

## Strategies & Assessments to Foster Student Understanding of Complex Text

Presented by Kathy Glass | ASCD 2019 | [www.kathyglassconsulting.com](http://www.kathyglassconsulting.com)

Hi, Marge!

I'm awfully sorry to hear you've been sick and in the hospital for two weeks. I've been meaning to come see you – I really have – but I've been terribly, *terribly* busy. Did you know I replaced you in the school play? Rehearsals are a blast!

I suppose you're living a life of luxury – nurses to wait on you hand and foot, good-looking doctors to watch over you. Gee, some people have all the luck! I guess a healthy little nobody like me just doesn't rate.

I hope you don't mind, but Eddie asked me to the prom. I saw him the other day and asked him who he was taking – I knew you couldn't go. You probably won't be able to do much more than resting and taking it easy for months. Anyway, he said he'd asked Gloria. Now, I know you wouldn't want him to take *her* – you'd probably never see him again (ha, ha). So, I convinced him to take me. I'm sure you'd prefer that he took a friend of yours.

Could I ask you a tiny little favor? Could I wear the dress you bought for the prom? After all, it won't do you any good just hanging in the closet. And pink is the color that looks best on me.

Seriously, I hope you get better soon.

Do you think you'll be able to rejoin the cheerleading squad this year?

Love,

*Peg*

| Inference  | Types of Inferences  |
|--|--|
| <p><b>Write a full sentence that is an inference about Peg or Marge using any of these types of inferences.      →</b></p> | <ol style="list-style-type: none"> <li>1. Identify characters' or individuals' beliefs, personalities, and motivations.</li> <li>2. Understand characters'/individuals' relationships to one another.</li> <li>3. Understand the way a character or individual speaks by paying attention to the tone she uses. What is Peg's attitude? Think of the emotion the tone shows.</li> <li>4. Use details from the text to draw conclusions or form interpretations.</li> </ol> |

- <https://artsandculture.google.com> (Google Arts & Culture site)
- <http://artchive.com> (Artchive – collection of artwork)
- <https://www.nationalgeographic.com> (National Geographic – pics of animals, science & innovation, environment, favorite photos)
- <https://www.smithsonianmag.com/photocontest/archive/2017/> (Smithsonian “The American Experience”)
- <https://theweek.com/cartoons> (The Week online and print magazine – political cartoons)

## TYPES OF INFERENCES IN QUESTION FORMAT

1. How can you use context clues to figure out the meaning of unknown words?
2. What can you infer about a character's or individual's beliefs, personalities, or motivations?
3. What can you infer about characters' or individuals' relationships to one another?
4. What are details about the setting or place that can lead you to make an inference?
5. How does a character's or individual's tone help you better understand the way he or she feels or speaks?
6. What do you think particular events mean? What details in the text lead you to make this inference?
7. What is the author's view of the world? How does this help you better understand the text?
8. Is the author bias about something in particular? How do you know?
9. What is happening in the text to what you know about the world?
10. What can you conclude or interpret from any facts in the text?
11. What background knowledge do you have about a passage that leads you to draw conclusions, form interpretations, or seek answers to questions?
12. What predictions can you make throughout the reading? What details in the text help you to make these predictions? Later on, confirm these predictions.
13. After struggling to understanding something difficult, what new insights did you make?
14. What connections can you draw between conclusions you make and other beliefs or knowledge you have?

| <b>Annotation Options for Teachers to Assign</b>                   |   |
|--|---|
| <b>Underline or Highlight</b>                                      | <b>Margin (or Post-It) Notes</b><br><i>Write down...</i>  |
| Vocabulary words and terms   | what you think the word means   |
| Specific words   | the impact of the word on the text  |
| Text that indicates the writer's style                             | the type of style represented (e.g., formal, informal, technical)   |
| Text that indicates a historical era                               | the time period, event (e.g., Civil War, WWII), individual, or a reference to culture (e.g., language, government, religion, art, etc.)   |
| Text that indicates tone or mood                                   | the tone the author conveys or the mood evoked in the reader (e.g., sarcasm, anger, joy, melancholy)  |
| Text that reveals information about the speaker or narrator        | what you know about the speaker or narrator (e.g., gender, bias, political persuasion, religion) and the intended audience  |
| Text that indicates the main idea                                  | the main idea of a paragraph or whole passage   |
| Places with or without transitional words and phrases              | alternative or added transitions that the author could have used  |
| Text that shows repetition of some kind                            | the intended effect this repetition has on readers  |
| Text that reveals the author's purpose, position, or major premise | the author's purpose, position, premise, or main argument   |
| Reasons given in an argument                                       | summarize each reason, or provide an opposite viewpoint   |
| Examples of unsubstantiated evidence                               | what the author might have done differently to convince readers of a position   |
| Examples of rhetorical devices                                     | your interpretation or impression   |
| Steps in a process   | the order of each step and provide a brief restatement of each one  |
| Text passage   | rewrite in your own words, or provide a summary   |
| Figurative language  | the type of figurative language used (i.e., simile, metaphor, personification, imagery) and your interpretation of it   |
| Literary devices   | the type of literary device used (e.g., symbolism, allusion, flashback, dialect) and your interpretation of it  |
| Text where there's an opportunity to make an inference             | inferences that are based on key details that you marked  |
| Text passage   | Choices: <ul style="list-style-type: none"> <li>• questions about the text that confuse you or that you wonder about</li> <li>• your reaction and reason for it (e.g., anger, excitement, intrigue)</li> <li>• an analogy</li> <li>• a connection between this text and another text</li> <li>• a connection between this passage and another part of this same text</li> <li>• a concept (e.g., fusion, diversity, collaboration, adaptation)</li> </ul> |
| Examples of characterization                                       | the personality trait(s) associated with what is marked (e.g., courageous, brutal, selfish, persevering)  |
| Text that shows features of a genre                                | Examples: <ul style="list-style-type: none"> <li>• fairy tale (e.g., unreal characters, good wins over evil)</li> <li>• mystery (e.g., suspect, witness, alibi, clues)</li> <li>• myth (e.g., deities, supernatural powers)</li> </ul>  |

Figure 3.1 in *Complex Text Decoded: How to Design Lessons & Use Strategies to Target Complex Text* by Kathy Glass (ASCD)

## Engaging with Complex Text

1

|   |  |
|---|--|
| * | What you want to remember; something important; new learning; excellent point worthy of attention                            |
| + | Something you already knew; ideas that agree with your thinking; something you like; strong evidence that connects to thesis |
| - | Something unimportant; something you disagree with; evidence that doesn't connect to the thesis; weak or incorrect evidence  |
| ! | Something that angers or surprises you; something that warrants a strong reaction  |
| ? | Something confusing; something that needs clarification; something you doubt; something that made you wonder                 |

2

| Choose a guiding question  | Respond |
|--|---------|
| <input type="checkbox"/> 1. How do readers use methods of characterization to determine traits?<br><input type="checkbox"/> 2. How do authors use figurative language to evoke readers' emotions?<br><input type="checkbox"/> 3. How does theme represent a comment about life?<br><input type="checkbox"/> 4. How do the interactions between characters affect plot? |         |

3

| Enter a quote   | Choose a response   |
|---|---|
| <b>Select and input a quote.</b><br><b>Record the page or paragraph number.</b> | 1. Ask and answer questions.<br>2. Make educated predictions based on quote.<br>3. Draw a connection between the excerpt and another text.<br>4. Define terms used and provide examples.<br>5. Paraphrase or summative the excerpt. |

4

| What I saw/heard | What I think | What __ would think |
|------------------|--------------|---------------------|
|                  |              |                     |

5

| <i>[Enter text-dependent question.]</i> |                        |
|---|------------------------|
| My Response                             | Evidence From the Text |
|   |                        |
| My Thoughts Now                         |                        |
|   |                        |

### Verb List to Show Relationships

|               |             |             |            |
|---------------|-------------|-------------|------------|
| act           | elicit      | initiate    | recommend  |
| activate      | employ      | institute   | reconcile  |
| ascertain     | enable      | integrate   | reduce     |
| build         | encourage   | interact    | regulate   |
| change        | energize    | interpret   | reinforce  |
| construct     | enhance     | introduce   | relate     |
| contrast      | establish   | invent      | resolve    |
| contribute    | estimate    | lead to     | respond    |
| control       | evolve      | manage      | restore    |
| convert       | examine     | manipulate  | revitalize |
| cooperate     | expand      | map         | separate   |
| correspond    | explain     | model       | sequence   |
| create        | expound     | modify      | shape      |
| decipher      | express     | motivate    | share      |
| define        | facilitate  | offer       | show       |
| demonstrate   | formulate   | organize    | simplify   |
| describe      | foster      | originate   | solve      |
| design        | generate    | perform     | stimulate  |
| determine     | guide       | persuade    | structure  |
| develop       | identify    | point to    | suggest    |
| devise        | illustrate  | precipitate | support    |
| differentiate | impact      | prevent     | transfer   |
| direct        | improve     | produce     | transform  |
| discriminate  | incorporate | promote     | transition |
| display       | increase    | prompt      | translate  |
| disseminate   | induce      | propel      | transmit   |
| distinguish   | infer       | propose     | uncover    |
| distribute    | influence   | provide     | use        |
| dominate      | inform      | provoke     | utilize    |
| drive         |             |             |            |

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| Components for Teaching Complex Text                       |   |
|--|---|
| <b>Examine Text<br/>(Teacher Prep)</b>                     | <ul style="list-style-type: none"> <li>• Determine complexity level</li> <li>• Identify core ideas of text</li> <li>• Flag words</li> <li>• Develop text-dependent questions (TDQs)</li> <li>• Determine prereading</li> </ul>  |
| <b>Ensure Unit<br/>Connection<br/>(Teacher Prep)</b>       | <ul style="list-style-type: none"> <li>• Connect text to unit content or theme</li> <li>• Use text to address learner outcomes</li> </ul>   |
| <b>Assess and<br/>Collect<br/>Evidence<br/>(Teacher)</b>   | <ul style="list-style-type: none"> <li>• Preassess</li> <li>• Check for understanding (formatively assess)</li> <li>• Collect evidence of learning and mastery</li> <li>• Plan and present summative assessment task</li> <li>• Make expectations clear</li> </ul>  |
| <b>Read Text<br/>Initially<br/>(Student)</b>               | <ul style="list-style-type: none"> <li>• Listen to text or read silently on initial exposure; subsequent exposures read silently</li> <li>• Annotate or use other method for initial exposure</li> <li>• Discuss with peers</li> </ul>  |
| <b>Reread for<br/>Different<br/>Purposes<br/>(Student)</b> | <ul style="list-style-type: none"> <li>• Dive back into text repeatedly for different purposes using purposeful strategies</li> <li>• Engage with TDQs</li> <li>• Participate in written &amp; oral activities</li> <li>• Participate in individual &amp; collaborative activities</li> <li>• Show understanding by participating in various assessments</li> </ul> |

### Book Titles by Kathy Glass

- *The New Art and Science for Teaching Writing* by Kathy Glass & Robert Marzano (Solution Tree & ASCD, 2018)
- *(Re)Designing Narrative Writing Units for Grades 5-12* (Solution Tree, 2017)
- *(Re)Designing Argumentation Writing Units for Grades 5-12* (Solution Tree, 2017)
- *The Fundamentals of (Re)Designing Writing Units* (Solution Tree, 2017)
- *Complex Text Decoded: How to Design Lessons and Use Strategies That Target Authentic Texts* (ASCD, 2015)
- *Mapping and Designing Units to the ELA Common Core Standards 6-12* (Corwin, 2013)
- *Mapping Comprehensive Units to the ELA Common Core Standards, K-5* (Corwin, 2012)
- *Lesson Design for Differentiated Instruction, Grades 4-9* (Corwin, 2009)
- *Curriculum Mapping: A Step-by-Step Guide to Creating Curriculum Year Overviews* (Corwin, 2007)

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### Website Resources and Information:

- Downloadable resources: lessons, templates, PPTs, Common Core Standards (Word)
- Join Edivate (formerly PD 360) group for periodic tips
- Archived webinars
- Information about professional development topics and books