this text?</td>
</tr>
<tr>
<td>Describe X (key concept/process explained in the text).</td>
<td>- Describe X (key concept/process explained in the text).</td>
</tr>
<tr>
<td>How does the author support his or her claim X?</td>
<td>- How does the author support his or her claim X?</td>
</tr>
<tr>
<td>How does X (person/claim/concept) change throughout the text? Why?</td>
<td>- How does X (person/claim/concept) change throughout the text? Why?</td>
</tr>
<tr>
<td>What does person X say, do, or feel when . . . ? Why?</td>
<td>- What does person X say, do, or feel when . . . ? Why?</td>
</tr>
<tr>
<td>How does X (lines/paragraph) develop the central idea?</td>
<td>- How does X (lines/paragraph) develop the central idea?</td>
</tr>
<tr>
<td>How are the details in Text A similar to and different from the details in Text B?</td>
<td>- How are the details in Text A similar to and different from the details in Text B?</td>
</tr>
<tr>
<td>Which claim about X is supported by evidence from one or more of the articles?</td>
<td>- Which claim about X is supported by evidence from one or more of the articles?</td>
</tr>
<tr>
<td>Paraphrase lines X-Y (insert lines/paragraph critical to the meaning of the text)</td>
<td>- Paraphrase lines X-Y (insert lines/paragraph critical to the meaning of the text)</td>
</tr>
<tr>
<td><strong>Structure</strong></td>
<td><strong>Literary</strong></td>
</tr>
<tr>
<td>What happens in the beginning, middle, or end of this story?</td>
<td>- What happens in the beginning, middle, or end of this story?</td>
</tr>
<tr>
<td>How is the structure of this story different than the structure of this poem? How does that impact the meaning?</td>
<td>- How is the structure of this story different than the structure of this poem? How does that impact the meaning?</td>
</tr>
<tr>
<td>How does (graphic, illustration, heading, paragraph) contribute to the meaning of the drama or poem?</td>
<td>- How does (graphic, illustration, heading, paragraph) contribute to the meaning of the drama or poem?</td>
</tr>
<tr>
<td>How does the author’s point of view impact the way the story is told?</td>
<td>- How does the author’s point of view impact the way the story is told?</td>
</tr>
<tr>
<td>Why does the author start with X (insert scene)?</td>
<td>- Why does the author start with X (insert scene)?</td>
</tr>
<tr>
<td>Why does the author end with X (insert scene)?</td>
<td>- Why does the author end with X (insert scene)?</td>
</tr>
<tr>
<td>Why does the author tell the story in that order?</td>
<td>- Why does the author tell the story in that order?</td>
</tr>
<tr>
<td>Structure (continued)</td>
<td>Informational</td>
</tr>
<tr>
<td>----------------------</td>
<td>---------------</td>
</tr>
<tr>
<td></td>
<td>• Which text feature is used to find X?</td>
</tr>
<tr>
<td></td>
<td>• What text features does the author use in this passage? How do the features contribute to our understanding of the text?</td>
</tr>
<tr>
<td></td>
<td>• How does the author show/organize important information in this passage?</td>
</tr>
<tr>
<td></td>
<td>• How does the author structure his/her argument? Why did s/he make that choice for this text?</td>
</tr>
<tr>
<td></td>
<td>• Under which heading would you find information that explains X?</td>
</tr>
<tr>
<td></td>
<td>• Why does the author give the information in that order?</td>
</tr>
<tr>
<td></td>
<td>• How does (lines X-Y/paragraph) build on (chapter/scene/stanza)?</td>
</tr>
<tr>
<td></td>
<td>• How does the author’s point of view impact the way the information is shared?</td>
</tr>
<tr>
<td></td>
<td>• Which sentence shows the author’s point of view?</td>
</tr>
<tr>
<td></td>
<td>• Which statement reveals the author’s response to a counterclaim?</td>
</tr>
</tbody>
</table>

| Knowledge | Text dependent questions that address knowledge demands will draw readers attention to allusions, references, cultural elements, or other knowledge demands of the text and challenge readers to use the text to better understand them. *Ex: In a historical fiction text about the Civil War, in order to help students better understand the conditions of the civil war, we might ask: What does Emma tell us about what soldiers died of during the Civil War? (Note that the answer can be found in the text. If students need outside knowledge to understand a concept in the text, then the teacher will need to provide an additional scaffold, such as a non-fiction text or a footnote.)* |

<table>
<thead>
<tr>
<th>Literary &amp; Informational</th>
<th>How does the author help us to understand X?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What do we learn about X?</td>
</tr>
<tr>
<td></td>
<td>What does the text/story teach us about X?</td>
</tr>
<tr>
<td></td>
<td>Which details tell us about X?</td>
</tr>
<tr>
<td></td>
<td>What is the author referring to when s/he says X?</td>
</tr>
<tr>
<td></td>
<td>What is the author alluding to when s/he says X?</td>
</tr>
<tr>
<td></td>
<td>What is/are X? Why might this matter in the text/story?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language</th>
<th>Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What does (insert word/phrase/figurative language) mean as it is used in the passage?</td>
</tr>
<tr>
<td></td>
<td>Read the sentence from paragraph # - (insert quote). What is the meaning of the phrase &quot;X&quot; as it is used in the text?</td>
</tr>
<tr>
<td></td>
<td>Why does the author use (insert word) here?</td>
</tr>
<tr>
<td></td>
<td>What is the connotation of the word X? Why did the author choose that word?</td>
</tr>
<tr>
<td></td>
<td>What is different about using this word as opposed to some other word, such as (insert similar word)? What is the impact on meaning?</td>
</tr>
<tr>
<td></td>
<td>Which words/phrases/lines rhyme, show alliteration, or show repetition in the poem, story, or song?</td>
</tr>
<tr>
<td></td>
<td>How does the repetition of X (word, sound, or rhyme) impact a verse, stanza, or section of a text?</td>
</tr>
<tr>
<td></td>
<td>What is the author’s tone? What words or phrases reveal the tone?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Syntax</th>
<th>Paraphrase lines X-Y (insert lines/paragraph with complex syntax)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Ask who/what/when/where why questions about line X (line with complex syntax)</td>
</tr>
<tr>
<td></td>
<td>Break line X (line with complex syntax) into shorter sentences.</td>
</tr>
</tbody>
</table>

*Adapted from The Achievement Network and Text-Dependent Questions: Pathways to Close and Critical Reading by Fisher and Frey*
### 3.4 Scaffolds for Text Complexity

<table>
<thead>
<tr>
<th>What makes this text complex for this feature?</th>
<th>What possible scaffolds (e.g. text-dependent questions, non-fiction texts, glossary, etc.) will help students “get it”?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meaning</strong></td>
<td><strong>Have students annotate text for details about the Dream/Dreamers and track evidence in chart:</strong></td>
</tr>
<tr>
<td>• The Dreamers are white people who have constructed race, oppressed other “races” and destroyed the Earth in the pursuit of individual success.</td>
<td>What do the details tell us about the Dream? What do the details tell us about the Dreamers? What are their actions and mindsets?</td>
</tr>
<tr>
<td>• If the Dreamers reap what they have sown, then those whom they have oppressed will actually reap the damage right along with them.</td>
<td></td>
</tr>
<tr>
<td>• Dreamers will have to come to a consciousness on their own about the destructive nature of the American Dream, though history and Coates’ experience make this development seem unlikely.</td>
<td></td>
</tr>
<tr>
<td>• The Dreamers now plunder the Earth in more destructive ways than ever.</td>
<td></td>
</tr>
<tr>
<td>• Paraphrase lines 1-5. How has the Dream changed? What is the impact of this change?</td>
<td></td>
</tr>
<tr>
<td>• Who did the Dreamers plunder? In what ways did they plunder them? What is your evidence from the text?</td>
<td></td>
</tr>
<tr>
<td>What is the Dream?</td>
<td>Who are the Dreamers?</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>• What does Coates mean, “the stage where they have painted themselves white is the deathbed of us all”? Why does he use the word stage? What does he mean, “painted themselves white”? Why is this the “deathbed” for everyone?</td>
<td></td>
</tr>
</tbody>
</table>
## Structure
- Excerpt from memoir; author discusses issues of racism and violence through sharing reflections and personal experiences
- Structured as a letter to Coates’ son, Samori
- Ideas are well connected to one another
- Text ends with observations from car

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>How does the structure of Coates’ book as a letter to his son influence his tone and message?</td>
<td></td>
</tr>
<tr>
<td>What do we learn about Coates’ background and life experiences?</td>
<td>How does this impact his purpose/message?</td>
</tr>
<tr>
<td>Why does Coates’ end the book with the scene in the car?</td>
<td></td>
</tr>
</tbody>
</table>

## Knowledge
- Understanding of ‘The American Dream’
- Understanding of our country’s current and historical white supremacy (white flight, mass incarceration, redlining)
- Marcus Garvey (Jamaican political leader & proponent of Black Nationalism movement) and his “Look for Me in the Whirlwind” speech
- Climate change and its causes and effects
- Understanding of race as a social construct
- Knowledge of Coates’ life experiences and perspective (demonstrated through other writings)

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is Coates referring to when he says “something more awful than all our African ancestors is rising with the seas”?</td>
<td></td>
</tr>
<tr>
<td>What is Coates referring to when he says “It is the flight from us that sent them sprawling into the subdivided woods”? Who is “us”? Who is “them”?</td>
<td></td>
</tr>
<tr>
<td>What does he mean, “the Dream…sees our bodies stowed away in prisons and ghettos”? How does the Dream do this?</td>
<td></td>
</tr>
<tr>
<td>What evidence does Coates use as proof of the Dreamers’ plunder throughout history?</td>
<td></td>
</tr>
</tbody>
</table>

Other scaffolds:
- Include explanation of Marcus Garvey in a footnote
- Blurb that explains the American Dream
- Climate change article about rising temperatures, rising sea levels, and increased precipitation
- Article about white flight
- Text of Marcus Garvey speech, “Look for Me in the Whirlwind”
- Article that shows that race has no biological basis

## Language
- Tier 2 vocabulary (e.g. plunder, vengeance, phenomena)
- Tier 3 vocabulary (e.g. horsepower, voltage)
- Figurative language (e.g. personification of the Earth, “the fire in the sky”)
- Repetition of “struggle” in paragraph 4
- Many complex sentences (e.g. “And the methods of transport through these new subdivisions, across the sprawl, is the

<table>
<thead>
<tr>
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<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ask vocabulary in context questions followed by application questions (e.g. What does ‘phenomena’ mean? What are “the two phenomena” referenced in paragraph 2?)</td>
<td></td>
</tr>
<tr>
<td>Have students annotate the text for word choice or figurative language that impacts the tone or meaning and track evidence in chart:</td>
<td></td>
</tr>
<tr>
<td>Underline evidence of Coates’ personification of the Earth. How does this personification support his argument about the Dream?</td>
<td></td>
</tr>
</tbody>
</table>
| automobile, the noose around the neck of the earth, and ultimately, the Dreamers themselves.”)   | • What are the ‘fire in the cities’ and the ‘fire in the sky’ referring to? What is the impact of the parallelism in Coates' language?  
• What do Coates’ observations through his windshield symbolize?  
• What is the meaning of the word ‘inaugurated’? Why does Coates’ use the word ‘inaugurated’ instead of some other word, like ‘started’? |

| • “The Mecca” (how Coates refers to Howard University)   |  |
| • Ends with scene in car, observations of the ghetto show lack of progress; the rain shows lack of hope for future as well as Dreamers’ impact on Earth |  |
### Criteria for Success Checklist: Developing Text-Dependent Questions and Tasks

<table>
<thead>
<tr>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td>The questions address syntax, vocabulary, structure, and meaning/purpose in a way that unpacks the complexity of the specific text.</td>
</tr>
<tr>
<td>The students must read the text to answer each question, and it is always clear to students that answers require evidence from the text to support their claims (CCSS R.1 should always be in play!).</td>
</tr>
<tr>
<td>Questions include appropriate scaffolding so all students can understand what is being asked (questions are worded in such a way that all students can access them).</td>
</tr>
</tbody>
</table>
### What makes this text complex for this feature?

<table>
<thead>
<tr>
<th>Meaning</th>
<th>What possible scaffolds (e.g. text dependent questions, non-fiction texts, glossary, etc.) will help students “get it”?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Dreamers are white people who have constructed race, oppressed other “races” and destroyed the Earth in the pursuit of individual success.</td>
<td></td>
</tr>
<tr>
<td>If the Dreamers reap what they have sown, then those whom they have oppressed will actually reap the damage right along with them.</td>
<td></td>
</tr>
<tr>
<td>Dreamers will have to come to a consciousness on their own about the destructive nature of the American Dream, though history and Coates’ experience make this development seem unlikely.</td>
<td></td>
</tr>
<tr>
<td>The Dreamers now plunder the Earth in more destructive ways than ever.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Structure</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Excerpt from memoir; author discusses issues of racism and violence through sharing reflections and personal experiences</td>
<td></td>
</tr>
<tr>
<td>Structured as a letter to Coates’ son, Samori</td>
<td></td>
</tr>
<tr>
<td>Ideas are well connected to one another</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Knowledge</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of ‘The American Dream’</td>
<td></td>
</tr>
<tr>
<td>Understanding of our country’s current and historical white supremacy (white flight, mass incarceration, redlining)</td>
<td></td>
</tr>
<tr>
<td>Marcus Garvey (Jamaican political leader &amp; proponent of Black Nationalism movement) and his “Look for Me in the Whirlwind” speech</td>
<td></td>
</tr>
<tr>
<td>Climate change and its causes and effects</td>
<td></td>
</tr>
<tr>
<td>Understanding of race as a social construct</td>
<td></td>
</tr>
<tr>
<td>Knowledge of Coates’ life experiences and perspective (demonstrated through other writings)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Language</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Tier 2 vocabulary (e.g. plunder, vengeance, phenomena)</td>
<td></td>
</tr>
<tr>
<td>Tier 3 vocabulary (e.g. horsepower, voltage)</td>
<td></td>
</tr>
<tr>
<td>Figurative language (e.g. personification of the Earth, “the fire in the sky”)</td>
<td></td>
</tr>
<tr>
<td>Repetition of “struggle” in paragraph 4</td>
<td></td>
</tr>
<tr>
<td>Many complex sentences (e.g. “And the methods of transport through these new subdivisions, across the sprawl, is the automobile, the noose around the neck of the earth, and ultimately, the Dreamers themselves.”)</td>
<td></td>
</tr>
<tr>
<td>“The Mecca” (how Coates refers to Howard University)</td>
<td></td>
</tr>
<tr>
<td>Ends with scene in car, observations of the ghetto show lack of progress; the rain shows lack of hope for future as well as Dreamers’ impact on Earth</td>
<td></td>
</tr>
</tbody>
</table>
Read the teacher-student exchange. Then jot your answer to this question on your page, What can Mr. Ramirez say to help all students unpack the text?
Describe one person, place or thing, that has influenced and inspired your teaching practice.

<insert norms here>
Objectives and Outcomes

• Plan text dependent questions and tasks that address aspects of text complexity for an upcoming text from the unit

• Plan and align text focusing questions and tasks to the features of text complexity in order to create a plan for helping students navigate the text complexity

Between the World and Me

6
How would aligning your scaffolds to the features that make the text complex be ultimately helpful for our planning?

What similarities and differences are there between my scaffolds and the sample?

What are some reasons for these similarities and differences?”
Application to Curriculum

Feedback Loop

- 5 minutes: Review each other’s work
- 2 minutes: Partner A gives Partner B feedback according to the Criteria for Success
  - one strength
  - one area of growth
- 2 minutes: Repeat process for Partner B
Why is it important to generate scaffolds that are aligned with the text’s complexity?

How does this help us to scaffold for the diverse needs of our students?

Feedback and Next Steps

Individually complete feedback survey:
• What went well today? (WWW)
• What could have been even better? (EBI)

For next week:
• Select, read, and study a text from your current unit that you plan to teach.
• Analyze the text’s complexity and big ideas. Develop a culminating task. Bring hard copy of the text you read and plan to teach next from your unit as well as the documents you need to analyze the complexity.
LEAP Observation and 5P Debrief Template

This observation and debrief framework is adapted from Bambrick’s coaching model to be intentionally content-focused. This tool is designed to be used as a guide for observers conducting weekly 15 minute formative observations that occur as a part of the LEAP Weekly Cycle. LEAP observers are encouraged to record information using Whetstone, the LEAP Platform.

<table>
<thead>
<tr>
<th><strong>Observation</strong></th>
<th>These sections are completed by the observer before/during the classroom observation.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Planning</strong></td>
<td>These sections are completed by the observer after the classroom observation but before the debrief conversation.</td>
</tr>
<tr>
<td><strong>5P Debrief</strong></td>
<td>These sections are completed by the observer during the debrief conversation.</td>
</tr>
<tr>
<td><strong>Context</strong></td>
<td>These sections are completed by the Office of Instructional Practice (OIP) content teams. The content in these sections is pre-loaded from LEAP Module overviews and LEAP seminar plans. This content is specific to each LEAP team’s current LEAP Module and LEAP Seminar. In addition, guiding questions and coaching best practices are included in the 5P Debrief conversation section.</td>
</tr>
</tbody>
</table>
LEAP Observation and 5P Debrief Template

Pre-Observation
Before conducting the weekly LEAP Observation, take 3-5 minutes to review the context of the observation. This includes the LEAP Module overview, LEAP Seminar outcomes, objectives, and criteria for success, as well as observation focus questions, evidence to collect during the observation, and potential teacher action steps. A quick review of this information will help narrow the focus of the observation and ensure that the most meaningful information is collected to inform the 5P debrief.

<table>
<thead>
<tr>
<th>Date &amp; Time (observation):</th>
<th>Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date &amp; Time (debrief):</td>
<td>Observer:</td>
</tr>
<tr>
<td>Grade Level / Content Area:</td>
<td>LEAP Seminar Leader:</td>
</tr>
</tbody>
</table>

Subject and Grade Band, Module Title, Week #: ELA K-12, Navigating Text Complexity, Week #3

Seminar Outcomes: Teachers will plan and align text-focusing questions and tasks to the features of text complexity (meaning/purpose, language, structure, knowledge demands) in order to create a plan for helping students navigate the text complexity.

Seminar Objectives:
- Plan **text-focusing questions** and tasks that address aspects of text complexity for an upcoming text from the unit.

Seminar Criteria for Success (CFS):
- The questions address syntax, vocabulary, structure, and meaning/purpose in a way that unpacks the complexity of the specific text
- The students must read the text to answer each question, and it is always clear to students that answers require evidence from the text to support their claims. (CCSS R.1 should always be in play!)
- Questions include appropriate scaffolding so all students can understand what is being asked (questions are worded in such a way that all students can access them)

Observation and 5P Debrief Focus:

Focus Questions
*How is the teacher providing time and structures for students to develop meaning from the text?*

*In what ways are students using the opportunities provided to make meaning from the text?*

Potential Teacher Action Steps:
- Include clear stopping points for students to process their thinking about the text
- Offer regular opportunities for students to collaborate with peers in reading and writing
- Model turn-taking in conversations
<table>
<thead>
<tr>
<th>Evidence to Collect</th>
</tr>
</thead>
<tbody>
<tr>
<td>LEAP leaders will collect evidence of how students are using the opportunities provided to make meaning of the text by:</td>
</tr>
<tr>
<td>• Recording students’ oral and written responses</td>
</tr>
<tr>
<td>• Counting number of times students go back to reread in order to respond to questions and tasks</td>
</tr>
</tbody>
</table>

LEAP leaders will collect evidence of teachers providing time and structures for students to develop meaning from the text by:

• Scripting teacher’s questions:
  - Note when questions are aligned qualitative features in text
• Record instances how and when students are provided processing time to read, re-read, annotate independently, in small groups, in whole group learning experiences
Observation
During the 15 minute observation, collect evidence to use during the 5P Debrief based on the Observation and 5P Debrief Focus (above). Effective evidence is specific, descriptive and judgment-free. Collect evidence through scripting, narration, counting, timing, tracking trends, and/or taking photos of student work. Record evidence in a template that makes the most sense to you and copy it in the space below if doing so is helpful to have as a reference as you complete your planning process. Any observation notes entered here are visible only to the observer, and will not be visible to the teacher observed.

<table>
<thead>
<tr>
<th>Lesson Objective:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Observation Notes</td>
</tr>
</tbody>
</table>
*LEAP Leaders may choose to take notes directly into this template, on Whetstone, the LEAP Platform, or in some other template of your choosing.

5P Debrief Conversation
Create a plan for the 5P Debrief. Use these questions as a guide, choosing 1 or more questions to ask the teacher in each section. While pre-planning, consider Potential Teacher Actions Steps (above) for the current LEAP Module. Consider the needs of the teacher, informed by evidence collected while in the classroom, and determine 1-2 of the provided potential action steps to discuss. During the 5P debrief, collaborate with the teacher to determine the best action step and record it in the space below. The most important result is that the teacher leaves the conversation with a clear action step and a plan for how to implement the action step in the classroom. Finally, close out by expressing gratitude and determining next steps.

<table>
<thead>
<tr>
<th>5P Debrief Conversation Protocol / Guiding Questions:</th>
<th>Pre-Planning Notes:</th>
<th>Notes During 5P Debrief Conversation:</th>
</tr>
</thead>
</table>

**STEP 1 – PRAISE**
What positive teacher/student actions will you highlight from the classroom observation?
1-2 minutes
- How do you think the lesson went?
- One great action I noticed was that you _____. What was the impact? (OR) The impact was ____. Nice work!
- In our last LEAP Seminar, we planned for _____. How did that go?
- Our prior action step was ____. What lessons did you learn that we can build on, moving forward?
### STEP 2 – PROCESS

**What student work or evidence will you examine with the teacher to guide the discussion?**

*2-6 minutes*

- Look at the text or task.
- What is the ideal student response to the text or task?
- Look at the student evidence (student work and/or responses captured during the observation). What are students saying/writing about the text or task? What questions did you ask students during the lesson to get these responses?
- Looking at student work/responses, what is the gap between current and ideal student performance?
- What scaffolds can we plan to ensure students can reach the ideal student response?

### STEP 3 – PRIORITIZE

**What is the key action step for the teacher to focus on in the next week?**

*1 minute*

- Refer to list of suggested action steps in the Potential Teacher Actions Steps (above); use one of the provided action steps or customize as necessary.
- Based on what we just talked about, it might make sense to focus on _____. (OR) Based on what we just talked about, what do you think it makes sense to focus on?
- Your action step for today is ____. This is important because _____.
- Record the action step on Whetstone, the LEAP Platform.
### STEP 4 – PLAN / PRACTICE

How will the teacher apply the action step to improve his/her instruction?

13-20 minutes

- Which lesson in the next week can we use to practice this skill?
  - What part in this lesson should we focus on?
- Let’s co-plan for this part of the future lesson together.
- Spend several minutes scripting side-by-side with the teacher.
  - Script the ideal student response.
  - Script teacher language, as needed.
- Let’s role play this part of the future lesson together.
  - Practice delivery of the content planned, in order to check for clarity and economy of language.
  - Role play as a student who gets the answer correctly.
  - Role play as a student who does not get the answer correct on the first try.

### STEP 5 – CLOSE-OUT

What are our next steps, moving forward?

1-3 minutes

- What did you learn today?
- **Investment**: How will this strategy make a positive impact on your students?
- **Application**: When specifically do you plan to use this strategy? What would it look like/sound like for you to use this strategy effectively?
- **Transfer**: How can I best support your performance in this area between now and our next visit in 2 weeks? What evidence will you share with me?
- What is one thing that went well about today’s meeting? What is one thing I can improve for next time?
- **Gratitude**: Thank you for ____.
<table>
<thead>
<tr>
<th>Module: Navigating Text Complexity</th>
<th>Seminar 4: Identifying Academic Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>What role does academic vocabulary play in student access of complex text?</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Content Area</strong></td>
<td><strong>ELA</strong></td>
</tr>
</tbody>
</table>

**Overview:** In this seminar, teachers will gain an understanding of the relationship between acquisition of academic vocabulary and ability to access and comprehend texts at increasingly complex levels. Teachers will employ instructional practices that will require them to distinguish between Tiers 1, 2 and 3 vocabulary, thus enabling them to identify academic vocabulary terms worthy of explicit and implicit instruction.

<table>
<thead>
<tr>
<th>Objective(s)</th>
<th>Outcome(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Explain the importance of <strong>academic vocabulary instruction</strong>.</td>
<td>Teachers will read their texts deeply to determine which words merit more time and attention.</td>
</tr>
<tr>
<td>● Determine <strong>which words to teach</strong> and which words merit more attention in an upcoming text from the unit.</td>
<td></td>
</tr>
</tbody>
</table>

**Criteria for Success**

- Vocabulary selection is quantified based on Tier 2 and Tier 3 vocabulary which are essential to understanding the text and likely to appear in future texts.
  - Abstract academic vocabulary identified has multiple meanings and/or are a part of a large family of words with related meanings (e.g. democracy).
  - Academic language identified includes words that describe events, processes, concepts, and experiences unfamiliar to students.

**Pre-Work**

**LEAP Leader:**
Read “Which Words Do I Teach and How” by David Liben
[http://achievethecore.org/content/upload/Liben_Vocabulary_Article.pdf](http://achievethecore.org/content/upload/Liben_Vocabulary_Article.pdf).
Participants will need 2 copies of Handout 4.2.

**LEAP Participants:**
Be sure to have read the text from your next unit in advance of the seminar. In addition, read “Which Words Do I Teach and How” by David Liben
[http://achievethecore.org/content/upload/Liben_Vocabulary_Article.pdf](http://achievethecore.org/content/upload/Liben_Vocabulary_Article.pdf). Bring 1 hard copy of the text you plan to teach next from your unit.

**Collaborating for Equity & Opportunities for Differentiation:**
LEAP Seminars are an opportunity for all educators, across all specialization areas (literacy, language acquisition, special education, etc.) to plan instruction that raises the achievement for all learners. We encourage collaborative planning and shared ownership of student outcomes. When applicable, seminar plans will identify possible opportunities for differentiation.

**Considerations for Educators:** Depending on students’ vocabulary, prior knowledge, and English language proficiency, some students will need differentiated instruction of vocabulary. As a team, collect and match resources to pre-teach Tier 1, 2 and Tier 3 vocabulary words. For example, consider using multimedia or visual support resources and concrete/real world examples of words to support vocabulary acquisition.
<table>
<thead>
<tr>
<th>Time</th>
<th>Facilitator Notes</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 min</td>
<td><strong>Do Now</strong>&lt;br&gt;Participants reflect on the experience of a struggling 3rd grade reader while reading the Eliza passage and attempting to respond to the following question, “What was one problem that Eliza experienced? Find evidence in the text to support your answer.”&lt;br&gt;&lt;br&gt;<strong>Partners</strong>: Discuss responses.&lt;br&gt;&lt;br&gt;<strong>Whole Group</strong>: What strategies did you try? Why didn’t they work? How did it make you feel as a reader?</td>
<td>4.1 Eliza Experiential</td>
</tr>
<tr>
<td>(4 min)</td>
<td>Possible Follow Up Questions:&lt;br&gt;● How do teachers typically respond when students don’t know a word when reading?&lt;br&gt;● Think about a student who has 5 black marks vs. 20. Would context clues help? Why or Why not?</td>
<td></td>
</tr>
<tr>
<td>(2 min)</td>
<td>Key Point(s):&lt;br&gt;● Of the many features of complex text, difficult or uncommon vocabulary likely plays the largest role in causing student difficulty.</td>
<td></td>
</tr>
<tr>
<td>(3 min)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 min</td>
<td><strong>Team Building</strong>&lt;br&gt;At the beginning of each seminar, include opportunities for building relationships, establishing culture, and setting and reinforcing norms. Some potential team building activities for this week include:&lt;br&gt;&lt;br&gt;● Team Builder: “Think about your memories of reading as a child or young person. What were your favorite books and/or memories related to reading? What did you struggle with? Find someone who you haven’t sat next to yet in a seminar to be your partner. Share your response with that person (give 1-2 minutes).”&lt;br&gt;&lt;br&gt;● “In looking back at the norms we established in the first week, let’s take a couple of minutes to reflect on which norms have resonated most with our group, and which norms we may need to be more cognizant of (give about 1 minute of think time). Share your reflections with a partner (give 1-2 minutes of share time). Does anyone want to share their reflections with the whole group?”</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Facilitator Notes</td>
<td>Materials</td>
</tr>
<tr>
<td>--------</td>
<td>---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
<td>--------------------------------</td>
</tr>
</tbody>
</table>
| 22 min | *Vocabulary Quadrant with Between the World and Me*  
“*The basis for our work today is in alignment with Common Core ELA Shift 1: Regular practice with complex text and its academic language. By the end of the seminar, you will be able to explain the importance of academic vocabulary instruction, and determine which words to teach from the next text in your unit. We will read our texts deeply to determine which words merit more time and attention.*”

“In the pre-work article by Liben, we read about the three tiers of words. The Common Core Standards refer to tier two words as academic vocabulary. With a partner, let’s take a few minutes to discuss key takeaways by responding to the essential question, “What role does academic vocabulary play in student access of complex text?””  

**Partners:** Share key takeaways in response to essential question.

**Whole Group Discussion:** Discuss responses and prompt for considerations of the diverse needs of learners within our classrooms. Possible prompts for consideration include:
- *Given the diversity of our students, what are some ways we can collaborate to provide access to academic vocabulary for complex texts?*
- *How can we work together to reinforce these words so that students acquire the language and make it their own?*

(3 min)  
“We are going to continue using the excerpt from the Coates text as a vehicle for practicing how to identify which words to teach, and you will then apply this process to the text you brought with you today. Our objectives for this seminar are to explain the importance of academic vocabulary instruction, and determine which words to teach and which words merit more attention in an upcoming text from the unit. Before we start working with *Between the World and Me*, can I have a volunteer clarify a working definition for Tier 1 words? Tier 2? Tier 3?”

(6 min)  
**Small Group Practice:** Based on the size of your group, form 2-3 small groups to do the following exercise.  
*“Re-read the Coates excerpt and identify the vocabulary that you would anticipate needing instruction. You can use your Language Quadrant from the Text Complexity analysis completed in Seminar 1 as a reference. Then, sort these words into tiers and record on chart paper or the board.”*

(5 min)  
*“From the words that you have identified, consider which words merit the most time and attention, and complete the Vocabulary Quadrant (Handout 4.2), keeping in mind that we are looking for words that are likely to appear again in future texts across disciplines, relate to the content or theme of the text, enable students to upgrade their word choice, or are part of a word family or semantic network. These descriptors are the bottom of the Handout 4.2.”*
Possible Follow Up Questions:
- What is the key difference between the Tier 2 and Tier 3 words?
- Why do Tier 2 words require more attention?

Key Point(s):
- Tier 1 words are the words of everyday speech usually learned in the early grades, though not at the same rate by all children. Tier 2 words are far more likely to appear in written texts than in speech, and are often vital to comprehension. Tier 3 words are specific to a domain or field of study (lava, fuel injection, legislature, circumference, aorta) and because of their specificity, are often explicitly defined by the text and repeatedly used.
- While there is a need for some students to have instruction in Tier 1 vocabulary, this session is going to focus primarily on Tier 2 and Tier 3 academic language.

<table>
<thead>
<tr>
<th>Time</th>
<th>Facilitator Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td><strong>Post Experience Reflection</strong></td>
</tr>
<tr>
<td></td>
<td><em>Whole Group:</em> “Now that you have had the opportunity to complete the Vocabulary Quadrant, share out which box from the quadrant holds the words that would merit explicit instruction?” (Participants should identify the bottom right box of the quadrant) “Can we have a volunteer share the words that you placed in that box? Are there any additional words that others would add to this list?”</td>
</tr>
</tbody>
</table>

Possible Follow Up Questions:
- Were there any words that were difficult to categorize?

Key Point(s):
- The bottom right box in the Vocabulary Quadrant contains the words that require explicit instruction, while the other three boxes can be taught implicitly.
<table>
<thead>
<tr>
<th>Time</th>
<th>Facilitator Notes</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 min</td>
<td>Criteria for Success</td>
<td>4.3 BTWAM sample Vocabulary Quadrant</td>
</tr>
<tr>
<td>(1 min)</td>
<td>LEAP Leader: Provide sample Vocabulary Quadrant for <em>Between the World and Me</em>. “Now that you have had a chance to identify academic vocabulary from <em>Between the World and Me</em> and record your responses into the Vocabulary Quadrant Handout (4.2), compare your quadrant to the sample provided. Process these questions with a partner.”</td>
<td>4.4 Vocabulary Quadrant Criteria for Success</td>
</tr>
<tr>
<td>(4 min)</td>
<td>Partner: Discuss  ● What similarities and differences are there between my quadrant and the sample provided?  ● What are possible reasons for these similarities and differences?</td>
<td></td>
</tr>
<tr>
<td>(3 min)</td>
<td>Whole Group Discussion: “Thinking about planning for academic vocabulary instruction, what are the key criteria for success when identifying words that are critical to instruction?”</td>
<td></td>
</tr>
<tr>
<td>(1 min)</td>
<td>LEAP Leader: Pass out Vocabulary Quadrant Criteria for Success “Let’s take a look at this Criteria for Success. Let’s consider these key points as well in our discussions when applying this to our own work and when providing one another feedback.”</td>
<td></td>
</tr>
</tbody>
</table>

Possible Follow Up Questions:
● How is this process similar or different from what you have done in the past to plan instruction of key vocabulary?

Key Point(s):
● Understanding how words are classified into tiers can help us plan effective vocabulary instruction.
● Tier 2 words can carry disproportionate weight in conveying the meaning of a text, and a reader who doesn’t understand even a single weighty word might have his/her comprehensions thrown off track.
<table>
<thead>
<tr>
<th>Time</th>
<th>Facilitator Notes</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>31 min</td>
<td><strong>Applications to Curriculum</strong></td>
<td>4.2 Vocabulary Quadrant Template</td>
</tr>
<tr>
<td>(1 min)</td>
<td>“Now let’s turn to the text you brought with you today. We want to provide time</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and space to do this level of planning with the text we will teach next in our</td>
<td></td>
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<td></td>
<td>units. We understand that in many instances, the curriculum on Canvas may already</td>
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<tr>
<td></td>
<td>have vocabulary identified for instruction. However, this is an opportunity to read</td>
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<td></td>
<td>the text deeply and consider the instructional needs of your current students. Let’s</td>
<td></td>
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<tr>
<td></td>
<td>take this time to think intentionally about the experience that each of our students</td>
<td></td>
</tr>
<tr>
<td></td>
<td>will undergo when they first encounter this text. As you identify words that merit</td>
<td></td>
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<tr>
<td></td>
<td>more time and attention, consider the diversity of language and content knowledge</td>
<td></td>
</tr>
<tr>
<td></td>
<td>within your classroom.”</td>
<td></td>
</tr>
<tr>
<td>(20 min)</td>
<td><strong>Individually or Grade-Level or Co-teacher pairs:</strong> Sort the words from their</td>
<td></td>
</tr>
<tr>
<td></td>
<td>upcoming curricular text into tiers, and then complete Vocabulary Quadrant.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Possible Follow Up Questions:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Are teachers using the Criteria for Success when completing the Vocabulary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quadrant?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● Is there evidence of planning for the diversity of student needs in the Vocabulary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Quadrant?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>● How does the vocabulary you identified compare to that which was outlined in the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>curriculum?</td>
<td></td>
</tr>
<tr>
<td>(10 min)</td>
<td><strong>Feedback loop:</strong> “Let’s come back together and pair up with our elbow partner.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Each partner will have 3 minutes to share their work and 2 minutes for their partner</td>
<td></td>
</tr>
<tr>
<td></td>
<td>to provide them feedback using the lens of the criteria for success. Jot your feedback</td>
<td></td>
</tr>
<tr>
<td></td>
<td>down on post-it notes so your partner can take it with them”</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Partner A Shares (3 min) / Partner B Feedback (2 min)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Partner B Shares (3 min) / Partner A Feedback (2 min)</td>
<td></td>
</tr>
<tr>
<td>9 min</td>
<td><strong>Closing Reflection</strong></td>
<td>4.5 Reading Reconsidered article</td>
</tr>
<tr>
<td></td>
<td><strong>Whole Group Discussion:</strong> Why is this process important when planning the</td>
<td></td>
</tr>
<tr>
<td></td>
<td>instruction of academic vocabulary?</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Individual Reflection:</strong> How does the work you did today inform the way you plan</td>
<td></td>
</tr>
<tr>
<td></td>
<td>for future texts? What is one question you still have?</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Feedback</strong></td>
<td></td>
</tr>
</tbody>
</table>
Individually Complete Feedback Survey:

- What went well today? (WWW)
- What could have been even better? (EBI)

“For next week, please bring a completed Vocabulary Quadrant for your next text, as we will dig more deeply into strategies for “how” we teach these words that merit explicit instruction. Additionally, please read Explicit and Implicit Vocabulary Instruction, pgs 253-256, Reading Reconsidered. Also, we are going to do a jigsaw in our next session, so let’s go around the table and call out A, B, or C. A’s will need to read the bottom of page 258-262, B’s read pg. 262-265, and C’s read pg. 265-268.”
Navigating Text Complexity, Literacy, Seminar 4

**Identifying Academic Vocabulary**

**Objectives**
1. Explain the importance of **academic vocabulary instruction**.
2. Determine **which words to teach** and which words merit more attention in an upcoming text from the unit.

**Agenda**
- Do Now & Opening
- Team Builder
- CCSS Experiential
- Vocabulary Criteria for Success
- Application to Curriculum
- Closing
What was one problem that Eliza experienced? Find evidence in the text to support your answer.
## 4.2 Vocabulary Quadrant Template

<table>
<thead>
<tr>
<th>Meaning can be learned from context</th>
<th>These words merit less time and attention</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>• Concrete and easy to explain.</td>
</tr>
<tr>
<td></td>
<td>• Describe events, processes, concepts, experiences familiar to my students.</td>
</tr>
<tr>
<td></td>
<td>These words merit more time and attention</td>
</tr>
<tr>
<td></td>
<td>• <a href="http://achievethecore.org/academic-word-finder/">Tier 2 &amp; Tier 3 vocab</a> essential to text, likely to appear in future texts</td>
</tr>
<tr>
<td></td>
<td>• Abstract (e.g. democracy), have multiple meanings, and/or are a part of a large family of words with related meanings – will help students “break through” and gain new levels of understanding.</td>
</tr>
<tr>
<td></td>
<td>• Describe events, processes, concepts, experiences unfamiliar to my students.</td>
</tr>
<tr>
<td></td>
<td>• Pro tip: use Achieve the Core Academic Word Finder to find vocab words: <a href="http://achievethecore.org/academic-word-finder/">http://achievethecore.org/academic-word-finder/</a></td>
</tr>
<tr>
<td>Meaning needs to be provided</td>
<td></td>
</tr>
</tbody>
</table>
### 4.3 Between the World and Me Vocabulary Quadrant Template

<table>
<thead>
<tr>
<th>MEANING CAN BE LEARNED FROM CONTEXT</th>
<th>MEANING NEEDS TO BE PROVIDED</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>These words merit less time and attention</strong></td>
<td><strong>These words merit more time and attention</strong></td>
</tr>
<tr>
<td>• Concrete and easy to explain.</td>
<td>• <strong>Tier 2 &amp; Tier 3 vocab</strong> essential to text, likely to appear in future texts</td>
</tr>
<tr>
<td>• Describe events, processes, concepts, experiences familiar to my students.</td>
<td>• Abstract (e.g. democracy), have multiple meanings, and/or are a part of a large family of words with related meanings – will help students “break through” and gain new levels of understanding.</td>
</tr>
<tr>
<td>• Plunder</td>
<td>• Describe events, processes, concepts, experiences unfamiliar to my students.</td>
</tr>
<tr>
<td>• Vengeance/Vengeful</td>
<td>• Pro tip: use Achieve the Core Academic Word Finder to find vocab words: <a href="http://achievethecore.org/academic-word-finder/">http://achievethecore.org/academic-word-finder/</a></td>
</tr>
<tr>
<td>• Inaugurated</td>
<td>• Horsepower</td>
</tr>
<tr>
<td></td>
<td>• Voltage</td>
</tr>
<tr>
<td></td>
<td>• Sprawling</td>
</tr>
<tr>
<td></td>
<td>• Ghetto</td>
</tr>
<tr>
<td></td>
<td>• Phenomena</td>
</tr>
</tbody>
</table>
Criteria for Success Checklist: Identifying Academic Vocabulary

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocabulary selection is quantified based on Tier 2 and Tier 3 vocabulary which are essential to understanding the text and likely to appear in future texts.</td>
<td></td>
</tr>
<tr>
<td>Abstract academic vocabulary identified has multiple meanings and/or are a part of a large family of words with related meanings (e.g. democracy).</td>
<td></td>
</tr>
<tr>
<td>Academic language identified includes words that describe events, processes, concepts, and experiences unfamiliar to students.</td>
<td></td>
</tr>
</tbody>
</table>
There is a difference between knowing a word generally and knowing it deeply. The latter would involve, for example, mastering its subtleties of use and adapting it to match the context. One of the most common experiences of teaching vocabulary is observing students misapply words and, in so doing, showing that they do not yet truly understand them. A student tries, for example, to use one of her new words and speaks about excerpting a slice of pizza from the pie. She thus tells us that we didn’t manage to convey the idea that excerpt doesn’t mean simply “to take a piece of something,” but that it applies in situations where a section of print or visual media is taken from a larger document.

A primary goal of Explicit Vocabulary Instruction is to model for students the depth of knowledge that is involved in mastering words: to own a word is to know not just its definition but its different forms, its multiple meanings, its connotations, and the situations in which it is normally applied. Explicit Vocabulary Instruction models this for students by making a case study out of certain words and their application. Its goal is depth, and it requires studying fewer words better. It is a deep dive into a limited number of words—sometimes just one or two—rather than a cursory introduction or gloss-over of long lists of terms.

This represents a departure from what happens with vocabulary instruction in many classrooms. As Beck, McKeown, and Kucan note, many teachers rely on the “synonym model” for explicit instruction. There is a list of words—perhaps ten at a time. Students memorize an analogue for each: astute equals clever; mimic equals imitate.

The problem with this model, Beck et al. note, is that while the meanings of mimic and imitate overlap a great deal, the subtle differences between the words are in fact what matter most. A student reads the word mimic in a story where, say, one character mimics another behind his back. The meaning of the passage hinges on the fact that mimic means to imitate in a pejorative and mocking way; it is the implication of mockery that communicates the gist of the passage, in this case the nature of the relationship between the two characters. When we rely too heavily on the synonym model—or even basic definitions alone—we risk allowing our students to miss these subtleties. Knowing words without fully mastering them has a negative effect on
students' reading comprehension — to miss the nuances of words is to miss the nuances of texts. Inevitably, we will sometimes have to use synonyms or simplified definitions in teaching, but Explicit Vocabulary Instruction provides an opportunity to go beyond that: to teach words to mastery and to demonstrate that the meanings of words are richer than simple synonyms can express.

The goal of Explicit Vocabulary Instruction, then, is mastery of a word such that students can accurately use it in multiple contexts, flexibly adapt the word into its different forms, and understand the connotation and degree of the word in a text. Part of this goal is not just to master each specific word but also to help students think about all words this way — to learn to expect and therefore see depth and nuance in all words.

While teaching vocabulary deeply, directly, and systematically is critical to developing the kind of word knowledge that supports rigorous textual interpretation and strong literary discourse, it isn’t sufficient by itself. Students need to learn hundreds, perhaps thousands of new words per year to be ready for college. The limits of classroom time and cognitive processing make it unlikely that Explicit Vocabulary Instruction alone could ever close this gap. Trying to remedy the vocabulary gap by explicitly teaching that many words would likely take an immense proportion of any teacher’s time — and, quite probably, fail to result in long-term, durable word knowledge. Realistically, teachers can hope to teach perhaps two or three hundred words per year through Explicit Vocabulary Instruction. On average, that’s one or two words per day. Over thirteen years of school, that’s about 2,275 words. But faced with teaching a little over 40,000 words, according to Hirsch’s numbers, even ten times that rate wouldn’t do the trick. In order to significantly increase the number of words students learn, we need to leverage the power of reading and help students learn more words during reading.

If Explicit Vocabulary Instruction is, roughly, a set of tools to teach words directly, Implicit Vocabulary Instruction is a set of tools designed to increase the rate at which students learn words encountered during reading and absorb them into their functioning vocabularies. Because it happens while a class is reading a text — and therefore also pursuing other objectives — one of the goals of Implicit Vocabulary Instruction is to do this with the least disruption possible.

Two other points are worth clarifying here. First, although broad and extensive reading is critical to developing vocabulary, Implicit Vocabulary Instruction involves specific actions to increase the rate at which words are learned as compared to reading alone. Second, it relies on actions other than using “context clues.” Even though students are in fact often able to infer the meaning of some words from context, this does not necessarily
Figure 6.1  When you teach words explicitly and deeply and you also help students broaden their vocabulary through Implicit Vocabulary Instruction, you help them improve both their depth and their breadth of word knowledge.

Vocabulary Acquisition

Deep Word Knowledge via Explicit Vocabulary

Broad Word Knowledge via Implicit Vocabulary

This mean that it is a generalizable skill and that students can learn words from context with reliability.

We’ve tried to capture the relationship of breadth and depth of word knowledge in Figure 6.1. The first goal is to introduce students to a large number of words, especially through wide reading, with implicit Vocabulary Instruction to reinforce. This is represented by the horizontal arrow. As students learn more words, at least at a basic level the line grows longer.

At the same time, we also seek to instill deep word knowledge, even if with only a smaller number of words at first. This is done through Explicit Vocabulary Instruction, represented by the vertical arrow in Figure 6.1. If you chose just a few words and students mastered them deeply, you would lengthen that line.

Over time, however, a third goal emerges: to increase the proportion of words in students’ vocabulary that they know deeply. This goal is represented by the star in Figure 6.1 — illustrating that students learn a larger and larger proportion of the words on the x-axis at the full depth of the best-known words on the y-axis. The idea is that, as students practice and gain experience studying the nuances of how words work, the vertical line “opens up” and encompasses more and more words on the horizontal line.
Students expand their knowledge of word depth and apply it to more and more words, ideally at an increasing rate.

This is all well and good on a theoretical level, but how does it play out in practice? Over the next few modules, we’ll look at the different ways teachers can increase both the breadth and depth of student vocabulary.

**MODULE 6.2**

Explicit Vocabulary Instruction: The Daily Word Rollout to Achieve Deep Word Knowledge

Explicit Vocabulary Instruction should take place frequently—daily is common, perhaps even preferred—and should focus on a limited number of words, often even a single word or perhaps a pair of words. It follows, in general, a four-step process, beginning with *word selection*.

**STEP 1: WORD SELECTION**

Here’s a simple but critically important fact about words, one that we cited in chapter 5 but that bears repeating: the number of different words that occur in printed texts far exceeds the number of words that occur in spoken discourse. Given the opportunity to write, we choose words carefully and precisely. The formality and permanence of the endeavor, not to mention the ease of parsing, cause us to select words more intentionally. We use words we might not consider when speaking. The result is that many of the words critical to understanding written text occur very rarely in spoken language.

Consider the data we referenced earlier from Jim Trelease’s *Read-Aloud Handbook*: a typical children’s book uses almost 31 rare words per 1,000. That’s three times more rare words than adults use when they speak to children (9.3 rare words per 1,000) and also almost twice as many rare words as adults use when speaking to *other adults* (17.3 per 1,000). As students grow older, the rare words premium for written language increases. A book written for an adult audience uses 52.7 rare words per 1,000.¹

Beyond telling us that it’s important for students to read a lot to develop their vocabularies, these statistics tell us that the words that make reading challenging generally don’t occur in spoken language. Functionally, they are nearly exclusive to written discourse. Therefore, it is critical to focus vocabulary instruction on those words that students won’t hear through conversation.
One of the most powerful ideas from Bringing Words to Life is that words have differing levels of utility. Beck and her colleagues identify a three-tier hierarchy that is useful when deciding which words deserve “instructional attention.” Tier 1 words, they say, are those that are simple and familiar. They occur in general use and are therefore not really worth teaching. Tier 3 words are technical vocabulary that’s specific to a particular discipline or subject (for example, chromosome, thoracic, sieidom). For general vocabulary instruction, Tier 3 vocabulary occur too rarely and specifically to have maximum return.

The most useful words to teach, they say, are those in the middle: Tier 2 words. Tier 2 words are highly useful, appear primarily in print, and are likely to appear in multiple contexts or with varying meanings (for example, chameleon, inflection, disparate).

We find Beck’s framework for choosing words compelling—our teachers use it all the time—but we often see educators cite words that are too simplistic as examples of Tier 1 words, words like bike, ball, and person. The problem with this kind of conceptualization of Tier 1 words is that it fails to rule out any words that teachers might actually teach in vocabulary lessons. It’s more useful to consider examples of words that might commonly be taught but that could be replaced with harder words because they commonly occur in verbal discourse rather than printed text. Words like imagination, communication, and realize, we argue, are still Tier 1 words. Students are likely to learn them and hear them in everyday discourse. Words like these are perhaps better reinforced via implicit vocabulary methods (which you can read about later in the chapter). Explicit Vocabulary Instruction, then, is more appropriate for more robust words that students are less likely to hear every day.

Which Tier 3 Words to Teach in Reading and English Classes

A recent visit to Beth Verrilli’s senior English class revealed that even twelfth graders aren’t too old for a word wall, in this case a word wall reminding them of the Tier 3 technical terms they’d learned so as to talk about literature in the most technical way. It was titled “How Do English Scholars Talk about Literature?” and contained words like aphorism, catharsis, anaphora, metonymy, and synecdoche. Almost all of the words on the wall would be considered domain-specific, Tier 3 words. It’s vital that all teachers prepare (Continued)
students of all grades to be able to both talk and write about literature with scholarly technical vocabulary specific to literary analysis—in much the same way that a science teacher would prepare his or her students to use scientific vocabulary when conducting experiments.

Because Tier 1 words don’t typically pose a problem for even emerging readers, and words limited to specific domains tend to be covered in depth within those domains, reading and English classes, we think, should spend the lion’s share of their time on Tier 2 words—the kind of words readers will grow into, the kind they’ll use in college and in life.

Because a deeper dive into words implies a greater time commitment, word choice becomes even more important when selecting which Tier 2 words to explicitly teach. Here are some types of words to consider for Explicit Vocabulary Instruction:

- Words that appear in a text you are reading, that students may not know, and that are critical to understanding it.
- Words that relate to the content or themes of the novel or other content being taught. For example, when reading *Esperanza Rising*, you might consider teaching the word *exploit*. Although the word does not appear in the novel, students might use this word to describe the treatment of Esperanza and the other child migrant workers.
- Words that relate to other vocabulary words that can be compared, contrasted, or used as a group (for example, *tyranny* and *oppression; embellish* and *exaggerate; glance, gaze, and gawk*).
- Words that enable students to upgrade their word choice, replacing common words used in a book discussion or literary analysis. For the word *good*, for example, they might use *acceptable, favorable, satisfactory, or pleasing; for the word bad, they could instead use evil, wicked, atrocious, dreadful, or inadequate.*

**STEP 2: ACCURATE AND STUDENT-FRIENDLY DEFINITION**

Once you’ve selected a word (or perhaps several, depending on the grade level), provide students with a definition that is both simple and clear. It should not contain jargon or phrases that students are unlikely to understand. For example, telling students that
the definition of banal is “devoid of freshness or originality” may not be as helpful as rewriting it slightly to “lacking in originality”—still accurate, but much more digestible for students. Although ensuring that a definition is student-friendly is important, it’s just as important that a definition remain as accurate as possible (see the “Pitfalls to Avoid When Writing Student-Friendly Definitions” box).

When a word has multiple definitions, start with the one that is most applicable in the context of your reading and/or the one that will be most frequently used in other contexts (for example, “Serene describes a situation or setting that is quiet and calm”). A cautionary note: crafting definitions that are both accurate and student friendly is one of the most challenging and overlooked aspects of vocabulary instruction, so please don’t jump over this step hastily!

See It in Action
Watch Akilah Bond, Colleen Driggs, and Gillian Cartwright demonstrate the importance of accurate and student-friendly definitions in clip 25 at teachlikeachampion.com/yourlibrary. As they introduce the words sigh, scarce, eradicate, and counteract, each simple moment illustrates the importance of carefully planned and crafted student-friendly definitions.

Many teachers commonly seek to “arrive” at a definition as a last step in their vocabulary instruction. For them, teaching a new word means asking, “Who can tell me what destitute means?” and having students try to infer the meaning from there. To be more rigorous, vocabulary instruction should, in most cases, begin with an accurate definition, focusing instead on application (Figure 6.2):

Using words with richness and precision is a rigorous form of problem solving. But the problem solving can begin only once students know a word’s basic meaning. If instruction begins before students have a clear definition, they spend their time guessing at its meaning. Time spent guessing a word’s meaning is far less productive than time spent using and applying the word’s meaning in increasingly complex situations. For example, consider whether it is more rigorous to have students answer the question “What do you think clandestine might mean?” or instead to answer “How is clandestine similar to and different from surreptitious?” or “How could camouflage help you do something in a clandestine manner? How could you use something that was ‘blaring’ to do something in a clandestine manner?”

Vocabulary Instruction: Breadth and Depth 259
Figure 6.2  Two diagrams showing less rigorous and more rigorous vocabulary instruction:

Diagram 1. Typical Lesson: “Who can tell me what ‘destitute’ means?”

“guided inquiry”

Definition

Time

Diagram 2. Revised Lesson: “Who can describe a situation in which a rich person might still be destitute?”

Definition

Problem solving

Time

Pitfalls to Avoid When Writing Student-Friendly Definitions

Writing a simple, clear, and accurate definition is a vital part of planning for your vocabulary lesson. Unfortunately, many great vocabulary lessons are undercut by a poor-quality definition. Here are some common pitfalls to avoid when writing your definition:

Oversimplification

We often give students definitions that don’t accurately capture the full meaning of a word because we focus on making it simple or student-friendly. For example, a teacher might commonly define the word heed as “to listen,” but to heed implies that one follows the guidance or request of some authority. A more appropriate definition would be “to listen and obey.”

Inaccuracy

Teachers might give a definition that makes sense as a substitute for the vocabulary word as it is used in a given context but that does not reflect
the actual meaning of word. For example, a teacher reading with her class
came across the following sentence: “The mother tried to insinuate that
the teachers were to blame for her daughter’s problems, but the heroic
principal told her politely that he would not tolerate this type of rudeness
toward his hard-working staff.” The teacher defined the word insinuate as
“a verb meaning to suggest”—a fitting definition for the context. However,
this definition could lead to misunderstanding, as illustrated in this sentence:
“I’m going to insinuate that you can improve your grades by coming in on
Saturday.”

**Size**
The definition has too many parts to be useful or accessible for students.
For example, a teacher might define puny as “of lesser size, strength, or
significance; appearing weak, especially in stature.”

**Inaccessibility**
The definition includes words that students don’t already know, or it is
overly abstract. For example, the dictionary definition for privilege is “a
right, immunity, or benefit only enjoyed by a person beyond the advantages
of most.” Better to define it as “a benefit given to a person or group of
people”—simpler, yet still accurate.

**Wrong tense or part of speech**
The definition is in a different tense or part of speech than the word. For
example, a teacher defines sporadic as “ocasionally.” The word is an adjecti
de, but the definition is for the adverb form of the word. Better to define
it as “occurring occasionally.”

Once you have drafted an accurate, student-friendly definition, it’s also important
to think about how to make it “sticky.” In Made to Stick, Chip and Dan Heath define
ideas that stick as those that “are understood and remembered, and have a lasting
impact”6—certainly something we want for the vocabulary words we teach. Making
words stick for students increases the likelihood that the word enters their working
memory, as well as their speech and writing. Here are a few tricks to make words stick.
Model Use
An important part of giving students a clear and accessible definition is to model how the word can be used in a sentence. Modeling provides a familiar context for students. For example, “Tame means to train a wild animal. Circus trainers would tame wild elephants before they put them in a show so that they could perform without hurting anyone.” Examples provide important context and start to model for students how the word might be used in multiple ways.

Add a Visual
Using a visual image for students to associate with a new word can help them remember not just the word but also nuances of its depth and context of use. Consider using pictures that demonstrate a literal illustration of the word (for example, “What in this picture establishes a tone of serenity?” or “I chose this picture as an example of serenity.” In it you can see a woman meditating. She’s sitting with her eyes closed thinking deeply. What else about this picture shows serenity?” or that serve as a backdrop for a memorable story that includes the word (for example, a photograph of a squirrel eating out of a person’s hand to illustrate the word tame). You can use the picture both to remind students of the word’s meaning and as a cue encouraging them to apply it. Posting vocabulary words along with their visuals is a useful reminder to students and will increase the likelihood that they use the words in their writing.

Act It Out
You can also have students act out a word (for example, “Show me what you would look like if you were furious” or “Who can swagger across the room?”) or have students develop gestures to help them remember words. This is useful not only for making the definition sticky and accessible but also for encouraging play with words. You can then help students recall the word by giving them the gesture.

STEP 3: PARAMETERS OF USE
The first time you tried to use a hammer, you might have bent a nail or two by striking it not quite squarely. Or perhaps you hit your thumb. Using new vocabulary can be similar. What teacher hasn’t asked a student to use a new word, only to see him use it in an awkward and erroneous manner: “I exterminated the clothes from my bedroom floor.” “The lion crept clandestine through the tall grass”?
As when one is using any new tool for the first time, it helps to have some guidance. When those new tools are vocabulary words, students need clear and
specific guidance about how to accurately use and apply these new additions to their proverbial toolkit. Building good habits from the outset is easier than breaking bad ones. Four parameters of use—common use, word partners, forms and prefixes, and similar/different words—can help students drive straight nails.

Common Use
It usually helps to start with an explanation of how a word is commonly used. You might say, for instance, “Eradicate” is often used to describe an effort to completely eliminate something harmful. For example, a doctor might spend years trying to eradicate polio,” or “You would talk about an animal being tame, but not really a person. To do so would imply something animal-like about the person.” Explaining common use (and asking students to practice it) allows students to have better access to and command of new words.

Word Partners
Along with explaining a word’s most common use, it’s helpful to describe words that often appear with—either preceding or following—the new vocabulary word you are teaching. Be sure to introduce the kind of partner words—often prepositions—without which a word isn’t accurately used (“Foist is a verb, and people often pair it with the word upon”). Word partners help ensure that students appropriately use new words in speech and in their writing.

Forms and Prefixes
Be explicit about the alternate forms a word might take, providing examples of how and when to change its part of speech. Be relentless when asking the same of your students in their practice. (For example, “Serenity is an adjective that describes a calm, quiet situation. You might also see the word serenity, which is the noun form. It’s the thing I seek it. I seek serenity when I go to church or when I want peace and calm and quiet.”) Knowing the variety of forms a word can take is helpful not only in ensuring proper usage but also in supporting both depth and breadth of vocabulary development. If a student knows the different forms that occupy can take, for example (occupation, occupied, occupies, unoccupied, preoccupied, and so on), and how those different forms may be used in different contexts, she will have better command of the word and will have discretely increased the number of words in her vocabulary. Understanding the change that adding a prefix can make increases the likelihood that a student will be able to recognize, define, and understand multiple forms of the word in a text.
Similar To/Different From

Help students understand the shades of meaning words can have by explaining (or asking students to explain once they know the definition) how a word is similar to and different from the new vocabulary word. For these purposes, choose a similar word and intentionally describe the similarities and differences. (For example, “Serene is similar to quiet because serene things are always quiet, but quiet things aren’t always serene. You could be quiet and tense or worried or angry and some people feel serene even if there’s noise around them.”)

In many cases, the discussion of the relationship between these two words is the perfect time to highlight the differing degrees of the meaning of words. For example, a person who is feeling glum is not experiencing as strong an emotion as someone who is feeling sorrowful. If you opt to use similar words to support the rollout of your vocab word of choice, consider the following:

- The similar word should be a word that students are already familiar with, but ideally one with depth and rigor.
- The two words may share a definition at the most basic level (for example, gaze and glance are both types of looks).
- The similar word may have the same basic meaning but differ in degree (for example, glum is not as strong as dejected).
- Plan how to clearly articulate what the two words have in common, but also why they should not be used interchangeably (the more concisely you can explain this, the better).
- Ideally, the similar word will be the same part of speech as your vocabulary word.

Carefully describing a new vocabulary word with the four parameters of use helps students begin to grasp and understanding new words deeply—and, ideally, develop a passion for learning them.

Beware the Synonym Model

Of course, introducing similar words alongside your chosen vocabulary word is different from the “synonym model” of instruction—a model in
which words are introduced as a pair of words having the same definition. Introducing word pairs as synonyms can oversimplify their precise definitions, inhibit accurate application, and hinder reading comprehension. Beck and her colleagues describe the flaws in the synonym model of teaching vocabulary, saying, “Although handy for providing a quick anchor point for a word, [the synonym approach] is a bankrupt way to teach word meaning. Building an understanding of language comes through developing knowledge of both the similarities and the differences among words and the precise roles they can play.”\(^*\) In this light, similar words should be used as a way to build both breadth and depth—not as a replacement for deep teaching.


**STEP 4: ACTIVE PRACTICE**

The last step in any successful vocab lesson—**active practice**—is the most important. As Beck et al. discuss, we learn words by using them and seeing them, over and over, in different settings. Vocabulary instruction becomes most rigorous when it puts students in situations where they must apply their nascent knowledge of a word in challenging ways, or even problem-solve ways to use words in new settings. Further, as Brown, Roediger, and McDaniel point out in *Make It Stick: The Science of Successful Learning*, rigorous recall—remembering and problem solving at the same time—builds strong and lasting memory.\(^7\) Doubly so when active practice causes students to say and hear a word—and its correct pronunciation—multiple times. Triply so when it’s intellectually challenging.

At our vocabulary workshops, we frequently ask participants how many times they think students need to say, hear, or read a word before it enters their functional vocabulary. The answers we get have ranged from as low as four times to as many as twenty-five times. Because of a wide number of variables (for example, interest in the word, student absorption rate for a particular topic, variability across words and students), there isn’t really a way of knowing *exactly* how many times a student needs to use a word before he remembers it forever. Even so, we know that the answer is definitely not one time. To better ensure that a vocab word will be remembered and used in the future, give students a myriad of quick exposures after introducing it. For each Explicit Vocabulary

Vocabulary Instruction: Breadth and Depth
lesson, plan five to seven quick questions (both verbal and written) that provide students with opportunities to interact with the word. It's not simply about exposure. Active practice should give students opportunities to practice mastering both meaning and usage.

**Active Practice to Master Meaning**

Mastering meaning involves students using a word to illustrate its degree of meaning with fluidity, expertise, and a depth of understanding. There are four different ways you can ask students to practice mastering meaning, both verbally and in writing. You can ask students:

1. When a word would (and would not) apply: “Would it be accurate to say that Aunt Alexandra is acting like a **tyrant** in this scene? Explain.”
2. To combine multiple new words: “Could a **tyrant** ever be **humble**? Tell me why or why not.”
3. To narrate the story: “Can a group ever exert **tyranny** over another group? How? Explain how a group of people in *To Kill a Mockingbird* make decisions that are **tyrannical**.”
4. To define a change: “How is it different to state that Aunt Alexandra is being **tyrannical** as opposed to, say, **bossy**?”

Many teachers tend to have consistent types of questions and prompts for their students (for vocabulary and otherwise), so this list is helpful in starting to expand your repertoire in planning active practice questions. When we shared (and practiced!) these questions with teachers and leaders in a recent workshop, several teachers gave the feedback that this variety of questions has not only improved students’ mastery of meaning but has also made vocabulary instruction more interesting and engaging for them as teachers.

**Active Practice to Master Usage**

Asking students to practice accurately helps prevent misapplication of words. To build positive new habits (and avoid the need to unlearn bad ones), it’s a good idea to have students practice a variety of uses. There are two ways to do this:

1. Change the form: “In its adjective form, we would say ‘**tyrannical**.’ Would Atticus agree that Aunt Alexandra is **tyrannical**?”

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2. Create a sentence with the word and/or other parameters: “Write a sentence in which you describe Aunt Alexandra looking ‘obliquely’ at Scout. Be sure to describe what Scout has done to earn such a glance.”

It’s quite a common practice to ask students to create sentences with new words. Using additional parameters adds rigor and helps ensure that students are learning to use a word correctly.

**Three Keys to Active Practice**

When practicing, be sure that students are accurately applying the word. It is not uncommon for an eager student to lose the meaning of a word in her earnest attempts to apply it wherever the definition seems to fit. Whether it’s to master meaning or usage, there are three important keys to getting the most out of active practice.

**Say the Word**

The first key is to ensure that students actually use the new word in their answers (you would be surprised by how often we forget this!). Instead of using a new word, students will often describe it. For example, if a teacher asks a student to describe a time when he feels *sentimental*, the student might answer, “when I look at photo albums of my baby brother when he was little.” That may demonstrate an understanding of the word’s meaning, but unless the teacher urges the student to use the word in his sentence—“Looking at photo albums of my baby brother makes me feel *sentimental*” —the student doesn’t actually practice using the word, and isn’t as likely to be able to use it again.

**Push for Precision**

The second key to active practice is ensuring that student answers illustrate their understanding of the word. When asked to use the word *detest*, for example, we often hear students say something like “I *detest* broccoli.” Without further explanation, it’s not clear whether they truly know what it means to *detest*. In this case, push students a bit further to expand their sentences to illustrate the meaning of the word, as in “I *detest* broccoli because it’s bitter.”

To ensure that students have to rigorously apply a word and its definition, avoid obvious or mundane questions. Using simple fill-in-the-blank questions or asking questions that require students only to use the word to describe their own experiences can have two negative outcomes. First, the degree of the word may not match the context or shade of meaning (for example, “I was *irate* when my sister got ice cream before I did”)

Vocabulary Instruction: Breadth and Depth
because students have grown accustomed to a simple fill-in-the-blank formula. Second, students may generate a surface level of understanding of a word ("I adore my teddy bear") without understanding its deeper meanings or connotations. To avoid these outcomes, provide prompts that support students' precise use of the word (for example, "Write a sentence about why a mouse would likely despise a snake" rather than "Write a sentence using despise") or that require combining similar words with slightly different meanings (for example, "Write a sentence in which you describe something you dislike and something you detest."). Asking rigorous application questions increases the quality of student practice, as well as deepens their understanding of the word and its definition.

Make It Right

The final key is for students to practice using different forms of the word — correctly. It is essential to consistently correct inaccurate parts of speech or tenses. Do not accept, for example, "The pond was scarce of water." If we accept incorrect forms of new vocabulary words during practice, then students will most assuredly make those mistakes in their writing and beyond the classroom.

The three keys of active practice can support teachers in asking students to rigorously apply their burgeoning vocabulary, and they are useful in giving feedback to students on their practice as they use new words and apply their meanings in a variety of contexts.
What was one problem that Eliza experienced?

Find evidence in the text to support your answer.
Vocabulary Experiential

• How do teachers typically respond when students don’t know a word when reading?

• Think about a student who has 5 black marks vs. 20 black marks.

• Would context clues help? Why or Why not?

Team Building

Think about your memories of reading as a child or young person. What were your favorite books and/or memories related to reading? What did you struggle with? Find someone who you haven’t sat next to yet in a seminar to be your partner. Share your response with that person.
1. Explain the importance of academic vocabulary instruction.

2. Determine which words to teach and which words merit more attention in an upcoming text from the unit.

• Teachers will read their texts deeply to determine which words merit more time and attention.
What do you see as you look at this research?

What are the implications of this data for our students?

Which Words Do I Teach?

<table>
<thead>
<tr>
<th>Tier 1</th>
<th>Tier 2</th>
<th>Tier 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Words from everyday speech</td>
<td>Academic Vocabulary</td>
<td>Domain-specific vocabulary</td>
</tr>
<tr>
<td>Examples: Horrible, believe, understand</td>
<td>Examples: Calibrate, dignified</td>
<td>Examples: Legislature, Circumference</td>
</tr>
</tbody>
</table>

How do we know what words to teach?
Identifying Vocabulary: *Between the World and Me*

Identify vocabulary words from the excerpt from *Between the World and Me* that you anticipate merit instruction. Use chart paper to sort into tiers.

**Criteria for Success**

<table>
<thead>
<tr>
<th>Criteria for Success Checklist: Identifying Academic Vocabulary</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Criteria</strong></td>
</tr>
<tr>
<td>Vocabulary selection is quantified based on Tier 2 and Tier 3 vocabulary which are essential to understanding the text and likely to appear in future texts.</td>
</tr>
<tr>
<td>Abstract academic vocabulary identified has multiple meanings and/or are a part of a large family of words with related meanings (e.g., democracy).</td>
</tr>
<tr>
<td>Academic language identified includes words that describe events, processes, concepts, and experiences unfamiliar to students.</td>
</tr>
</tbody>
</table>
Application to Curriculum

Feedback Loop

• 5 minutes: Review each other’s work

• 2 minutes: Partner A gives Partner B feedback according to the Criteria for Success
  • one strength
  • one area of growth

• 2 minutes: Repeat process for Partner B
Individually complete feedback survey:
• What went well today? (WWW)
• What could have been even better? (EBI)

For next week:
• Bring a completed vocabulary quadrant for your next text
• Read *Explicit and Implicit Vocabulary Instruction*, p. 253-256, from *Reading Reconsidered*
• Read section determined for jigsaw:
  A. Pages 258-262
  B. Pages 262-265
  C. Pages 265-268
LEAP Observation and 5P Debrief Template

This observation and debrief framework is adapted from Bambrick’s coaching model to be intentionally content-focused. This tool is designed to be used as a guide for observers conducting weekly 15 minute formative observations that occur as a part of the LEAP Weekly Cycle. LEAP observers are encouraged to record information using Whetstone, the LEAP Platform.

<table>
<thead>
<tr>
<th><strong>Observation</strong></th>
<th><strong>Planning</strong></th>
<th><strong>5P Debrief</strong></th>
<th><strong>Context</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>These sections are completed by the observer before/during the classroom observation.</td>
<td>These sections are completed by the observer after the classroom observation but before the debrief conversation.</td>
<td>These sections are completed by the observer during the debrief conversation.</td>
<td>These sections are completed by the Office of Instructional Practice (OIP) content teams. The content in these sections is pre-loaded from LEAP Module overviews and LEAP seminar plans. This content is specific to each LEAP team’s current LEAP Module and LEAP Seminar. In addition, guiding questions and coaching best practices are included in the 5P Debrief conversation section.</td>
</tr>
</tbody>
</table>
LEAP Observation and 5P Debrief Template

Pre-Observation
Before conducting the weekly LEAP Observation, take 3-5 minutes to review the context of the observation. This includes the LEAP Module overview, LEAP Seminar outcomes, objectives, and criteria for success, as well as observation focus questions, evidence to collect during the observation, and potential teacher action steps. A quick review of this information will help narrow the focus of the observation and ensure that the most meaningful information is collected to inform the 5P debrief.

<table>
<thead>
<tr>
<th>Date &amp; Time (observation):</th>
<th>Teacher:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date &amp; Time (debrief):</td>
<td>Observer:</td>
</tr>
<tr>
<td>Grade Level / Content Area:</td>
<td>LEAP Seminar Leader:</td>
</tr>
</tbody>
</table>

Subject and Grade Band, Module Title, Week #: ELA K-12, Navigating Text Complexity, Week #4

Seminar Outcomes: Teachers will read their texts deeply to determine which words merit more time and attention.

Seminar Objectives:
- Explain the importance of academic vocabulary instruction.
- Determine which words to teach and which words merit more attention in an upcoming text from the unit.

Seminar Criteria for Success (CFS):
- Vocabulary selection is quantified based on Tier 2 and Tier 3 vocabulary which are essential to understanding the text and likely to appear in future texts.
- Abstract academic vocabulary identified has multiple meanings and/or are a part of a large family of words with related meanings (e.g. democracy).
- Academic language identified includes words that describe events, processes, concepts, and experiences unfamiliar to students.

Observation and 5P Debrief Focus:

Focus Questions
What routines is the teacher using for students to learn, practice and apply academic vocabulary?

How are students engaging in meaningful practice of academic vocabulary?

Potential Teacher Action Steps:
- Use word walls to illustrate shades of meaning, morphology of words, and word families.
- Prompt students to use academic vocabulary in their oral and written responses.
- Use a “Call for Words” protocol to help students identify unknown vocabulary that is blocking comprehension (see Literacy Handbook from OTL).
- Include word journals or other methods for helping students document and build their word knowledge.
### Evidence to Collect

LEAP leaders will collect evidence of students' learning, practicing, and applying academic vocabulary by:

- Collecting/script students' written/oral responses to vocabulary tasks
- Recording student inquiry about word parts/connections to other words
- Tallying when students appropriately use vocabulary without teacher's prompt

LEAP leaders will collect evidence of teachers learning, practicing, and applying academic vocabulary by:

- Recording when and how academic vocabulary is included in a lesson plan
**Observation**
During the 15 minute observation, collect evidence to use during the 5P Debrief based on the Observation and 5P Debrief Focus (above). Effective evidence is specific, descriptive and judgment-free. Collect evidence through scripting, narration, counting, timing, tracking trends, and/or taking photos of student work. Record evidence in a template that makes the most sense to you and copy it in the space below if doing so is helpful to have as a reference as you complete your planning process. Any observation notes entered here are visible only to the observer, and will not be visible to the teacher observed.

**Lesson Objective:**

**Observation Notes**

*LEAP Leaders may choose to take notes directly into this template, on Whetstone, the LEAP Platform, or in some other template of your choosing.*

---

## 5P Debrief Conversation

Create a plan for the 5P Debrief. Use these questions as a guide, choosing 1 or more questions to ask the teacher in each section. While pre-planning, consider Potential Teacher Actions Steps (above) for the current LEAP Module. Consider the needs of the teacher, informed by evidence collected while in the classroom, and determine 1-2 of the provided potential action steps to discuss. During the 5P debrief, collaborate with the teacher to determine the best action step and record it in the space below. The most important result is that the teacher leaves the conversation with a clear action step and a plan for how to implement the action step in the classroom. Finally, close out by expressing gratitude and determining next steps.

### 5P Debrief Conversation

**Protocol / Guiding Questions:**

**STEP 1 – PRAISE**

What positive teacher/student actions will you highlight from the classroom observation?

1-2 minutes

- How do you think the lesson went?
- One great action I noticed was that you _____. What was the impact? (OR) The impact was _____. Nice work!
- In our last LEAP Seminar, we planned for _____. How did that go?
- Our prior action step was _____. What lessons did you learn that we can build on, moving forward?

---

**Pre-Planning Notes:**

**Notes During 5P Debrief Conversation:**
### STEP 2 – PROCESS
What student work or evidence will you examine with the teacher to guide the discussion?

2-6 minutes

- Look at the text or task.
- What is the ideal student response to the text or task?
- Look at the student evidence (student work and/or responses captured during the observation). What are students saying/writing about the text or task? What questions did you ask students during the lesson to get these responses?
- Looking at student work/responses, what is the gap between current and ideal student performance?
- What scaffolds can we plan to ensure students can reach the ideal student response?

### STEP 3 – PRIORITIZE
What is the key action step for the teacher to focus on in the next week?

1 minute

- Refer to list of suggested action steps in the Potential Teacher Actions Steps (above); use one of the provided action steps or customize as necessary.
- Based on what we just talked about, it might make sense to focus on ____. (OR) Based on what we just talked about, what do you think it makes sense to focus on?
- Your action step for today is ____. This is important because ____.
- Record the action step on Whetstone, the LEAP Platform.
### STEP 4 – PLAN / PRACTICE

**How will the teacher apply the action step to improve his/her instruction?**

**13-20 minutes**

- Which lesson in the next week can we use to practice this skill?
  - What part in this lesson should we focus on?
- Let’s co-plan for this part of the future lesson together.
- Spend several minutes scripting side-by-side with the teacher.
  - Script the ideal student response.
  - Script teacher language, as needed.
- Let’s role play this part of the future lesson together.
  - Practice delivery of the content planned, in order to check for clarity and economy of language.
  - Role play as a student who gets the answer correctly.
  - Role play as a student who does not get the answer correct on the first try.

### STEP 5 – CLOSE-OUT

**What are our next steps, moving forward?**

**1-3 minutes**

- What did you learn today?
- **Investment:** How will this strategy make a positive impact on your students?
- **Application:** When specifically do you plan to use this strategy? What would it look like/sound like for you to use this strategy effectively?
- **Transfer:** How can I best support your performance in this area between now and our next visit in 2 weeks? What evidence will you share with me?
- What is one thing that went well about today’s meeting?
- What is one thing I can improve for next time?
- **Gratitude:** Thank you for ___.
# Navigating Text Complexity

## Seminar 5: Implementing Vocabulary Instruction

### What are best practices for meaningful explicit vocabulary instruction?

<table>
<thead>
<tr>
<th>Content Area</th>
<th>ELA</th>
<th>Length in Minutes</th>
<th>90</th>
</tr>
</thead>
</table>

### Overview:
In this session teachers will gain an understanding of the relationship between acquisition of academic vocabulary and ability to access and comprehend texts at increasingly complex levels. Teachers will develop a plan to employ explicit vocabulary instruction in their curriculum.

### Objective(s)

- Explain the difference between **explicit and implicit vocabulary instruction**.
- Develop a **vocabulary plan** that outlines explicit vocabulary instruction and supporting strategies aligned to an upcoming complex text.

### Outcome(s)
Teachers will develop an academic vocabulary plan that clearly outlines key vocabulary and aligns strategies for explicit instruction.

### Criteria for Success

**Explicit Vocabulary Instruction:**

- Includes accurate and student-friendly language
- Accounts for parameters of use, which include: a) explanations of common use of the words, b) alternative forms, c) examples of how and when to change the part of speech, and d) shades of meaning
- Includes multiple opportunities for active practice that engages students in higher-order questions that push for depth of understanding

### Pre-Work

**LEAP Leader:** See facilitator handout for Team Building Exercise. Cut regular sized copy paper into three strips (landscape orientation) and fold into thirds. Each participant receives a blank strip of paper. Cut “phobia” words and definitions into strips. Each teacher receives a word. Handout 5.2 (need double the number of copies)

**LEAP Participants:**
Read from *Reading Reconsidered* “Explicit and Implicit Vocabulary Instruction” pg 253 - top of 256
Participant Jigsaw Section: A reads bottom of pg. 258-262; B reads pg. 262-265; C reads pg. 265-268
Complete Vocabulary Quadrant for upcoming complex text

### Collaborating for Equity & Opportunities for Differentiation:
LEAP Seminars are an opportunity for all educators, across all specialization areas (literacy, language acquisition, special education, etc.) to plan instruction that raises the achievement for all learners. We encourage collaborative planning and shared ownership of student outcomes. When applicable, seminar plans will identify possible opportunities for differentiation.

**Considerations for Students**

Provide Multiple forms of Engagement/Expression: Provide students with various options and choice in how they demonstrate knowledge of vocabulary terms. For example, students could create a skit, design a digital comic strip using Make BeliefsComix (K-5)/StoryboardThat (6-12), write a tweet or construct a non-linguistic representation using the vocabulary terms.

**Considerations for Educators:** Use Alternative Co-teaching to pre-teach high impact vocabulary to promote connections to the learners’ experience and prior knowledge. For example, Teacher A could use multimedia, visual support resources, and concrete/real world examples to frontload key vocabulary terms.
<table>
<thead>
<tr>
<th>Time</th>
<th>Facilitator Notes</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td><strong>Do Now</strong>&lt;br&gt;Participants independently read <em>Phenomenal Woman</em> and reflect on the meaning of the word <em>phenomenal</em>.&lt;br&gt;“What does the word <em>phenomenal</em> mean? Write down a student-friendly definition in the first box at the bottom of the <em>Phenomenal Woman</em> Activity Sheet (5.1). We will revisit these student friendly definitions later in the session.”&lt;br&gt;Possible Follow Up Questions(s):&lt;br&gt;● How did you determine the definition of the word “phenomenal”?&lt;br&gt;● How did the text support you in determining the word “phenomenal”?&lt;br&gt;Key Point(s):&lt;br&gt;● It is essential to use the text when developing student-friendly definitions.</td>
<td>5.1 <em>Phenomenal Woman</em> Activity Sheet</td>
</tr>
<tr>
<td>7 min</td>
<td><strong>Team Building</strong>&lt;br&gt;At the beginning of each seminar, include opportunities for building relationships, establishing culture, and setting and reinforcing norms. Some potential team building activities for this week include:&lt;br&gt;● Team Builder: Quiz Quiz Trade with phobias (see Team Building Facilitator Handout). This exercise demonstrates how teachers can use vocabulary games in the classroom, in order for students to have many opportunities to practice and use vocabulary. Please see facilitator handout for directions.&lt;br&gt;● Norms: “Let’s check in on the norms we established last week. Turn to a partner and discuss which norm you would like to focus on during our meeting today. Share how they can help to hold you accountable.”</td>
<td></td>
</tr>
<tr>
<td>Time</td>
<td>Facilitator Notes</td>
<td>Materials</td>
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<td>---------------------------------------------------------------------------</td>
</tr>
<tr>
<td>32 min</td>
<td><strong>Shared Experience of Explicit Vocabulary Instruction</strong></td>
<td>4.5 Reading Reconsidered passage (given as pre-work)</td>
</tr>
</tbody>
</table>
|        | “Today we will continue our work on academic vocabulary which aligns with Common Core ELA Shift 1: Regular practice with complex text and its academic language. Last time we met, we spent our time determining the words that merit more or less time and attention for a complex text in the curriculum. Today we will use this knowledge to determine the explicit vocabulary instruction and supporting strategies that we can use to explicitly teach the words that merit more time and attention.”
|        | “Each person needs to take two sticky notes. Based on your pre-work, write down a brief definition (in your own words) of explicit vocabulary instruction and implicit vocabulary instruction.”                                                                                                                                                  | Sticky Notes (2 per participant)                                          |
|        | LEAP Leader: Have participants share with a partner.                                                                                                                                                                                                                                                                                                       |                                                                           |
|        | LEAP Leader: Have one participant share out with the group.                                                                                                                                                                                                                                                                                              |                                                                           |
|        | “Now that we have a good understanding of the difference between explicit and implicit vocabulary, we are going to spend some time deepening our understanding of explicit vocabulary instruction. There are many different effective structures that you can use to explicitly teach vocabulary in a systematic way. In the pre-work, you read about one of these structures, which comes from Doug Lemov’s *Reading Reconsidered.*”
|        | Jigsaw, “Explicit Vocabulary Instruction” excerpt from *Reading Reconsidered,* by Doug Lemov                                                                                                                                                                                                                                                               |                                                                           |
|        | LEAP Leader Note: During the pre-work for the jigsaw, participants will not read *Step 1: Word Selection* (pages 256-258), because they will have covered this material during the previous seminar. Therefore, you will want participants split into 3 groups so that it corresponds with what they have read.                                                                                           |                                                                           |
|        | Group A will have read Step 2: Accurate & Student-Friendly Definition
Group B will have read Step 3: Parameters of Use
Group C will have read Step 4: Active Practice                                                                                                                                                                                                                                                                                                             |                                                                           |
|        | Teachers should gather into their groups to prepare to share.                                                                                                                                                                                                                                                                                              |                                                                           |
|        | **Participant Directions:**                                                                                                                                                                                                                                                                                                                                                                                         |                                                                           |
|        | 1. Take one minute independently to review your section.                                                                                                                                                                                                                                                                                                 |                                                                           |
2. Move to your zone and discuss the most salient points within the step and create a poster to capture this knowledge. Be prepared to teach this to your heterogeneous group.

LEAP Leader: Reorganize the participants into new groups so that you have one participant for each step (someone from Group A, B, and C). Participants should take 5 minutes to share out each of the steps so that you teach the other members. Members should walk away having an understanding of each section.

“Now that you have had a chance to deepen your knowledge of explicit vocabulary instruction and add to your toolbox, you will now get an opportunity to work with a partner to apply this learning to the text, “Phenomenal Woman”.

Application to Adult Text, “Phenomenal Woman”

LEAP Leader: Introduce the Explicit Vocabulary Planning Template (5.2) which outlines the four steps in Lemov’s text.

“Based on what you learned about student friendly definitions from your reading and discussion, you will want to start by revising the student friendly definition that you came up with for “phenomenal” at the beginning of the session and record it within the Explicit Vocabulary Planning Template. You will have 15 minutes to work with a partner. Use Lemov’s text as a resource and the guiding questions on the Explicit Vocabulary Planning template. If you are looking for additional resources, Canvas is a great place to look for curricular documents. ”

Partners: Complete Explicit Vocabulary Planning Template for “Phenomenal Woman”

Possible Follow Up Questions(s):
- Which words are critical to understanding the meaning?
- Which words have multiple meanings or usages?
- Which words will students use across content areas and often appear in text?
- How can you provide authentic ways for students to practice and use vocabulary?

Key Point(s):
- There are many effective structures for explicitly teaching vocabulary; Lemov’s is just one structure that we are looking at today.
- It is essential to use the complex text to carefully plan out explicit instruction of vocabulary so that the context of the text is kept at the center of the plan.
<table>
<thead>
<tr>
<th>Time</th>
<th>Facilitator Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td><strong>Post Experience Reflection</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Whole Group: Wows and Wonders</strong></td>
</tr>
<tr>
<td></td>
<td>LEAP Leader: Have participants think about one ah-ha moment they had during this</td>
</tr>
<tr>
<td></td>
<td>process, and one question. Then, have them share out to the whole group.</td>
</tr>
<tr>
<td></td>
<td>Note any questions that arise that need to be addressed on the spot or in the</td>
</tr>
<tr>
<td></td>
<td>upcoming session.</td>
</tr>
<tr>
<td></td>
<td>Possible Follow Up Questions(s):</td>
</tr>
<tr>
<td></td>
<td>● In what ways will this planning process help you differentiate vocabulary</td>
</tr>
<tr>
<td></td>
<td>instruction for the diverse language and learning needs within your classroom?</td>
</tr>
<tr>
<td></td>
<td>Key Point(s):</td>
</tr>
<tr>
<td></td>
<td>● This process is intended to be used in conjunction with other resources that</td>
</tr>
<tr>
<td></td>
<td>you are already using to support this work.</td>
</tr>
</tbody>
</table>
### Time | Facilitator Notes | Materials
--- | --- | ---
6 min | **Criteria for Success**

LEAP Leader: Provide sample lesson plan for *Phenomenal Woman*.

“Now that you have had a chance to plan for explicit vocabulary instruction with *Phenomenal Woman*, compare your lesson plan to the sample provided. Process these questions with a partner.”

**Partner:** Discuss
- What similarities and differences are there between my lesson plan and the sample provided?
- What are possible reasons for these similarities and differences?

**Whole Group Discussion:** What are the criteria for success when planning explicit vocabulary instruction for a text?

“When thinking about planning for academic vocabulary instruction, what are the key criteria for success when identifying words that are critical to instruction?”

LEAP Leader: Pass out Explicit Vocabulary Instruction Criteria for Success

“Let’s take a look at this Criteria for Success. Let’s consider these key points as well in our discussions when applying this to our own work and when providing one another feedback.”

**Possible Follow Up Question(s):**
- How is this process similar or different from what you have done in the past to plan instruction of key vocabulary?

**Key Point(s):**
- When you thoughtfully plan vocabulary instruction and allow students opportunities to engage with and use words in their multiple forms, they will build background knowledge and increase their comprehension.
<table>
<thead>
<tr>
<th>Time</th>
<th>Facilitator Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>30 min</td>
<td>Application to Curriculum</td>
</tr>
<tr>
<td>(1 min)</td>
<td>“Now let’s turn to the Vocabulary Quadrant you brought with you today for your upcoming text. For the next 30 minutes we are going to allow time and space for collaboration and planning of the explicit vocabulary instruction for the words that you have selected that merit the most time and attention with your class (bottom right quadrant). At the end of this time, you should have the Explicit Vocabulary Planning Template completed for this text. As you plan, you should be looking on Canvas at the curriculum and supporting curricular documents that are available because there are many of the vocabulary components within those documents that are already built out. You also need to consider the diversity and content knowledge of the learners in your classroom.”</td>
</tr>
<tr>
<td>(19 min)</td>
<td>Individually or Grade-level or Co-teacher pairs: Apply the learning by completing the planning template with an upcoming curricular text. Choose one.</td>
</tr>
<tr>
<td>(10 min)</td>
<td>Practice: Spend this time rehearsing the “Active Practice” portion of the explicit instruction that you just planned for your text. Partner 1: 4 minutes of rehearsal as teacher (Partner 2 is the student) Partner 2 provides Partner 1 feedback Partner 2: 4 minutes of rehearsal as teacher (Partner 1 is the student) Partner 1 provides Partner 2 feedback</td>
</tr>
</tbody>
</table>

**Possible Follow Up Questions(s):**
- Which words are critical to student understanding of the text?
  - Which words will students use across content areas and often appear in text?
  - Which words have multiple meanings or usages?
  - How can you provide authentic ways for students to practice and use vocabulary?
  - What other times during the school day could you build in time for vocabulary practice?

**Key Point(s):**
- Student-friendly definitions provide access for students to understand and make meaning of new terms.
- Consider the parameters of use, in order for students to understand the word in all of its forms.
- Whichever strategies you choose while planning for the text and your students, make sure students have the opportunity to engage with the word...
on a deep level and use it multiple times in the unit and throughout the year.

<table>
<thead>
<tr>
<th>5 min</th>
<th>Closing Reflection</th>
</tr>
</thead>
<tbody>
<tr>
<td>Whole Group Discussion: How can explicit vocabulary instruction support comprehension of complex text for our learners?</td>
<td></td>
</tr>
<tr>
<td>Individual Reflection: How does the work you did today inform the way you plan for future texts? What is one question you still have?</td>
<td></td>
</tr>
</tbody>
</table>

**Feedback**
Individually Complete Feedback Survey:

- What went well today? (WWW)
- What could have been even better? (EBI)

“Next week we will be looking at student work. Throughout the year we will take turns bringing student work from our entire class to analyze together. We will form triads right now. Each triad will have one member bring student work next week. **Who is in a place in their text where they could bring an entire class set of student work (writing) aligned to a text task next week?**

LEAP Leader: Create triads and finalize who will bring an entire class set of student work aligned to a task next week. They will also need to bring multiple copies of the corresponding assignment and rubric and the complex text.
There is a difference between knowing a word generally and knowing it deeply. The latter would involve, for example, mastering its subtleties of use and adapting it to match the context. One of the most common experiences of teaching vocabulary is observing students misapply words and, in so doing, showing that they do not yet truly understand them. A student tries, for example, to use one of her new words and speaks about excerpting a slice of pizza from the pie. She thus tells us that we didn't manage to convey the idea that excerpt doesn't mean simply "to take a piece of something," but that it applies in situations where a section of print or visual media is taken from a larger document.

A primary goal of Explicit Vocabulary Instruction is to model for students the depth of knowledge that is involved in mastering words: to own a word is to know not just its definition but its different forms, its multiple meanings, its connotations, and the situations in which it is normally applied. Explicit Vocabulary Instruction models this for students by making a case study out of certain words and their application. Its goal is depth, and it requires studying fewer words better. It is a deep dive into a limited number of words—sometimes just one or two—rather than a cursory introduction or gloss-over of long lists of terms.

This represents a departure from what happens with vocabulary instruction in many classrooms. As Beck, McKeown, and Kucan note, many teachers rely on the “synonym model” for explicit instruction. There is a list of words—perhaps ten at a time. Students memorize an analogue for each: astute equals clever; mimic equals imitate.

The problem with this model, Beck et al. note, is that while the meanings of mimic and imitate overlap a great deal, the subtle differences between the words are in fact what matter most. A student reads the word mimic in a story where, say, one character mimics another behind his back. The meaning of the passage hinges on the fact that mimic means to imitate in a praiseworthy and mocking way; it is the implication of mockery that communicates the gist of the passage, in this case the nature of the relationship between the two characters. When we rely too heavily on the synonym model—or even basic definitions alone—we risk allowing our students to miss these subtleties. Knowing words without fully mastering them has a negative effect on
students’ reading comprehension—to miss the nuances of words is to miss the nuances of texts. Inevitably, we will sometimes have to use synonyms or simplified definitions in teaching, but Explicit Vocabulary Instruction provides an opportunity to go beyond that: to teach words to mastery and to demonstrate that the meanings of words are richer than simple synonyms can express.

The goal of Explicit Vocabulary Instruction, then, is mastery of a word such that students can accurately use it in multiple contexts, flexibly adapt the word into its different forms, and understand the connotation and degree of the word in a text. Part of this goal is not just to master each specific word but also to help students think about all words this way—to learn to expect and therefore see depth and nuance in all words.

While teaching vocabulary deeply, directly, and systematically is critical to developing the kind of word knowledge that supports rigorous textual interpretation and strong literary discourse, it isn’t sufficient by itself. Students need to learn hundreds, perhaps thousands of new words per year to be ready for college. The limits of classroom time and cognitive processing make it unlikely that Explicit Vocabulary Instruction alone could ever close this gap. Trying to remedy the vocabulary gap by explicitly teaching that many words would likely take an immense proportion of any teacher’s time—and, quite probably, fail to result in long-term, durable word knowledge. Realistically, teachers can hope to teach perhaps two or three hundred words per year through Explicit Vocabulary Instruction. On average, that’s one or two words per day. Over thirteen years of school, that’s about 2,275 words. But faced with teaching a little over 40,000 words, according to Hirsch’s numbers, even ten times that rate wouldn’t do the trick. In order to significantly increase the number of words students learn, we need to leverage the power of reading and help students learn more words during reading.

If Explicit Vocabulary Instruction is, roughly, a set of tools to teach words directly, Implicit Vocabulary Instruction is a set of tools designed to increase the rate at which students learn words encountered during reading and absorb them into their functioning vocabularies. Because it happens while a class is reading a text—and therefore also pursuing other objectives—one of the goals of Implicit Vocabulary Instruction is to do this with the least disruption possible.

Two other points are worth clarifying here. First, although broad and extensive reading is critical to developing vocabulary, Implicit Vocabulary Instruction involves specific actions to increase the rate at which words are learned as compared to reading alone. Second, it relies on actions other than using “context clues.” Even though students are in fact often able to infer the meaning of some words from context, this does not necessarily
mean that it is a generalizable skill and that students can learn words from context with reliability.

We've tried to capture the relationship of breadth and depth of word knowledge in Figure 6.1. The first goal is to introduce students to a large number of words, especially through wide reading, with Implicit Vocabulary Instruction to reinforce. This is represented by the horizontal arrow. As students learn more words, at least at a basic level the line grows longer.

At the same time, we also seek to instill deep word knowledge, even if with only a smaller number of words at first. This is done through Explicit Vocabulary Instruction, represented by the vertical arrow in Figure 6.1. If you chose just a few words and students mastered them deeply, you would lengthen that line.

Over time, however, a third goal emerges: to increase the proportion of words in students' vocabulary that they know deeply. This goal is represented by the star in Figure 6.1—illustrating that students learn a larger and larger proportion of the words on the x-axis at the full depth of the best-known words on the y-axis. The idea is that, as students practice and gain experience studying the nuances of how words work, the vertical line "opens up" and encompasses more and more words on the horizontal line.
Students expand their knowledge of word depth and apply it to more and more words, ideally at an increasing rate.

This is all well and good on a theoretical level, but how does it play out in practice? Over the next few modules, we'll look at the different ways teachers can increase both the breadth and depth of student vocabulary.
Navigating Text Complexity
Literacy, Seminar 5

Implementing Vocabulary Instruction

Objectives

1. Explain the difference between explicit and implicit vocabulary instruction
2. Develop a vocabulary plan that outlines explicit vocabulary and supporting strategies aligned to an upcoming complex text

Agenda

- Do Now
- Team Building
- Shared Experience of Explicit Vocabulary Instruction
- Post Experience Reflection
- Criteria for Success
- Application to Curriculum
- Closing Reflection
5.1 phenomenal woman experience

phenomenal woman
by maya angelou

i walk into a room
just as cool as you please,
and to a man,
the fellows stand or
fall down on their
knees.
then they swarm around
me,

a hive of honey bees.

i say,
it's in the reach of
my arms,
the span of my
hips,
the stride of my
step,
the curl of my
lips.

i'm a woman
phenomenally.

phenomenal woman,
that's me.

men themselves have
wondered
what they see in me.
they try so much
but they can't touch
my inner mystery.
when i try to show
them,
they say they still can't
see.

i say,

it's the fire in my
eyes,
and the flash of my
teeth,
the swing in my
waist,
and the joy in my
feet.

i'm a woman
phenomenally.

phenomenal woman,
that's me.

now you understand
just why my head's not
bowed.

i don't shout or jump
about
or have to talk real
loud.
when you see me passing,
it ought to make you
proud.

i say,

it's in the click of my
heels,

the bend of my

hair,

the palm of my

hand,

the need for my
care.

cause i'm a woman
phenomenally.

phenomenal woman,
that's me.
### 5.2 Explicit Vocabulary Planning Template

<table>
<thead>
<tr>
<th>Word Selection</th>
<th>Which words merit more attention, can’t be determined from the context, and are essential for understanding the text (see Vocabulary Quadrant, bottom right box)?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accurate and Student-Friendly Definition</td>
<td>Did you refer to the common pitfalls to avoid when writing student-friendly definitions?</td>
</tr>
<tr>
<td>Parameters of Use</td>
<td>What parameters of use (common use, word partners, forms and prefixes, and similar to/different from) are essential to take into account to ensure that students use and apply the word accurately?</td>
</tr>
<tr>
<td>Active Practice</td>
<td>How will this practice ensure students master both meaning and usage? Does the practice include: saying the word, pushing for precision, and practicing using different forms of the word (“make it right”)?</td>
</tr>
</tbody>
</table>
### Word Selection
*Which words merit more attention, can’t be determined from the context, and are essential for understanding the text (see Vocabulary Quadrant, bottom right box)?*

- Phenomenal
- Phenomenally
- Phenomenon
- Phenomena

### Accurate and Student-Friendly Definition
*Did you refer to the common pitfalls to avoid when writing student-friendly definitions?*

Phenomenal means unbelievably great. It comes from the Greek root meaning “appearance”, so it’s almost like you have to see it to believe it.

### Parameters of Use
*What parameters of use (common use, word partners, forms and prefixes, and similar to/different from) are essential to take into account to ensure that students use and apply the word accurately?*

Phenomenal has many different forms.

**Phenomenal** is the adjective form of the word.
Phenomenal is often used to describe a person or thing that is very impressive. *Maya Angelou was considered a phenomenal writer because of her amazing work, such as “Phenomenal Woman”.*

**Phenomenally** is the adverb form of the word.
Phenomenally might be used to say the way in which something is great or impressive.
*Example: Maya Angelou’s poetry was phenomenally successful. Maya Angelou is a phenomenally successful writer.*

**Phenomenon** is the noun. Its plural form is *phenomena*.
Phenomenon is often used as a noun for *someone* that is exceptional or remarkable.
*Example: The girl who excelled at playing the violin at age 3 was a phenomenon.*

**Phenomenon** is also used as a noun for *something* that is extraordinary, so much so that it is often difficult to understand or explain fully. The plural of *phenomenon* is *phenomena*.
*Example: Tornadoes and earthquakes are often described as natural phenomena because they can be difficult to fully understand.*

### Active Practice
*How will this practice ensure students master both meaning and usage? Does the practice include: saying the word, pushing for precision, and practicing using different forms of the word (“make it right”)?*

Would it be appropriate to describe the weather outside today as phenomenal? Why or why not?

Would it be unusual or phenomenal if it snowed today? Why?

Think of an example of someone that’s a phenomenon. Turn-and-talk to your partner and explain why. You must use a form of the word in your sentence: *phenomenal, phenomenally, phenomenon*, or *phenomena* in your sentence.

Complete the following statements:
- Human beings have *phenomenal adaptability* because...
- Human beings have *phenomenal adaptability*, so...
- Human beings have *phenomenal adaptability*, but...
### Criteria for Success Checklist: Implementing Vocabulary Instruction

<table>
<thead>
<tr>
<th>✓</th>
<th>Criteria</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Includes accurate and student-friendly language</td>
</tr>
<tr>
<td></td>
<td>Accounts for parameters of use, which include: a) explanations of common use of the words, b) alternative forms, c) examples of how and when to change the part of speech, and d) helps students understand shades of meaning</td>
</tr>
<tr>
<td></td>
<td>Includes multiple opportunities for active practice that engages students in higher-order questions that push for depth of understanding</td>
</tr>
</tbody>
</table>
Do Now

Read Phenomenal Woman and reflect on the meaning of the word phenomenal. What does the word phenomenal mean? Write down a student-friendly definition in the first box at the bottom of the Phenomenal Woman Activity Sheet (5.1)
<insert directions for Team Building exercise here>
Mr. Ramirez: According to this article, what evidence supports Wegener's 1912 proposal of continental drift?

Evan: There are fossils and rock layers on different continents that are really similar to each other.

Mr. Ramirez: Can you tell us where you found that information? I'd like everyone else to look as well.

Evan: (after searching for a few moments) It's in the second paragraph. There are two sentences that say, "Scientists of the time had known that similar fossils of ancient creatures had been found on different continents. In addition, the edges of land masses thousands of miles apart appeared to have strangely similar rock layers."

Mr. Ramirez: Does everyone see that? I'd like you to underline that point and make a note in the margin about it. But now I have another question. How does this tie to continental drift?

Olivia (a struggling reader): Keep going, 'cause it's in the next sentence. Right here it says: "Alfred Wegener proposed in 1912 that continental drift, or the movement of Earth's tectonic plates, explained these two phenomena."

All read pages 253-255

PART ONE
1. Count off at your tables: A, B, C
2. Move to tables A, B or C
3. Read and annotate your section independently (7 min)
4. Discuss salient points with group (3 min)

"Phenomenal Woman"
Take a moment to reflect:

- Wows
- Wonders

Reviewing a Sample Lesson

1. What similarities and differences are there between my lesson plan and the sample?

1. What are possible reasons for these similarities and differences?
Application to Curriculum

Feedback Loop

- 5 minutes: Review each other’s work
- 2 minutes: Partner A gives Partner B feedback according to the Criteria for Success
  - one strength
  - one area of growth
- 2 minutes: Repeat process for Partner B
How can explicit vocabulary instruction support comprehension of complex text for our learners?

How does the work you did today inform the way you plan for future texts? What is one question you still have?

Individually complete feedback survey:
• What went well today? (WWW)
• What could have been even better? (EBI)

For next week:
• Bring a completed Vocabulary Quadrant for your next steps
• Read *Explicit and Implicit Vocabulary Instruction* pages 253-256; A’s will read 258-262, B’s will read 262-265, C’s will read 265-268
LEAP Observation and 5P Debrief Template

This observation and debrief framework is adapted from Bambrick’s coaching model to be intentionally content-focused. This tool is designed to be used as a guide for observers conducting weekly 15 minute formative observations that occur as a part of the LEAP Weekly Cycle. LEAP observers are encouraged to record information using Whetstone, the LEAP Platform.

<table>
<thead>
<tr>
<th>Observation</th>
<th>These sections are completed by the observer before/during the classroom observation.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Planning</td>
<td>These sections are completed by the observer after the classroom observation but before the debrief conversation.</td>
</tr>
<tr>
<td>5P Debrief</td>
<td>These sections are completed by the observer during the debrief conversation.</td>
</tr>
<tr>
<td>Context</td>
<td>These sections are completed by the Office of Instructional Practice (OIP) content teams. The content in these sections is pre-loaded from LEAP Module overviews and LEAP seminar plans. This content is specific to each LEAP team’s current LEAP Module and LEAP Seminar. In addition, guiding questions and coaching best practices are included in the 5P Debrief conversation section.</td>
</tr>
</tbody>
</table>
# LEAP Observation and 5P Debrief Template

## Pre-Observation
Before conducting the weekly LEAP Observation, take 3-5 minutes to review the context of the observation. This includes the LEAP Module overview, LEAP Seminar outcomes, objectives, and criteria for success, as well as observation focus questions, evidence to collect during the observation, and potential teacher action steps. A quick review of this information will help narrow the focus of the observation and ensure that the most meaningful information is collected to inform the 5P debrief.

### Date & Time (observation):

<table>
<thead>
<tr>
<th>Date &amp; Time (observation):</th>
<th>Teacher:</th>
</tr>
</thead>
</table>

### Date & Time (debrief):

<table>
<thead>
<tr>
<th>Date &amp; Time (debrief):</th>
<th>Observer:</th>
</tr>
</thead>
</table>

### Grade Level / Content Area:

<table>
<thead>
<tr>
<th>Grade Level / Content Area:</th>
<th>LEAP Seminar Leader:</th>
</tr>
</thead>
</table>

Subject and Grade Band, Module Title, Week #: ELA K-12, Navigating Text Complexity, Week #5

**Seminar Outcomes:** Teachers will develop an academic vocabulary plan that clearly outlines key vocabulary and aligns daily instruction for introducing, reinforcing, and assessing words in use.

### Seminar Objectives:

<table>
<thead>
<tr>
<th>Explicit Criteria for Success (CFS):</th>
</tr>
</thead>
</table>

- Explain the difference between **explicit and implicit vocabulary instruction** in order to determine how to plan for both.

- Develop a **vocabulary plan** that outlines explicit strategies aligned to an upcoming complex text.

### Explicit Vocabulary Instruction:

- Includes accurate and student-friendly language
- Accounts for parameters of use, which includes: a) explanations of common use of the words, b) alternative forms, c) examples of how and when to change the part of speech, and d) shades of meaning
- Includes multiple opportunities for active practice that engages students in higher-order questions that push for depth of understanding

### Observation and 5P Debrief Focus:

<table>
<thead>
<tr>
<th>Focus Questions</th>
</tr>
</thead>
</table>

*Focus Questions*

**In what ways is the teacher intentionally using explicit and implicit instruction to build academic vocabulary?**

**In what ways are students demonstrating that they are able to use academic vocabulary?**

### Potential Teacher Action Steps:

- Introduce word meanings by providing student-friendly explanations
- Provide repeated opportunities for students to review and use vocabulary over time
- Use academic vocabulary in conversation with students
- Teach morphology (i.e. meaning of word parts), including common word roots, inflections, prefixes, and affixes
### Evidence to Collect
LEAP leaders will collect evidence of how students are authentically utilizing academic vocabulary by:

- Reading student work to obtain a meaningful capture of student understanding of vocabulary
- Tracking student use of academic vocabulary in conversation

LEAP leaders will collect evidence of how teachers intentionally use explicit and implicit instruction to build academic vocabulary by:

- Scripting moments in the lesson when teachers use academic vocabulary
- Scripting moments in the lesson when teachers provide explicit vocabulary instruction
Observation
During the 15 minute observation, collect evidence to use during the 5P Debrief based on the Observation and 5P Debrief Focus (above). Effective evidence is specific, descriptive and judgment-free. Collect evidence through scripting, narration, counting, timing, tracking trends, and/or taking photos of student work. Record evidence in a template that makes the most sense to you and copy it in the space below if doing so is helpful to have as a reference as you complete your planning process. Any observation notes entered here are visible only to the observer, and will not be visible to the teacher observed.

**Lesson Objective:**

**Observation Notes**
*LEAP Leaders may choose to take notes directly into this template, on Whetstone, the LEAP Platform, or in some other template of your choosing.

5P Debrief Conversation
Create a plan for the 5P Debrief. Use these questions as a guide, choosing 1 or more questions to ask the teacher in each section. While pre-planning, consider Potential Teacher Actions Steps (above) for the current LEAP Module. Consider the needs of the teacher, informed by evidence collected while in the classroom, and determine 1-2 of the provided potential action steps to discuss. During the 5P debrief, collaborate with the teacher to determine the best action step and record it in the space below. The most important result is that the teacher leaves the conversation with a clear action step and a plan for how to implement the action step in the classroom. Finally, close out by expressing gratitude and determining next steps.

<table>
<thead>
<tr>
<th>5P Debrief Conversation Protocol / Guiding Questions:</th>
<th>Pre-Planning Notes:</th>
<th>Notes During 5P Debrief Conversation:</th>
</tr>
</thead>
</table>
| **STEP 1 – PRAISE**
What positive teacher/student actions will you highlight from the classroom observation? 1-2 minutes |
- How do you think the lesson went?
- One great action I noticed was that you _____. What was the impact? (OR) The impact was _____. Nice work!
- In our last LEAP Seminar, we planned for _____. How did that go?
- Our prior action step was _____. What lessons did you learn that we can build on, moving forward? |
### STEP 2 – PROCESS
What student work or evidence will you examine with the teacher to guide the discussion?

**2-6 minutes**

- Look at the text or task.
- What is the ideal student response to the text or task?
- Look at the student evidence (student work and/or responses captured during the observation). What are students saying/writing about the text or task? What questions did you ask students during the lesson to get these responses?
- Looking at student work/responses, what is the gap between current and ideal student performance?
- What scaffolds can we plan to ensure students can reach the ideal student response?

### STEP 3 – PRIORITIZE
What is the key action step for the teacher to focus on in the next week?

**1 minute**

- Refer to list of suggested action steps in the Potential Teacher Actions Steps (above); use one of the provided action steps or customize as necessary.
- Based on what we just talked about, it might make sense to focus on ____. (OR) Based on what we just talked about, what do you think it make sense to focus on?
- Your action step for today is ____. This is important because ____.
- Record the action step on Whetstone, the LEAP Platform.
**STEP 4 – PLAN / PRACTICE**  
How will the teacher apply the action step to improve his/her instruction?  

*13-20 minutes*

- Which lesson in the next week can we use to practice this skill?
  - What part in this lesson should we focus on?
- Let’s co-plan for this part of the future lesson together.
- Spend several minutes scripting side-by-side with the teacher.
  - Script the ideal student response.
  - Script teacher language, as needed.
- Let’s role play this part of the future lesson together.
  - Practice delivery of the content planned, in order to check for clarity and economy of language.
  - Role play as a student who gets the answer correctly.
  - Role play as a student who does not get the answer correct on the first try.

**STEP 5 – CLOSE-OUT**  
What are our next steps, moving forward?  

*1-3 minutes*

- What did you learn today?
- Investment: How will this strategy make a positive impact on your students?
- Application: When specifically do you plan to use this strategy? What would it look like/sound like for you to use this strategy effectively?
- Transfer: How can I best support your performance in this area between now and our next visit in 2 weeks? What evidence will you share with me?
- What is one thing that went well about today’s meeting? What is one thing I can improve for next time?
- Gratitude: Thank you for ____.
### Module: Navigating Text Complexity

#### Seminar 6: Analyzing Student Work

**How can we best assess and respond to student learning?**

<table>
<thead>
<tr>
<th>Content Area</th>
<th>ELA</th>
<th>Length in Minutes</th>
<th>90</th>
</tr>
</thead>
</table>

**Overview:** During this seminar, teachers will engage in collective analysis and reflection of student work in order to validate and evaluate the effectiveness of their practice. Teams of teachers will closely examine a set of student work in order to reflect upon trends in strengths and gaps in student understanding and to create clear action steps for instruction. Teams will use the Quick Sort protocol to group student work by proficiency levels and to provide opportunities for differentiated action steps.

<table>
<thead>
<tr>
<th>Objective(s)</th>
<th>Outcome(s)</th>
</tr>
</thead>
</table>
| • Analyze strengths and gaps in student work aligned to standards  
• Evaluate effectiveness of planning and instruction and identify implications for practice | Teachers will bring student work aligned to a text culminating task and will use the Quick Sort Protocol to analyze strengths, misconceptions, trends and implications for practice. |

**Criteria for Success**

• Exemplar for task is rooted in common expectations for proficiency as outlined in the standards and assessment  
• Evidence is specific, descriptive, free of judgment, and aligned to CCSS  
• High-leverage instructional strategies are aligned to patterns and trends in the student work  
• Instructional strategies include opportunities for differentiation that will benefit students at each of the levels

#### Pre-Work

**LEAP Leader:**

Teachers will need to be grouped in triads (or quads) for this exercise. During week five (or the prior session), form these groups and give participants a chance to determine who will bring student work to the next seminar. Follow-up with each of these individuals prior to the seminar to ensure they are prepared. Success of this seminar depends on teachers bringing student work. For the Do Now Chalk Talk, paste each of the four quotes to a different chart paper and post around the room (see attached).

**LEAP Participants:**

One team member from each triad (or quad) should select a class set of student work aligned to a culminating writing task. Bring 3 copies of the assignment, text, and rubric, and 1 class set of student work aligned to the assignment.

### Collaborating for Equity & Opportunities for Differentiation:

LEAP Seminars are an opportunity for all educators, across all specialization areas (literacy, language acquisition, special education, etc.) to plan instruction that raises the achievement for all learners. We encourage collaborative planning and shared ownership of student outcomes. When applicable, seminar plans will identify possible opportunities for differentiation.

**For Students: Provide Multiple Means of Expression:** Support student motivation and self-determination by providing students with the opportunity to self-assess and/or peer-assess their responses using the rubric created.

**For Educators:** As a co-teaching team - analyze student data and instructional strategies used for differentiation (such as the various co-teaching models and scaffolds) during Module 1 and consider next steps in developing an inclusive classroom culture that reflects LEAP Module 1 reading behaviors.
<table>
<thead>
<tr>
<th>Time</th>
<th>Facilitator Notes</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 min</td>
<td><strong>Do Now</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Participants independently engage in a Chalk Talk.</td>
<td>6.1 Chalk Talk Protocol (this will need to be adapted to meet the needs of the group)</td>
</tr>
<tr>
<td></td>
<td>“As you enter the room, read and reflect on the quotes by jotting your insights, ideas, and questions. Please respond to one another by making connections to their ideas in writing on our posters.”</td>
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<tr>
<td></td>
<td><strong>Whole Group:</strong> Discuss the trends and themes noted from the posters.</td>
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</tr>
<tr>
<td></td>
<td><strong>Possible Follow Up Question(s):</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What is the impact of looking at student work on our children?</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What is the impact of looking at student work on our practice?</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Key Point(s):</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• <em>Connection to Equity</em> - The practice of looking at student work for the purpose of equity can help clarify our attitudes, beliefs and knowledge about race, ethnicity, gender, primary language and sexuality. In the process of examining student work we can begin to understand what is common and uncommon among students. Instruction and support can be more focused to close the achievement gap while nurturing the unique gifts that each student has.</td>
<td></td>
</tr>
<tr>
<td>5 min</td>
<td><strong>Team Building</strong></td>
<td></td>
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<tr>
<td></td>
<td>At the beginning of each seminar, include opportunities for building relationships, establishing culture, and setting and reinforcing norms. Some potential team building activities for this week include:</td>
<td></td>
</tr>
</tbody>
</table>
|       | • Team Builder: My Favorite Thing  
  Instruct teachers to look in their purse, pockets, or cell-phone and pick 1 item/image that represents something that is important to them. Provide teachers one minute of think time and call “Stand Up, Hand-Up, and Pair-Up.” Include at least three rotations for teachers to share their item with team members. | |
|       | • Norms: “Let’s reflect on the norms we’ve established together. Which of these norm(s) have had the most significant impact on our work together? What norms do we want to continue to challenge ourselves to do better?” | |
“At this point, we’ll dig into the protocol that will guide our work for this seminar: the Quick Sort student work protocol. The Quick Sort protocol is simple, but it enables us to analyze strengths and gaps in student work aligned to standards and evaluate the effectiveness of planning and instruction in order to identify implications for practice. How many of you have used it before?"

Individually: Take 4 minutes to read the protocol.

“As you read, annotate key points, aspects of the protocol that are exciting, and elements that you would like to clarify.”

Partners: Share summary of the protocol.

Whole Group: Discuss clarifying questions.

Possible Follow Up Question(s):
- What about this protocol excites you?
- What questions do you still have?

Key Point(s):
- Impactful instruction is responsive to demonstrated student understanding and misunderstanding. Student learning should drive our next steps.
- Analyzing student work provides opportunity to strategize how to support all learners.
- Collectively analyzing student work provides space for us to norm on intended outcomes.
<table>
<thead>
<tr>
<th>Time</th>
<th>Facilitator Notes</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>55 min</td>
<td><strong>Quick Sort Protocol</strong></td>
<td></td>
</tr>
<tr>
<td>(1 min)</td>
<td>Frame the protocol</td>
<td></td>
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<tr>
<td></td>
<td>“Let’s get ourselves organized to engage in the work. Sit in your triads [or quads if numbers do not work for triads].”</td>
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<tr>
<td>(1 min)</td>
<td>Refer to Steps A through E in the Student Work Analysis Protocol.</td>
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<tr>
<td></td>
<td>“To begin the Quick Sort Protocol we want to start with analyzing our assessment prompt and rubric. Collectively discuss the questions outlined in Step A. When going through this process, remember this key criterion for success (write this on board or post): ‘Exemplar for task is rooted in common expectations for proficiency as outlined in the standards and assessment’.”</td>
<td></td>
</tr>
<tr>
<td>(9 min)</td>
<td>Allow the teams time to reach consensus about proficiency.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Next, we need to diagnose student strengths and needs. Now that we have reached consensus on proficiency, read your student work and without scoring, do a “quick sort” of students’ work by the general degree of the objectives met, partially met, and not met. You may need a ‘not sure’ pile. Student names should be recorded in the columns in order to monitor progress over time (Step B).”</td>
<td></td>
</tr>
<tr>
<td>(9 min)</td>
<td>Allow the teams time to diagnose student work.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Now we will dig into a few samples. Choose a few from each level to analyze. Discuss and write the prerequisite knowledge students demonstrated they knew in the appropriate column (Step C).”</td>
<td></td>
</tr>
<tr>
<td>(8 min)</td>
<td>Allow the teams time to discuss prerequisite knowledge</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Let’s move onto identifying student misunderstandings. As you analyze misconceptions, keep in mind this key criterion for success (write this on board or post): ‘Evidence is specific, descriptive, free of judgment, and aligned to CCSS (Step D).’”</td>
<td></td>
</tr>
<tr>
<td>(10 min)</td>
<td>Allow the teams time to analyze misunderstandings.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>“Step E is a key step because we are going to commit to instructional next steps. During this time we will first identify patterns and trends for the entire class. Then, we will consider instructional strategies that students at each level will benefit from.” As you analyze misconceptions, keep in mind these key criteria for success (write this on board or post): ‘1.) High-leverage instructional strategies are aligned to patterns and trends in the student work; 2.) Instructional strategies include opportunities for differentiation that will benefit students at each of the levels.’”</td>
<td></td>
</tr>
<tr>
<td>(17 min)</td>
<td>Allow the teams time to determine key instructional strategies.</td>
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</tbody>
</table>
If time, engage in a **Whole Group Discussion** of follow-up questions.

**Possible Follow Up Question(s):**
- How did this analysis validate what you do? What questions did you generate about what you are doing in your own classroom?
- Based on the student data from the Quick Sort, how might you create flexible groupings, adjust instruction, and, if you co-teach, differentiate the co-teaching models to utilize flexible groupings?

**Key Point(s):**
- **Step A Criteria for Success:** Exemplar for task is rooted in common expectations for proficiency as outlined in the standards and assessment
- **Step D Criteria for Success:** Evidence is specific, descriptive, free of judgment, and aligned to CCSS
- **Step E Criteria for Success:** 1) High-leverage instructional strategies are aligned to patterns and trends in the student work; 2.) Instructional strategies include opportunities for differentiation that will benefit students at each of the levels

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<table>
<thead>
<tr>
<th>Time</th>
<th>Facilitator Notes</th>
<th>Materials</th>
</tr>
</thead>
<tbody>
<tr>
<td>15 min</td>
<td><strong>Closing Reflection</strong></td>
<td>6.3 Frederick Douglass</td>
</tr>
<tr>
<td>(2 min)</td>
<td><strong>Whole Group Discussion:</strong> What did you learn from our students today?</td>
<td>Passage</td>
</tr>
<tr>
<td>(3 min)</td>
<td>“During this LEAP Module, one of our core enduring understandings has been:</td>
<td></td>
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<tr>
<td></td>
<td><strong>Equitable literacy and content area instruction include worthy and challenging</strong></td>
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</tr>
<tr>
<td></td>
<td><strong>texts and tasks that facilitate students’ understanding of diversity, affirm</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>students’ identities, and empower students to critically examine and act upon</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>the forces impacting their lives. Let’s go back to the passage from Frederick</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Douglass we examined during our first week together.”</strong></td>
<td></td>
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<tr>
<td></td>
<td>Read passage aloud.</td>
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<tr>
<td></td>
<td>“As you think about this passage and call to action from Frederick Douglass, take</td>
<td></td>
</tr>
<tr>
<td></td>
<td>a minute to jot down your reflections of today’s learning and our journey together</td>
<td></td>
</tr>
<tr>
<td></td>
<td>over the past six weeks.”</td>
<td></td>
</tr>
<tr>
<td>(6 min)</td>
<td><strong>Individual Reflection:</strong> Jot responses on post-it notes -</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Before I thought…</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Now I know…</td>
<td></td>
</tr>
<tr>
<td></td>
<td><strong>Whole Group:</strong> Each person shares reflections from their post-it notes.</td>
<td></td>
</tr>
<tr>
<td>(4 min)</td>
<td><strong>Feedback</strong></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Individually complete feedback survey:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What went well today? (WWW)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• What could have been even better? (EBI)</td>
<td></td>
</tr>
</tbody>
</table>
“To be a teacher in the right sense is to be a learner. Instruction begins when you, the teacher, learn from the learner, put yourself in his place so that you may understand what he understands and in the way he understands it.”

— Soren Kierkegaard
“Throughout the day, students produce work that is an indicator of their understanding. These formative assessments provide a much more accurate measure of how students are progressing than standardized tests alone. However, making sense of formative assessments is like solving a mystery. Although each piece of work is filled with clues about learners, knowing what to do with the information takes skill and practice.”

— Nidus and Sadder
“What determines what students know and are able to do isn’t what the curriculum says they are supposed to do, nor even what the teacher thinks he or she is asking students to do. What predicts performance is what students are actually doing. The single biggest observational discipline we have to teach... is to look on top of the desk, rather than at the teacher in front of the room.”

— Richard Elmore
“If our students learned everything we taught, we would never need to assess. We could simply catalog all the learning experiences we taught, certain in the knowledge that this is what they had learned. But, of course, anyone who has spent more than a few hours in a classroom knows this hardly ever happens. No matter how carefully we design and implement the instruction, what our students learn cannot be predicted... Only through assessment can we discover whether the instructional activities resulted in the intended learning. Assessment is the bridge between teaching and learning.”

— Dylan William
Navigating Text Complexity
Literacy Seminar 6

Analyzing Student Work

Objectives
1. Analyze strengths and gaps in student work aligned to the standards
2. Evaluate effectiveness of planning and instruction and identify implication for practice

Agenda
• Do Now
• Team Building
• Protocol Overview
• Quick Sort Protocol
• Closing Reflection
6.1 Chalk Talk

Chalk Talk

Originally developed by Hilton Smith, Foofire Fund; adapted for the NSRF by Marylyn Wentworth.

Chalk Talk is a silent way to do reflection, generate ideas, check on learning, develop projects or solve problems. It can be used productively with any group—students, faculty, workshop participants, committees. Because is it done completely in silence, it gives groups a change of pace and encourages thoughtful contemplation. It can be an unforgettable experience. Middle Level students absolutely love it—it’s the quietest they’ll ever be.

Format
Time: Varies according to need; can be from 5 minutes to an hour.
Materials: Chalk board and chalk or paper roll on the wall and markers.

Process
1. The facilitator explains VERY BRIEFLY that chalk talk is a silent activity. No one may talk at all and anyone may add to the chalk talk as they please. You can comment on other people’s ideas simply by drawing a connecting line to the comment. It can also be very effective to say something at all except to put finger to lips in a gesture of silence and simply begin with #2.

2. The facilitator writes a relevant question in a circle on the board.
   Sample questions:
   • What did you learn today?
   • So What? or Now What?
   • What do you think about social responsibility and schooling?
   • How can we involve the community in the school, and the school in community?
   • How can we keep the noise level down in this room?
   • What do you want to tell the scheduling committee?
   • What do you know about Croatia?
   • How are decimals used in the world?

3. The facilitator either hands a piece of chalk to everyone, or places many pieces of chalk at the board and hands several pieces to people at random.

4. People write as they feel moved. There are likely to be long silences—that is natural, so allow plenty of wait time before deciding it is over.

5. How the facilitator chooses to interact with the Chalk Talk influences its outcome. The facilitator can stand back and let it unfold or expand thinking by:
   • circling other interesting ideas, thereby inviting comments to broaden
   • writing questions about a participant comment

Protocols are most powerful and effective when used within an ongoing professional learning community such as a Critical Friends Group and facilitated by a skilled coach. To learn more about professional learning communities and seminars for new or experienced coaches, please visit the National School Reform Faculty website at www.nsfharmony.org.
• adding his/her own reflections or ideas
• connecting two interesting ideas/comments together with a line and adding a question mark.

Actively interacting invites participants to do the same kinds of expansions. A Chalk Talk can be an uncomplicated silent reflection or a spirited, but silent, exchange of ideas. It has been known to solve vexing problems, surprise everyone with how much is collectively known about something, get an entire project planned, or give a committee everything it needs to know without any verbal sparring.

6. When it’s done, it’s done.

Protocols are most powerful and effective when used within an ongoing professional learning community such as a Critical Friends Group® and facilitated by a skilled coach. To learn more about professional learning communities and seminars for new or experienced coaches, please visit the National School Reform Faculty website at www.nsfharmony.org.
6.2 Quick Sort Protocol

Terminology

The following provides a clarification of some of the terms used in this document:

**Assessment** – an instrument or process for documenting in measurable terms what students know and can do. Educational assessments can take many forms, including but not limited to, written tests and assignments, performance tasks, and portfolios.

**Educator** – indicates those individuals who are analyzing student work during a student work analysis session. This can include a classroom teacher, content area teacher, administrator, special education teacher, and specialists (reading, media, speech pathologists, etc.).

**Protocol** – a vehicle for building the skills and culture necessary for collaborative work. It can help to ensure equity and parity thus allowing groups to build trust by actually doing substantive work together. Protocols create a structure for asking and responding to challenging questions, reflecting on an issue or dilemma, and gaining differing perspectives and new insights.

**Student Work** – the student’s response to the task.

**Task** – refers to any assignment that requires a response from students. This may be in the form of a constructed response, problem solving, or performance.

Why Analyze Student Work?

Engaging in a collaborative process of looking at student work allows a group of educators to analyze the learning experiences they have designed for their students and determine their effectiveness. When teachers collaboratively analyze student work they can build understanding and agreement about the consistent use and interpretation of a rubric with the goal of improving student learning. This process encourages teachers to consider:

- What are my students’ strengths with regard to the required knowledge and skills?
- What are my students’ learning needs with regard to the required knowledge and skills?
- Do students have sufficient foundational content and process skills to approach new learning?
- How can I support student learning through scaffolding and differentiation?

The most important benefit of analyzing student work is improved student learning. According to Langer, Colton, and Goff (2003), “the most important benefit of collaboratively analyzing student learning is that at-risk students learn more.” In addition, through a student work analysis, students and teachers have increased clarity about intended outcomes.

Other benefits for teachers and educational organizations that have been identified include:

- Increased **professional knowledge** about curriculum, students, methods, strategies, assessments, and contextual factors.
- Greater understanding of alignment among standards, curriculum, instruction and assessments and how to fill gaps for students, as well as how to assess based on instructional expectations.
- Positive opportunities to collaboratively share expertise and move away from isolated teaching.
- Higher consistency of curriculum alignment within and across grade levels are established.
- School improvement goals and resource allocation are driven by classroom data.
- Professional development planning is targeted to teachers’ needs based on student evidence.
- A collaborative culture of inquiry about student success is developed.

Formative Analysis of Student Work

Formative analysis of student work through a collaborative process allows teachers to discuss what different levels of student work look like, identify possible explanations for students’ performances, and discuss options for adjusting and strengthening instruction.

In addition, when setting targets for Student Learning Objectives, knowing students’ starting points enables teachers and administrators to approximate the amount of progress that students should make during the interval of instruction. One way to organize baseline data is to identify three levels of preparedness for the curricular focus of the Objective Statement:

<table>
<thead>
<tr>
<th>Low</th>
<th>Students have not mastered pre-requisite knowledge or skills necessary for the course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expected</td>
<td>Students are appropriately prepared to meet the demands of the course</td>
</tr>
<tr>
<td>High</td>
<td>Students have already mastered some key knowledge and skills</td>
</tr>
</tbody>
</table>

Of course, in any given classroom there may be many, few, or no students in each of these categories. The use of the Analysis of Student Work Protocol will help determine the levels of preparedness both as baseline information, as well as to monitor student progress throughout the interval of instruction.¹

Student Work Analysis Process

During the Student Work Analysis process, educators begin by gaining clarity around the expectations for student performance on a task and its corresponding rubric². The facilitator will ask questions to assist the team in understanding what is being assessed and in reaching consensus on what constitutes a proficient response. Without scoring, teachers do a quick

¹ For more information on baseline data and setting SLO targets see: Using Baseline Data and Information to Set SLO Targets: A Part of the Assessment Toolkit, www.ride.nj.gov/EdEval-OnlineModules
² If a rubric is not available, an effort should be made to create an applicable rubric for scoring the student work before undertaking the Student Work Analysis process or attempting to score the student work.
“sort” of students’ work by overall degree of objectives met, partially met, or not met. Teachers may also need to create a “not sure” pile. After the quick sort, the papers that were in the “not sure” pile should be matched with the papers in one of the existing piles.

Once the papers are sorted, a few samples from each level (low, expected, high) are reviewed and the prerequisite knowledge that students have acquired based on the assessment are discussed and recorded. Misconceptions or wrong information are also discussed and recorded. Finally, the team considers the learning needs for the class overall, noting patterns and trends, as well as the learning needs for each targeted group. These are recorded with the intent of acting upon them.
Student Work Analysis Protocol

Subject Area: ________________ Grade Level: ____________
Formative or Performance Task: ____________________________

A. Reaching Consensus about Proficiency
Read the assessment prompt and/or rubric and explain:
- What are the students expected to do?
- Which standards (CCSS or content standards) or curriculum expectations are being assessed?
- What do you consider to be a proficient response on this assessment? Exactly what do students need to say or write for you to consider their work proficient?
- Did the assessment give students a good opportunity to demonstrate what they know?

B. Diagnosing Student Strengths and Needs
After reaching consensus, read student work and without scoring, do a “quick sort” of students’ work by the general degree of the objectives met, partially met, not met. You may need a “not sure” pile. After sorting, any papers in the “not sure” pile should be matched with the typical papers in one of the other existing piles. Student names should be recorded in the columns in order to monitor progress over time.

<table>
<thead>
<tr>
<th>HIGH (Objectives met)</th>
<th>EXPECTED (Objectives partially met)</th>
<th>LOW (Objectives not met)</th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Class</td>
<td>% of Class</td>
<td>% of Class</td>
</tr>
</tbody>
</table>

*Adapted by the National Center for the Improvement of Educational Assessment from the (add in citation for Maryland doc) and the Center for Collaborative Education (2012) (Permission to reproduce and use is given when authorship is fully cited.)*
### Student Work Analysis Protocol (continued)

C. Choose a few samples to review from each level (low, expected, high) and discuss and identify the prerequisite knowledge that students demonstrated that they knew.

<table>
<thead>
<tr>
<th>HIGH (Objectives met)</th>
<th>EXPECTED (Objectives partially met)</th>
<th>LOW (Objectives not met)</th>
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<tbody>
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D. Using the reviewed samples from each level, discuss and identify the misconceptions, wrong information, and what students did not demonstrate that was expected.

<table>
<thead>
<tr>
<th>HIGH (Objectives met)</th>
<th>EXPECTED (Objectives partially met)</th>
<th>LOW (Objectives not met)</th>
</tr>
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<tbody>
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</table>
I now understood what had been to me a most perplexing difficulty -- to wit, the white man’s power to enslave the black man. It was a grand achievement, and I prized it highly. From that moment, I understood the pathway from slavery to freedom. It was just what I wanted, and I got it at a time when I least expected it. Whilst I was saddened by the thought of losing the aid of my kind mistress, I was gladdened by the invaluable instruction which, by the merest accident, I had gained from my master. Though conscious of the difficulty of learning without a teacher, I set out with high hope, and a fixed purpose, at whatever cost of trouble, to learn how to read. The very decided manner with which he spoke, and strove to impress his wife with the evil consequences of giving me instruction, served to convince me that he was deeply sensible of the truths he was uttering. It gave me the best assurance that I might rely with the utmost confidence on the results which, he said, would flow from teaching me to read. What he most dreaded, that I most desired. What he most loved, that I most hated. That which to him was a great evil, to be carefully shunned, was to me a great good, to be diligently sought; and the argument which he so warmly urged, against my learning to read, only served to inspire me with a desire and determination to learn. In learning to read, I owe almost as much to the bitter opposition of my master, as to the kindly aid of my mistress.

Frederick Douglass, *Narrative of the Life of Frederick Douglass*
Read and reflect on the quotes posted around the room by jotting your insights, ideas, and questions. Please respond to one another by making connections to ideas in writing on our posters.
My Favorite Thing

Look in your purse, pockets, or cell phone and pick one item or image that represents something important to you.

<insert norms generated from last seminar here>
Objectives and Agenda

1. Analyze strengths and gaps in student work aligned to the standards
2. Evaluate effectiveness of planning and instruction and identify implications for practice.

Quick Sort Protocol

• Teachers will bring student work aligned to a text culminating task and use the Quick Sort Protocol to analyze strengths, misconceptions, trends and implications.
Individually complete feedback survey:
• What went well today? (WWW)
• What could have been even better? (EBI)
LEAP Observation and 5P Debrief Template

This observation and debrief framework is adapted from Bambrick’s coaching model to be intentionally content-focused. This tool is designed to be used as a guide for observers conducting weekly 15 minute formative observations that occur as a part of the LEAP Weekly Cycle. LEAP observers are encouraged to record information using Whetstone, the LEAP Platform.

<table>
<thead>
<tr>
<th>Observation</th>
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<tbody>
<tr>
<td>These sections are completed by the observer before/during the classroom observation.</td>
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</table>

<table>
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<tr>
<th>Planning</th>
</tr>
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<tbody>
<tr>
<td>These sections are completed by the observer after the classroom observation but before the debrief conversation.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>5P Debrief</th>
</tr>
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<tbody>
<tr>
<td>These sections are completed by the observer during the debrief conversation.</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Context</th>
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<tbody>
<tr>
<td>These sections are completed by the Office of Instructional Practice (OIP) content teams. The content in these sections is pre-loaded from LEAP Module overviews and LEAP seminar plans. This content is specific to each LEAP team’s current LEAP Module and LEAP Seminar. In addition, guiding questions and coaching best practices are included in the 5P Debrief conversation section.</td>
</tr>
</tbody>
</table>
LEAP Observation and 5P Debrief Template

Pre-Observation
Before conducting the weekly LEAP Observation, take 3-5 minutes to review the context of the observation. This includes the LEAP Module overview, LEAP Seminar outcomes, objectives, and criteria for success, as well as observation focus questions, evidence to collect during the observation, and potential teacher action steps. A quick review of this information will help narrow the focus of the observation and ensure that the most meaningful information is collected to inform the 5P debrief.

| Date & Time (observation): | Teacher: |
| Date & Time (debrief): | Observer: |
| Grade Level / Content Area: | LEAP Seminar Leader: |

Subject and Grade Band, Module Title, Week #: ELA K-12, Navigating Text Complexity, Week #6

Seminar Outcomes: Teachers will bring student work aligned to a text culminating task and will use the Quick Sort Protocol to analyze strengths, misconceptions, trends and implications for practice.

Seminar Objectives:

- Analyze strengths and gaps in student work aligned to standards
- Evaluate effectiveness of planning and instruction and identify implications for practice

Seminar Criteria for Success (CFS):

- Exemplar for task is rooted in common expectations of proficiency as outlined in the standards and assessment
- Evidence is specific, descriptive, free of judgment, and aligned to CCSS
- High-leverage instructional strategies are aligned to patterns and trends in the student work
- Instructional strategies include opportunities for differentiation that will benefit students at each of the levels

Observation and 5P Debrief Focus:

Focus Questions
In what ways is the teacher developing a classroom culture that reflects desired reading behaviors?

In what ways are students authentically engaging in desired reading behaviors?

Potential Teacher Action Steps:

- Give students discussion stems to encourage participation
- Use deliberate grouping/pairing to support development of desired reading behaviors
- Celebrate student success by referring to the reading behaviors chart and generating new ideas based on students’ progress

Evidence to Collect
LEAP leaders will collect evidence of how students are demonstrating the
following behaviors without teacher prompting:

- Annotating the text
- Asking and answering questions
- Reacting to the text
- Engaging in collaborative conversations about the text

LEAP leaders will collect evidence of how teachers develop a classroom culture by tallying how/when the teacher:

- Designs discussion-rich questions
- Sets expectation for student annotation
- Validates student reactions to the text
**Observation**  
During the 15 minute observation, collect evidence to use during the 5P Debrief based on the Observation and 5P Debrief Focus (above). Effective evidence is **specific**, **descriptive** and **judgment-free**. Collect evidence through **scripting**, **narration**, **counting**, **timing**, **tracking trends**, and/or **taking photos of student work**. Record evidence in a template that makes the most sense to you and copy it in the space below if doing so is helpful to have as a reference as you complete your planning process. Any observation notes entered here are visible only to the observer, and will not be visible to the teacher observed.

<table>
<thead>
<tr>
<th>Lesson Objective:</th>
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<tbody>
<tr>
<td>Observation Notes</td>
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**5P Debrief Conversation**  
*LEAP Leaders may choose to take notes directly into this template, on Whetstone, the LEAP Platform, or in some other template of your choosing.*

Create a plan for the 5P Debrief. Use these questions as a guide, choosing 1 or more questions to ask the teacher in each section. While pre-planning, consider **Potential Teacher Actions Steps** (above) for the current LEAP Module. Consider the needs of the teacher, informed by evidence collected while in the classroom, and determine 1-2 of the provided potential action steps to discuss. During the 5P debrief, collaborate with the teacher to determine the best action step and record it in the space below. The most important result is that the teacher leaves the conversation with a clear action step and a plan for how to implement the action step in the classroom. Finally, close out by expressing gratitude and determining next steps.

<table>
<thead>
<tr>
<th>5P Debrief Conversation Protocol / Guiding Questions:</th>
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<tbody>
<tr>
<td>Pre-Planning Notes:</td>
</tr>
<tr>
<td>Notes During 5P Debrief Conversation:</td>
</tr>
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</table>

**STEP 1 – PRAISE**  
What positive teacher/student actions will you highlight from the classroom observation?  
1-2 minutes

- How do you think the lesson went?
- One great action I noticed was that you ____. What was the impact? (OR) The impact was ____. Nice work!
- In our last LEAP Seminar, we planned for ____. How did that go?
- Our prior action step was ____. What lessons did you learn that we can build on, moving forward?
### STEP 2 – PROCESS

**What student work or evidence will you examine with the teacher to guide the discussion?**

*2-6 minutes*

- Look at the text or task.
- What is the ideal student response to the text or task?
- Look at the student evidence (student work and/or responses captured during the observation). What are students saying/writing about the text or task? What questions did you ask students during the lesson to get these responses?
- Looking at student work/responses, what is the gap between current and ideal student performance?
- What scaffolds can we plan to ensure students can reach the ideal student response?

### STEP 3 – PRIORITIZE

**What is the key action step for the teacher to focus on in the next week?**

*1 minute*

- Refer to list of suggested action steps in the Potential Teacher Actions Steps (above); use one of the provided action steps or customize as necessary.
- Based on what we just talked about, it might make sense to focus on ____. (OR) Based on what we just talked about, what do you think it make sense to focus on?
- Your action step for today is ____. This is important because ____.
- Record the action step on Whetstone, the LEAP Platform.
### STEP 4 – PLAN / PRACTICE

**How will the teacher apply the action step to improve his/her instruction?**

*13-20 minutes*

- Which lesson in the next week can we use to practice this skill?
  - What part in this lesson should we focus on?
- Let’s co-plan for this part of the future lesson together.
- Spend several minutes scripting side-by-side with the teacher.
  - Script the ideal student response.
  - Script teacher language, as needed.
- Let’s role play this part of the future lesson together.
  - Practice delivery of the content planned, in order to check for clarity and economy of language.
  - Role play as a student who gets the answer correctly.
  - Role play as a student who does not get the answer correct on the first try.

### STEP 5 – CLOSE-OUT

**What are our next steps, moving forward?**

*1-3 minutes*

- What did you learn today?
- **Investment:** How will this strategy make a positive impact on your students?
- **Application:** When specifically do you plan to use this strategy? What would it look like/sound like for you to use this strategy effectively?
- **Transfer:** How can I best support your performance in this area between now and our next visit in 2 weeks? What evidence will you share with me?
- What is one thing that went well about today’s meeting?
- What is one thing I can improve for next time?
- **Gratitude:** Thank you for ____.