



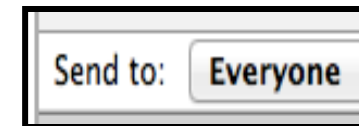
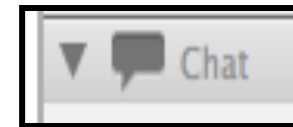
**Thank you for joining the webinar.
The session will begin shortly.**

**Common Core State Standards:
Text Complexity
and
Text Dependent Questions
Elementary**



Webinar reminders

- Close all other applications to your computer.
- Please make sure to (mute) red your microphone and keep them muted unless otherwise instructed.
- Please ask all questions through the chat box.
- Make sure your chat box is set for “everyone”.
Questions will be addressed during Q & A.
- This session will be recorded.



Group Norms for Webinar



- **Self-directed Learner**
 - Make personal connections to your position
- **Community Contributor**
 - Honor the expertise of ALL
- **Complex Thinker**
 - Synergize – Collective thoughts
- **Quality Producer**
 - Grow professionally
- **Effective Communicator**
 - Seek first to understand, then to be understood
- **Effective & Ethical User of Technology**
 - Remove all other distractions



Hawaii DOE's Strategic Plan

July 1, 2011- June 30, 2018



Assure all students are college and career ready through effective use of standards-based education

Ensure and sustain a rich environment and culture for life long learning

Continuously improve the effectiveness, efficiency and responsiveness of the educational system

GP # 1 Assessment of and for learning drives instruction

GP # 4 Instructional leadership and professional learning

GP # 3 Aligned policies and resources across school, complex area, and state levels

GP # 2 Evidence-based instructional strategies

GP # 6 School, home, and community partnerships

GP # 5 Accountability



Webinar Information



A recording of this webinar will be posted on the Standards Toolkit website.

If there are any questions, please e-mail:

- Dewey Gottlieb, Mathematics Specialist
- Monica Mann, Acting Administrator
- **Petra Schatz, Language Arts Specialist,**
- Derrick Tsuruda, Science Specialist



Essential Question



- **How will incorporating text complexity and text dependent questions into my classroom help prepare my students for college and career success?**

I'm as proud of what we don't do as I am of what we do
- Steve Jobs



Desired Outcomes



Understanding of the...

- **Common Core State Standard Major Shifts**
- **3 Dimensions of Text Complexity**
- **Importance of Text Dependent Questions**



Introduction Poll



Please complete the “Introduction Poll”.



Welcome!



Common Core Shifts



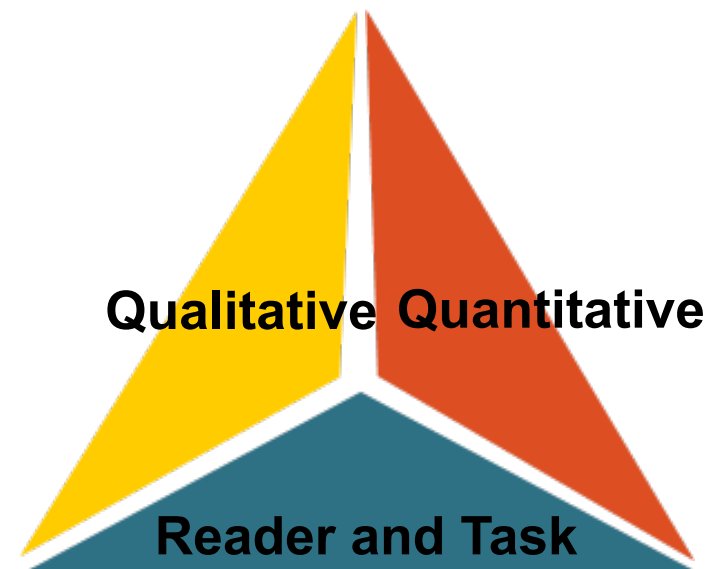
- 1. Text Complexity and Range**
- 2. Read Closely to Analyze, Infer and Give Evidence**
- 3. Write to Sources**
- 4. Short, Focused Research**
- 5. Written and Spoken Argument**
- 6. Academic Vocabulary**
- 7. Shared Responsibility for Literacy Development Among All Teachers**



Overview of Text Complexity



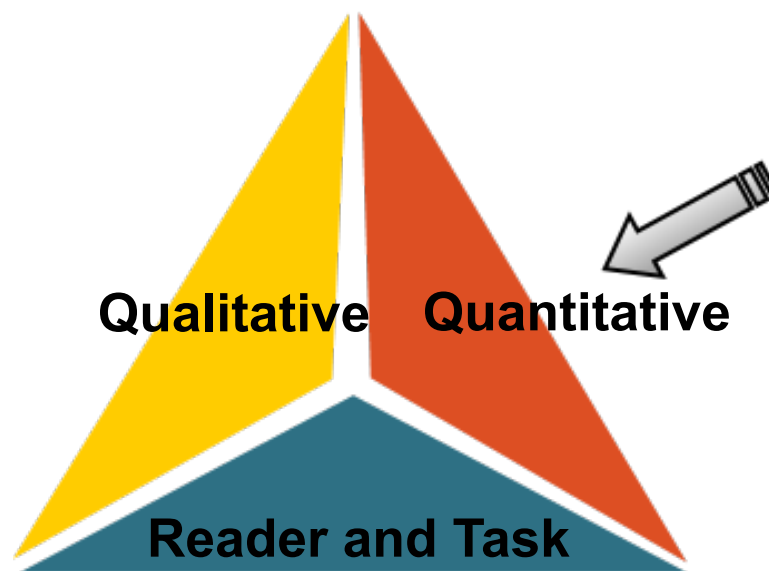
- Reading Standards include exemplar texts (stories and literature, poetry, and informational texts) that illustrate appropriate level of complexity by grade
- Text complexity is defined by:
 1. Quantitative measures – readability and other scores of text complexity
 2. Qualitative measures – levels of meaning, structure, language conventionality and clarity, and knowledge demands
 3. Reader and Task – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned



Overview of Text Complexity



Quantitative Measures
readability and other scores of text complexity



TEXT COMPLEXITY: QUANTITATIVE MEASURES: A DEEPER LOOK



Many formulas exist for measuring the readability of various types of texts.

- Coh-Metrix (cohesiveness of a text-60 different indices)
- Flesch-Kincaid Grade Level Test (word length and sentence length)
- Dale-Chall Readability Formula (word frequency and sentence length)
- ATOS* (Accelerated Reader) (word difficulty, word length and sentence length, text length)
- The Lexile Framework* (word frequency and sentence length)
Achieve 3000
DSI (passages only)
HSA

*Both reader and text are placed on the same scale



MEASURES MUST BE ALIGNED WITH COLLEGE AND CAREER READINESS EXPECTATIONS



Text Complexity Bands in the Standards	Old Lexile Range	Lexile Range Aligned to CCR expectations
K-1	N/A	N/A
2-3	450-725	450-790
4-5	645-845	770-980
6-8	860-1010	955-1155
9-10	960-1115	1080-1305
11-CCR	1070-1220	1215-1355





The Lexile Framework® for Reading

Matching readers with texts



Quick Book Search:

Search

Put an exact title or author in quotes (example: "new moon")

[Advanced Search](#)

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Using Lexile Measures

Tools

Research

Professional Development

[Common Core and Lexile Measures](#)

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[Lexile Measures and Grade Levels](#)

[Lexile Measures and Barnes&Noble](#)

Lexile and Grade Levels

Grade level and reading ability are two different things. That's why a Lexile measures a child's ability based on reading comprehension, not grade level.

Click here to view the typical Lexile measures of students and texts at each grade level.

Quick links for new Lexile users

- [What is a Lexile measure?](#)
- [How do I get a Lexile measure?](#)
- [How do I use a Lexile measure?](#)
- [Watch a six-minute overview on Lexile measure](#)

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[Search for books at your Lexile level](#)





The Lexile Framework® for Reading

Matching readers with texts

Quick Book Search:

Put an exact title or author in quotes (example: "new moon")

About Lexile Measures

Using Lexile Measures

Tools

Research

Professional Development

Enter Lexile ▶ [+ Select Interests ▶ Search Results ▶ Reading List

Results per page: 20 Sorting: Search Relevance

[Add all to My Reading List](#)

Found 2 books



Tales of a Fourth Grade ...

Author: [Blume, Judy](#)

Summary: PETER HATCHER HAS A TERRIBLE PROBLEM--HIS 2-YEAR-OLD LITTLE BROTHER.

470L

Pages: 120

Ages: 8 to 12

ADD TO MY Reading List

FIND IN A LIBRARY WorldCat

BUY FROM BARNES & NOBLE



Tales of a Fourth Grade ...

Author: Blume, Judy

470L

Pages: 120

ADD TO MY Reading List

FIND IN A LIBRARY WorldCat

BUY FROM BARNES & NOBLE



Look up a Book

Search for books based on title, author, keywords, and more.

Title:

Author:

Keywords:

ISBN:

Publisher:

Series:

Copyright:

Language: English

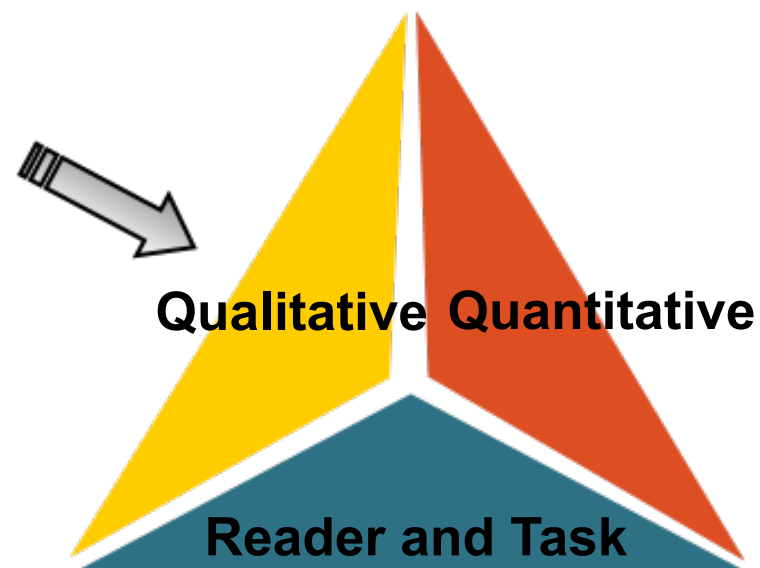
Refine your results

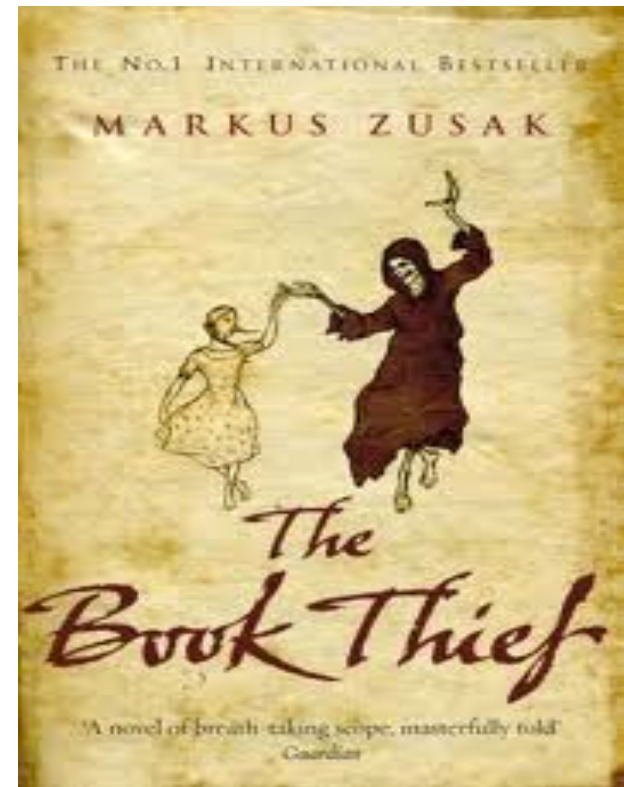
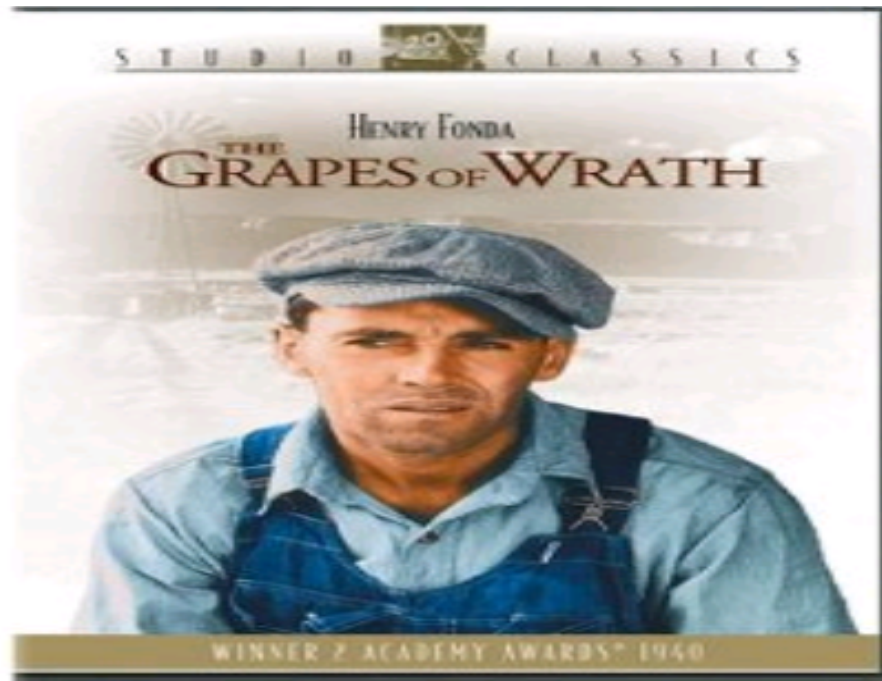
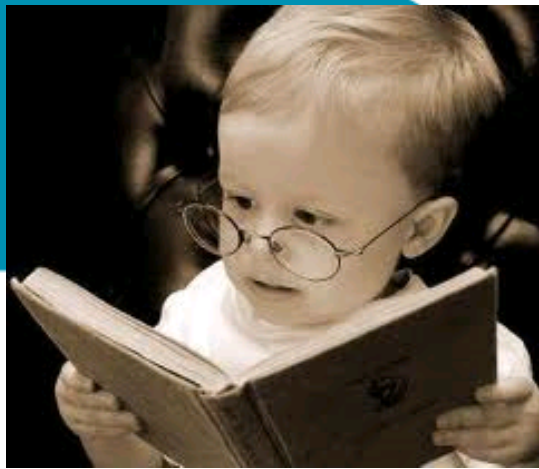
Overview of Text Complexity



Qualitative Measures

levels of meaning, structure, language conventionality and clarity, and knowledge demands





Qualitative Dimensions of Text Complexity



- **Levels of Meaning (literary texts) or Purpose (informational texts)**
- **Structure**
- **Language Conventionalality and Clarity**
- **Knowledge Demands: Life Experiences (literary texts)**
- **Knowledge Demands: Cultural/Literary Knowledge (chiefly literary texts)**
- **Knowledge Demands: Content/Discipline Knowledge (chiefly informational texts)**





DRAFT

TEXT COMPLEXITY: QUALITATIVE MEASURES RUBRIC INFORMATIONAL TEXTS

DRAFT



LEVELS OF PURPOSE

High

- Purpose:** subtle, implied, difficult to determine

Middle High

- Purpose:** implied, but fairly easy to infer

Middle Low

- Purpose:** implied, but easy to identify based upon context or source

Low

- Purpose:** explicitly stated

STRUCTURE

High

- Organization of Main Ideas and Details:** highly complex; not explicit, must be inferred by the reader
- Text Features:** if used, are essential in understanding content
- Use of Graphics:** sophisticated graphics, essential to understanding the text, may also provide information not otherwise conveyed in the text

Middle High

- Organization of Main Ideas and Details:** complex but largely explicit; may exhibit traits common to a specific subject or discipline
- Text Features:** if used, greatly enhance the reader's understanding of content
- Use of Graphics:** some sophisticated graphics, may occasionally be essential to understanding the text

Middle Low

- Organization of Main Ideas and Details:** may be complex, but clearly stated and generally sequential
- Text Features:** if used, enhance the reader's understanding of content
- Use of Graphics:** largely simple graphics, supplementary to understanding of the text

Low

- Organization of Main Ideas and Details:** clearly stated and sequential
- Text Features:** if used, help the reader navigate and understand content but are not essential
- Use of Graphics:** use of simple graphics, unnecessary to understand the text

LANGUAGE CONVENTIONALITY AND CLARITY

High

- Meaning:** dense and complex; may be abstract, ironic, and/or figurative; language may be purposefully ambiguous or misleading
- Register:** generally unfamiliar, archaic, subject-specific, or overly academic

Middle High

- Meaning:** somewhat complex; may occasionally be abstract, ironic, and/or figurative
- Register:** occasionally unfamiliar, archaic, subject-specific, or overly academic

Middle Low

- Meaning:** largely explicit and easy to understand with few occasions of more complex meaning
- Register:** largely contemporary, familiar, conversational; rarely unfamiliar, archaic, subject-specific, or overly academic

Low

- Meaning:** explicit, literal, straightforward, easy to understand
- Register:** contemporary, familiar, conversational

KNOWLEDGE DEMANDS

High

- Subject Matter Knowledge:** requires extensive, perhaps specialized or even theoretical subject-specific knowledge
- Intertextuality:** many references/allusions to other texts

Middle High

- Subject Matter Knowledge:** requires moderate levels of subject-specific knowledge; some theoretical knowledge may enhance understanding
- Intertextuality:** some references/allusions to other texts

Middle Low

- Subject Matter Knowledge:** largely everyday, practical knowledge is necessary; requires some subject-specific knowledge
- Intertextuality:** few references/allusions to other texts

Low

- Subject Matter Knowledge:** requires only everyday, practical knowledge
- Intertextuality:** no references/allusions to other texts

Texts Illustrating the Complexity, Quality, and Range of Student Reading K-5

	Literature: Stories, Drama, Poetry	Informational Texts: Literary Nonfiction and Historical, Scientific, and Technical Texts
K*	<ul style="list-style-type: none"> • <i>Over in the Meadow</i> by John Langstaff (traditional) (c1900)* • <i>A Boy, a Dog, and a Frog</i> by Mercer Mayer (1967) • <i>Pancakes for Breakfast</i> by Tomie DePaola (1978) • <i>A Story, A Story</i> by Gail E. Haley (1970)* • <i>Kitten's First Full Moon</i> by Kevin Henkes (2004)* 	<ul style="list-style-type: none"> • <i>My Five Senses</i> by Aiki (1962)** • <i>Truck</i> by Donald Crews (1980) • <i>I Read Signs</i> by Tana Hoban (1987) • <i>What Do You Do With a Tail Like This?</i> by Steve Jenkins and Robin Page (2003)* • <i>Amazing Whales!</i> by Sarah L. Thomson (2005)*
1*	<ul style="list-style-type: none"> • "Mix a Pancake" by Christina G. Rossetti (1893)** • <i>Mr. Popper's Penguins</i> by Richard Atwater (1938)* • <i>Little Bear</i> by Else Holmelund Minarik, Illustrated by Maurice Sendak (1957)** • <i>Frog and Toad Together</i> by Arnold Lobel (1971)** • <i>Hi! Fly Guy</i> by Tedd Arnold (2006) 	<ul style="list-style-type: none"> • <i>A Tree Is a Plant</i> by Clyde Robert Bulla, Illustrated by Stacey Schuett (1960)** • <i>Starfish</i> by Edith Thacher Hurd (1962) • <i>Follow the Water from Brook to Ocean</i> by Arthur Dorros (1991)** • <i>From Seed to Pumpkin</i> by Wendy Pfeffer, Illustrated by James Graham Hale (2004)* • <i>How People Learned to Fly</i> by Fran Hodgkins and True Kelley (2007)*
2-3	<ul style="list-style-type: none"> • "Who Has Seen the Wind?" by Christina G. Rossetti (1893) • <i>Charlotte's Web</i> by E. B. White (1952)* • <i>Sarah, Plain and Tall</i> by Patricia MacLachlan (1985) • <i>Tops and Bottoms</i> by Janet Stevens (1995) • <i>Poppleton in Winter</i> by Cynthia Rylant, Illustrated by Mark Teague (2001) 	<ul style="list-style-type: none"> • <i>A Medieval Feast</i> by Aiki (1983) • <i>From Seed to Plant</i> by Gail Gibbons (1991) • <i>The Story of Ruby Bridges</i> by Robert Coles (1995)* • <i>A Drop of Water: A Book of Science and Wonder</i> by Walter Wick (1997) • <i>Moonshot: The Flight of Apollo 11</i> by Brian Floca (2009)
4-5	<ul style="list-style-type: none"> • <i>Alice's Adventures in Wonderland</i> by Lewis Carroll (1865) • "Casey at the Bat" by Ernest Lawrence Thayer (1888) • <i>The Black Stallion</i> by Walter Farley (1941) • "Zlateh the Goat" by Isaac Bashevis Singer (1984) • <i>Where the Mountain Meets the Moon</i> by Grace Lin (2009) 	<ul style="list-style-type: none"> • <i>Discovering Mars: The Amazing Story of the Red Planet</i> by Melvin Berger (1992) • <i>Hurricanes: Earth's Mightiest Storms</i> by Patricia Lauber (1996) • <i>A History of US</i> by Joy Hakim (2005) • <i>Horses</i> by Seymour Simon (2006) • <i>Quest for the Tree Kangaroo: An Expedition to the Cloud Forest of New Guinea</i> by Sy Montgomery (2006)

Note: Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a wide range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of K-5 text complexity, quality, and range.) At a curricular or instructional level, within and across grade levels, texts need to be selected around topics or themes that generate knowledge and allow students to study those topics or themes in depth. On the next page is an example of progressions of texts building knowledge across grade levels.

*Children at the kindergarten and grade 1 levels should be expected to read texts independently that have been specifically written to correlate to their reading level and their word knowledge. Many of the titles listed above are meant to supplement carefully structured independent reading with books to read along with a teacher or that are read aloud to students to build knowledge and cultivate a joy in reading.



COMMON CORE STATE STANDARDS FOR

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

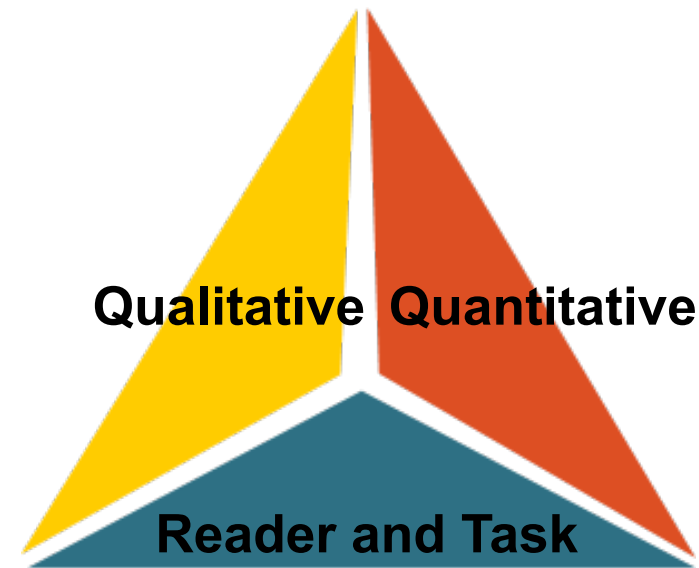
**Appendix B: Text Exemplars and
Sample Performance Tasks**

Overview of Text Complexity



Reader and Task

background knowledge of reader,
motivation, interests, and complexity
generated by tasks assigned



Reader and Task Considerations



Questions for Professional Reflection on Reader and Task Considerations

Cognitive Capabilities

- Does the reader possess the necessary **attention** to read and comprehend this specific text?
- Will the reader be able to **remember and make connections** among the various details presented in this specific text?
- Does the reader possess the necessary **critical/analytic thinking skills** to understand the relationships between the main idea, purpose, and/or theme of the text and the various details used to support that main idea, purpose, and/or theme?
- Will this specific text help to develop the **attention, memory, and critical/analytic thinking skills** necessary for future reading endeavors?

Reading Skills

- Does the reader possess the necessary **inferencing skills** to “read between the lines” and make connections among elements that may not be explicit in this specific text?
- Does the reader possess the necessary **visualization skills** to imagine what is occurring or what is being described in this specific text?
- Does the reader possess the necessary **questioning skills** to challenge the ideas being presented in this text and consider those ideas from multiple points of view?
- Does the reader possess the necessary **comprehension strategies** to manage the material in this specific text?
- Will this specific text help to develop the **inferencing skills, visualization skills, questioning skills, and comprehension strategies** necessary for future reading endeavors?

Motivation and Engagement with Task and Text

- Will the reader **understand the purpose**—which might shift over the course of the reading experience—for reading this specific text (i.e., skimming, studying to retain content, close reading for analysis, etc.)?
- Will the reader be **interested in the content** of this specific text?



The questions included here are largely open-ended questions without single, correct answers, but help educators to think through the implications of using a particular text in the classroom.



Questions for Professional Reflection on Reader and Task Considerations

Cognitive Capabilities

- Does the reader possess the necessary **attention** to read and comprehend this specific text?
- Will the reader be able to **remember and make connections** among the various details presented in this specific text?
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- Will this specific text help to develop the **attention, memory, and critical/analytic thinking skills** necessary for future reading endeavors?

Reading Skills

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Motivation and Engagement with Task and Text

- Will the reader **understand the purpose**—which might shift over the course of the reading experience—for reading this specific text (i.e., skimming, studying to retain content, close reading for analysis, etc.)?
- Will the reader be **interested in the content** of this specific text?



Questions for Professional Reflection on Reader and Task Considerations

- Might the reader **develop an interest in this content** because of this text?
- Will the reader be **interested and engaged with the style of writing and the presentation of ideas** within this specific text?
- Will the text **maintain the reader's motivation and engagement** throughout the reading experience?

Prior Knowledge and Experience

- Does the reader possess **adequate prior knowledge and/or experience** regarding the **topic** of this specific text to manage the material that is presented?
- Are there any **explicit connections** that can be made between what content the reader will encounter in this specific text and other learning that may occur in this or another class?
- Does the reader possess **adequate prior knowledge and/or experience** regarding the **vocabulary** used within this specific text to manage the material that is presented?
- Does the reader possess **adequate knowledge of and/or experience with the genre** of this specific text to manage the material that is presented?

Content and/or Theme Concerns

- Are there any **potentially concerning elements of content or theme** that might contribute to students, teachers, administrators, and/or parents feeling uncomfortable with reading this specific text?
- Does the reader possess the **maturity** to respond appropriately to any potentially concerning elements of content or theme?

Complexity of Associated Tasks

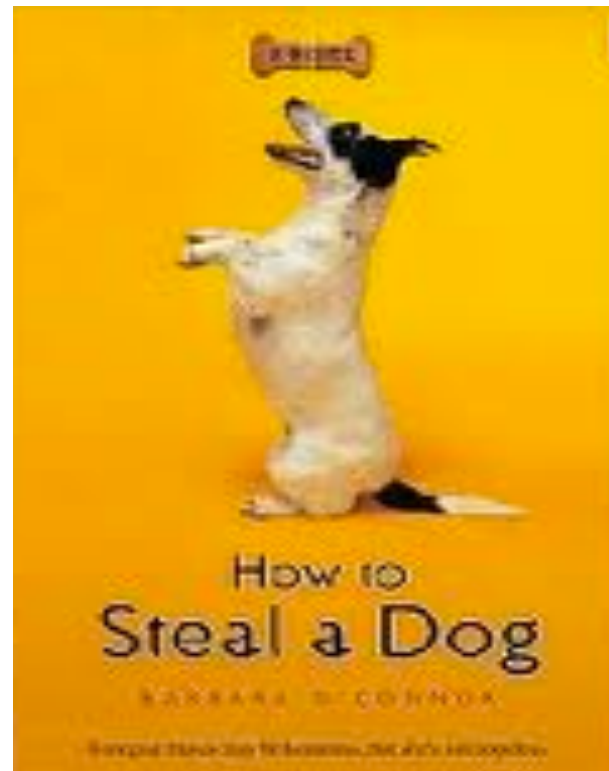
- Will the **complexity of any before-, during-, or after-reading tasks** associated with this specific text interfere with the reading experience?
- Will the **complexity of any questions asked or discussed** concerning this text interfere with the reading experience?



Overview: Text Complexity Analysis



“How to Steal a Dog” by Barbara O’Connor



Determining Text Complexity



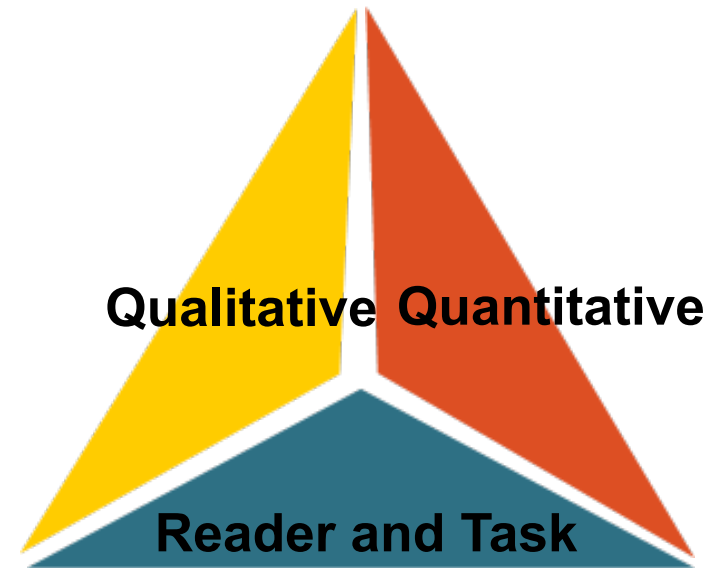
A Four-step Process:

1. Determine the quantitative measures of the text.
2. Analyze the qualitative measures of the text.
3. Reflect upon the reader and task considerations.
4. Recommend placement in the appropriate text complexity band.

Text Complexity Grade Bands	Suggested Lexile Range	Suggested ATOS Book Level Range**
K-1	100L – 500L*	1.0 – 2.5
2-3	450L – 790L	2.0 – 4.0
4-5	770L – 980L	3.0 – 5.7
6-8	955L – 1155L	4.0 – 8.0
9-10	1080L – 1305L	4.6 – 10.0
11-CCR	1215L – 1355L	4.8 – 12.0

Text Complexity Grade Bands
K-1
2-3
4-5
6-8
9-10
11-CCR

LEVELS OF PURPOSE			
High	Middle High	Middle Low	Low
<ul style="list-style-type: none"> Purpose: subtle, implied, difficult to discern 	<ul style="list-style-type: none"> Purpose: implied, but fairly easy to infer 	<ul style="list-style-type: none"> Purpose: implied, but easy to identify based upon content or context 	<ul style="list-style-type: none"> Purpose: explicitly stated
STRUCTURE			
<ul style="list-style-type: none"> Organization of Main Ideas and Details: highly complex and difficult, may be difficult for the reader Text Features: if used, are essential in understanding content Use of Graphics: sophisticated graphics, essential to understanding the text, may also provide information not otherwise conveyed in the text 	<ul style="list-style-type: none"> Organization of Main Ideas and Details: complex but fairly explicit, may include some relevant or useful subject or discipline Text Features: if used, greatly enhance the reader's understanding of content Use of Graphics: some sophisticated graphics, may occasionally be essential to understanding the text 	<ul style="list-style-type: none"> Organization of Main Ideas and Details: fairly complex, but fairly easily understood Text Features: if used, enhance the reader's understanding of content Use of Graphics: simple, simple graphics, supplementary to understanding of the text 	<ul style="list-style-type: none"> Organization of Main Ideas and Details: clearly stated and sequential Text Features: if used, help the reader organize and understand content that may be essential to graphics; not easy to understand the text Use of Graphics: use of simple graphics; not easy to understand the text
LANGUAGE CONVENTIONALITY AND CLARITY			
<ul style="list-style-type: none"> Meaning: dense and complex; may be abstract, terse, and/or figurative; language may be especially challenging or demanding Registers: generally unfamiliar, archaic, subject-specific, or overly academic 	<ul style="list-style-type: none"> Meaning: somewhat complex; may occasionally be abstract, terse, and/or figurative Registers: occasionally unfamiliar, archaic, subject-specific, or overly academic 	<ul style="list-style-type: none"> Meaning: largely explicit and easy to understand with few instances of more complex meaning Registers: largely contemporary, familiar, conversational, rarely unfamiliar, archaic, subject-specific, or overly academic 	<ul style="list-style-type: none"> Meaning: explicit, direct, straightforward, easy to understand Registers: contemporary, familiar, conversational
KNOWLEDGE DEMANDS			
<ul style="list-style-type: none"> Subject Matter Knowledge: requires extensive, particularized or specialized theoretical, subject-specific knowledge Intertextuality: many references allusions to other texts 	<ul style="list-style-type: none"> Subject Matter Knowledge: requires moderate levels of subject-specific knowledge; some theoretical knowledge; moderate intertextuality Intertextuality: some references allusions to other texts 	<ul style="list-style-type: none"> Subject Matter Knowledge: largely explicit; practical knowledge is necessary; requires some subject-specific knowledge Intertextuality: few references allusions to other texts 	<ul style="list-style-type: none"> Subject Matter Knowledge: requires only explicit, practical knowledge Intertextuality: no references allusions to other texts



Overview: Text Complexity Analysis



Quantitative Measures:

- Various readability measures are largely in agreement that the book is of appropriate complexity for grades 4-7.
- The Lexile measure of the novel is 700L.
- The ATOS formula (used with the Accelerated Reader program) identifies this title as having a book level of 4.0.



Overview: Text Complexity Analysis



Qualitative Measures:

Levels of Meaning:

The novel has a single level of meaning: a contemporary girl's struggles with a moral dilemma to solve economic hardship and family troubles.

Structure:

A simple structure told by a single narrator with events in chronological order. The novel does employ foreshadowing but flashbacks are not used.

Language Conventionality and Clarity:

Simple figurative language and imagery used. The voice of the narrator is conversational, familiar, and contemporary.

Knowledge Demands:

Themes include poverty, family relationships, and moral dilemma. Events of the novel are everyday experiences common to our contemporary world.



Overview: Text Complexity Analysis



Reader-Task Considerations:

- These are to be determined locally with reference to such variables as a student's motivation, knowledge, and experiences as well as purpose and the complexity of the task assigned and the question posed.
- Educators might want to examine the following elements or issues:
 - the ethics of stealing
 - the consequences of poverty
 - the creation of personal standards of behavior

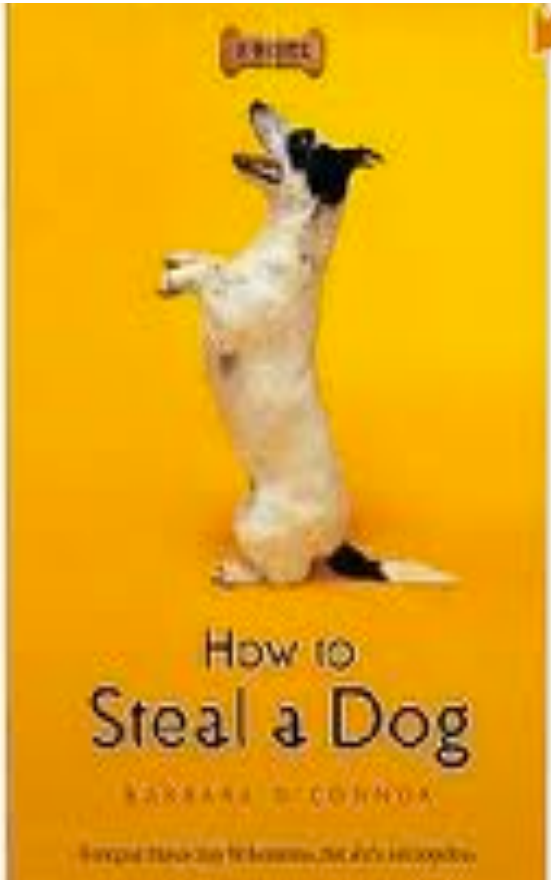


Recommended Placement:



After reflecting upon all three legs of the text complexity model, we can make a final recommendation for placement of a text and begin to document our thinking for future reference.

Both the qualitative and quantitative measures support the novel's placement in the grades 4-5 text complexity band.



Text Complexity Grade Bands	Suggested Lexile Range	Suggested ATOS Book Level Range**
K-1	100L – 500L*	1.0 – 2.5
2-3	450L – 790L	2.0 – 4.0
4-5	770L – 980L	3.0 – 5.7
6-8	955L – 1155L	4.0 – 8.0
9-10	1080L – 1305L	4.6 – 10.0
11-CCR	1215L – 1355L	4.8 – 12.0



What have you used with success?



Type in the chat box the title of a text that you have used with success in your own classroom for a particular grade level.



Vital to Focus on Informational Text



- Harder for students to comprehend informational text than narrative text due to its features
- Much of our knowledge base comes from info text
- Academic vocabulary comes largely from info text
- Makes up vast majority of the required reading in college/ workplace (80 percent)
- Yet students are asked to read very little of it in elementary and middle school (7 to 15 percent)
- CCSS moves percentages to 50:50 at elementary level and 75:25 at secondary level



Shared Challenge: But Bobby is reading well below his grade level?



- Allow students to practice with complex texts while they get extra support
- Practice with lots of short texts
- Slow down, read and re-read
- Offer sequences of engaging text-dependent questions (questions that could not be answered without having the specific text)
- Place a premium on stamina and persistence



Susan Pimentel- Lead Writer ELA Common Core

The screenshot shows a Mozilla Firefox browser window with the address bar displaying <http://standards toolkit.k12.hi.us/index.html>. The page content includes the Hawaii Department of Education logo and a video player. The video player is paused at 15:02/46:21 and shows a woman in a classroom setting. Below the video player, the video title is "CSSS_2011_0728_Part 2" by Petra Schatz. The video was uploaded on 7/28/2011 at 8:30 AM HST and has a length of 00:46:21. The video content displays a slide titled "Text Dependent Questions?" with the following list of questions:

- What are the people who are assembled at Gettysburg there to do?
- Have you ever been to a funeral?
- What is the unfinished work that Lincoln asks those listening to commit themselves to at the end of the speech?
- Lincoln says that the nation is dedicated to the proposition that "all men are created equal." Why is equality an important value to promote?
- Did Lincoln think that the north was going to "pass the test" that the civil war posed?
- Why did Lincoln give this speech?
- Explain the logical progression of Lincoln's argument.

The browser's taskbar at the bottom shows the Start button and several open applications, including Mail, a task with 1566 unread items, a window for Susan Pimentel, the Hawaii Content & Performance Standards Database, Common Core, My Documents, and Microsoft PowerPoint. The system clock indicates the time is 3:28 PM.

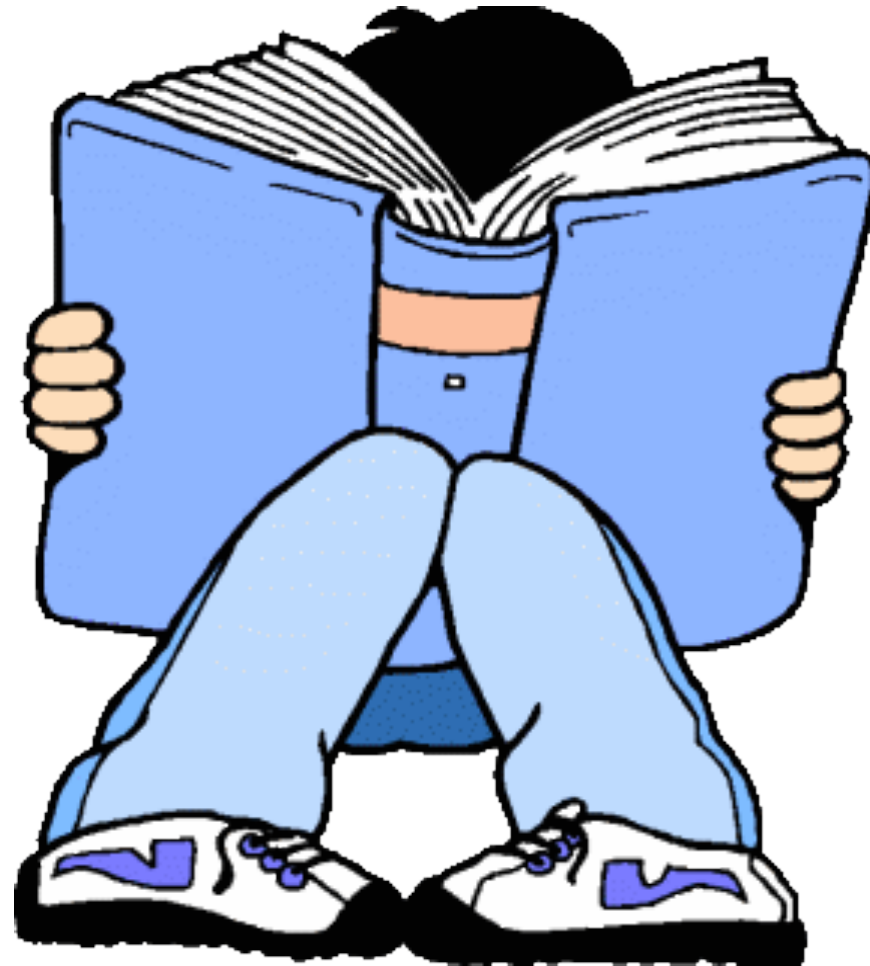
Importance of Text-Dependent Questions in the Lesson



- **Require students to follow the details of what is explicitly stated and make valid claims that square with text evidence**
- **Do not require information or evidence from outside the text**
- **Linger over specific phrases and sentences**
- **Questions build on each other so students stay focused on the text and learn fully from it**
- **80-90% of reading standards require text-dependent analysis yet about over 30% of Q's in major textbooks do not**



Samples of Text Dependent Questions



Additional Resources



- standardstoolkit.k12.hi.us
- The Hunt Institute and CCSSO Common Core Implementation Video Series
- Common Core Appendix B
- The Making of a Scientist
- Rubric for Text Complexity



Questions and Answers

