

Great notes,
BUT, where is
your paper?

20/50

Brianna
Larmore

APPENDIX A - ENGLISH

9/9/13

Reading

Demands ↑, K-12 texts have ↓.

- Why text complexity matters

- Regardless of SES, better ability to respond to complex texts questions = ↑ ACT scores

- College, Careers, and Citizenship: Steady or Increasing Complexity of Texts and Tasks

- College students expected to study independently
- High schoolers rarely held accountable for independent reading

- K-12 Schooling: Declining Complexity of Texts and a Lack of Reading of Complex Texts Independently

- 350L gap between college + high-school texts
- Students need sustained exposure to complex text

- The Consequences: Too Many Students Reading at Too Low a Level

- Poor reader high school graduate = struggle mightily in postsecondary
- U.S. adults reading literature 54% (1992) to 46.7% (2003)
- Reading any book ↓ 7% (same time ↑)

"There may one day be modes and methods of information delivery that are as efficient and powerful as text, but for now there is no contest." - Adams, 2009

- The Standards' Approach to Text Complexity

- 1) Qualitative dimensions of complexity (needs human reader)
 - 2) Quantitative dimensions (~~word~~ word/sentence length)
 - 3) Reader and task considerations
- more precise + easier-to-use tools are urgently needed

• Qualitative factors (first step!)

- a) levels of meaning or purpose
- b) structure
- c) language conventionality and clarity
- d) knowledge demands

• Quantitative measures

a) Flesch-Kincaid Grade Level Test

word / sentence length

b) Dale-Chall Readability Formula

substitute word frequency for length

c) Lexile

word frequency + sentence length

d) ATOS

difficulty, word length, sentence length, text length

e) Coh-Matrix

cohesiveness of text

• Reader and Task

(RAND)

a) cognitive capabilities

ability not linear

b) motivation

c) knowledge

stretch + pleasure

d) experiences

mixture

e) readers' purpose

- Key Considerations in Implementing Text Complexity

• Texts and Measurement Tools

useful and imperfect

underestimate challenge of complex narrative fiction

must align w/ ~~with~~ CCR, college + career readiness

- Standards' Grade-Specific Text Complexity Demands
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Reading Foundational Skills

Charts of phoneme-grapheme correspondences
(sound-spelling)

- Phonological Awareness

PreK-1: word awareness, rhyme recognition during word play, repetition + creation of alliteration, syllable counting, onset and rime manipulation

consonant before vowel → vowel + consonant after

K-2: phoneme identity, phoneme isolation, phoneme blending, phoneme segmentation, phoneme addition, substitution, deletion

- Orthography

Phoneme-grapheme correspondences: single letters, doublets, digraphs, trigraphs, consonants in blends, silent letter combinations, combination qu.

single vowels, vowel teams, vowel-r combos, vowel-consonant-e (Vce)

Syllable Patterns: closed, vowel-6-e "Magic", open, vowel team, vowel-r (r-controlled), consonant-le

Three Useful Principles for Chunking

1) VC-CV

2) V-CV and VC-V

3) Consonant blends usually stick together.

Writing

- 3 Standard Text Types

1) Argument: reasoned, logical way to show

writer's position, belief or conclusion is valid.

- 2) Informational / Explanatory: increase readers knowledge
help readers understand procedure / process.
- 3) Narrative: conveys experience + uses time as its
deep structure

- The Special Place of Argument in the Standards

Emphasis on ability to write sound arguments on
substantive topics

A logical argument: merits + proofs offered
versus emotional appeal

Speaking and Listening

- The ~~the~~ Special Role of Speaking and Listening in K-5 Literacy

Aims of English classroom MUST INCLUDE:

- oral language in purposeful, systematic
way

Children need to be able to understand words
before they can produce + use them.

Allocate instructional time to build children's
listening skills

- Read-Alouds and the Reading-Speaking-Listening Link
Listening outpaces reading until middle school years

Language

- Overview

Language choice is a matter of craft for both writers + speakers.

- Conventions and Knowledge of Language

Teaching and Learning the Conventions of Standard English

The Standards return to certain important topics in higher grades at greater levels of sophistication. Students must be taught the purposes for grammatical features.

Progressive Language Skills in the Standards

"progressive skills"

should be mastered at a basic level no later than the end of grade where they are introduced.

Vocabulary

- Acquiring Vocabulary

Connected to reading comprehension since 1925

As children reach school age, new words are introduced less frequently in conversation, acquisition stagnates by 4th or 5th unless acquired from text.

To grasp meaning of a word, readers must:

- 1) internal representation of word must be complete
- 2) understand context well enough to select intended meaning from all definitions

- Three Tiers of Words

- 1) Tier One: everyday speech
- 2) Tier Two: general academic words, more likely to appear in text than speech *often overlooked, unrecognized*
- 3) Tier Three: domain-specific words, to domain of study *faster when students are familiar with domain*