

Fostering and Assessing Student Understanding of Complex Text

Presenter: Kathy Glass

COMPONENTS FOR TEACHING COMPLEX TEXT

<p>Teacher Preparation</p> <ul style="list-style-type: none"> • Determine complexity level • Identify core ideas of text • Flag words • Develop Text-Dependent Questions • Determine Prereading <p>Initial Student Exposure</p> <ul style="list-style-type: none"> • Annotation • Journals • Peer discussions 	<p>Reread for Different Purposes</p> <ul style="list-style-type: none"> • Use Text-Dependent Questions • Plan written and oral individual and collaborative activities for deeper meaning <p>Assessments and Evidence</p> <ul style="list-style-type: none"> • Collect evidence of learning and mastery • Check for understanding via formative and self-assessments • Issue culminating assessment • Make expectations clear (e.g., checklist, rubric) <p>Unit Connection (ongoing)</p> <ul style="list-style-type: none"> • Connect complex text to unit of study and standards-based learner outcomes
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RECIPROCAL TEACHING READING EXCERPTS

PARTNER A:

“An estimated 5.85 million people (as of 2010) with a felony conviction are barred from voting in elections - a condition known as disenfranchisement. Each state has its own laws on disenfranchisement. While Vermont and Maine allow felons to vote while in prison, nine other states permanently restrict certain felons from voting.

“Proponents of felon re-enfranchisement say that felons who have paid their debt to society by completing their sentences should have all of their rights and privileges restored. They argue that efforts to block ex-felons from voting are unfair, undemocratic, and politically or racially motivated.

“Opponents say felon voting restrictions are consistent with other voting limitations such as age, residency, sanity, etc., and other felon restrictions such as no guns for violent offenders and no sex offenders near schools. They say that convicted felons have demonstrated poor judgment and should not be trusted with a vote.”

Source: www.procon.org

PARTNER B:

Here’s an excerpt of a 2010 interview Chris Hedges conducted with Noam Chomsky* about the importance of critical thinking:

“I try to encourage people to think for themselves, to question standard assumptions,” Chomsky said when asked about his goals. “Don’t take assumptions for granted. Begin by taking a skeptical attitude toward anything that is conventional wisdom. Make it justify itself. It usually can’t. Be willing to ask questions about what is taken for granted. Try to think things through for yourself.

* MIT professor emeritus, author, linguist, philosopher, political activist among other distinctions

RECIPROCAL TEACHING SEQUENCE

Student A	<ul style="list-style-type: none"> • Read one paragraph or section aloud to your partner/small group OR read the text silently. • Ask student B two good questions about the reading selection: one literal and one inferential.
Student B	<ul style="list-style-type: none"> • Answer the questions using textual evidence or ask for clarification.
Students A and B	<ul style="list-style-type: none"> • Discuss reading selection.
Student A	<ul style="list-style-type: none"> • Summarize reading material for B. • Ask B to add to the summary.
Students A and B	<ul style="list-style-type: none"> • Predict what will happen next in the text citing the text as the basis for your predictions.

Exchange roles and repeat | Assign Individual Assessment Options

WHICH SENTENCES SHARE COMMONALITIES?

Directions: Read all of the sentences. Then review them and place an “X” next to those that share the same characteristics. Be ready to cite what similar characteristics they have in common.

	1. Miranda whispered as quietly as a kitten’s gentle purring.
	2. Christina stifled a sob and shouted at him angrily.
	3. Juan muttered his disapproval hesitantly with eyes cast downward like an embarrassed child.
	4. He pleaded imploringly with outstretched hands.
	5. Joey flashed a sarcastic smile that belied his true feelings.
	6. Rosa mewed softly while fluttering her eyelashes for effect like an amateur movie star.
	7. He vowed to send Fatimah a dozen roses weekly since she finally admitted her love for him.

<p style="text-align: center;">BOOKS BY KATHY GLASS</p> <ul style="list-style-type: none"> • <i>Complex Text Decoded: Designing Lessons and Using Strategies That Target Authentic Texts</i> (September, 2015, ASCD) – ASCD BOOTH 634 • <i>Mapping Comprehensive Units to ELA CCS, 6-12</i> (©2013, Corwin) and <i>K-5</i> (© 2012, Corwin) – CORWIN BOOTH 709 • <i>Lesson Design for Differentiated Instruction, Grades 4-9</i> (©2009, Corwin) • <i>Curriculum Mapping: A Step-by-Step Guide to Creating Curriculum Year Overviews</i> (©2007, Corwin) • <i>Curriculum Design for Writing Instruction: Creating Standards-Based Lesson Plans and Rubrics</i> (©2005, Corwin) 	<p style="text-align: center;">CONTACT INFORMATION</p> <p>Email: kathy@kathyglassconsulting.com</p> <p>Phone: 650-366-8122</p> <p>Website: www.kathyglassconsulting.com</p> <ul style="list-style-type: none"> • Downloadable resources • Webinar links • Professional development topics • Join PD 360 for monthly resources
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