

Reading & Analysis of Complex Text



READING AND ANALYSIS OF COMPLEX TEXT LITERATURE/INFORMATIONAL TEXT (30 minutes)	
Instructional Strands	Possible Methods of Delivery
<ul style="list-style-type: none"> Reading Literature Reading Informational Text 	<ul style="list-style-type: none"> Close reading practices <ul style="list-style-type: none"> Text-dependent questions Annotation Culminating reading or writing activity Purposeful read aloud Purposeful student discourse around text Comparison of texts Response to text

1st – 5th

READING AND ANALYSIS OF COMPLEX TEXT LITERATURE/INFORMATIONAL TEXT (30 minutes)	
Instructional Strands	Possible Methods of Delivery
<ul style="list-style-type: none"> Reading Literature Reading Informational Text Language <ul style="list-style-type: none"> Vocabulary (Acquisition and Use) 	<ul style="list-style-type: none"> Modeling Purposeful read aloud <ul style="list-style-type: none"> Interactive reading Close reading practices <ul style="list-style-type: none"> Text-dependent questions Culminating reading or writing experiences Purposeful student discourse around text Response to text

Full Day Kindergarten

1/2 Day
10 min.

More Considerations for Instruction & Tasks

- RAFT
- Socratic Seminar/ Debate
- Precis Writing
- Dialectical Journal
- Response Journal
- Compare/Contrast Two Texts

Standards:



Purpose:

Title: _____

Quantitative Measure

Lexile	Grade Band	Current Lexile Band	"Stretch" Lexile Band*
Lexile	K-1	N/A	N/A
	2-3	450L-725L	420L-820L
Read Aloud	4-5	645L-845L	740L-1010L
	6-8	860L-1010L	925L-1185L
Independent	9-10	960L-1115L	1050L-1335L
	11-CCR	1070L-1220L	1185L-1385L

Qualitative Measure

WHAT MAKES THIS TEXT CHALLENGING?

Levels of Meaning	
Density & Complexity	Text has significant density and complexity, with multiple levels of meaning; meanings may be more ambiguous.
Figurative Language	Figurative language plays a significant role in identifying the meaning of the text; more sophisticated figurative language is used (irony and satire, allusions, archaic or less familiar symbolism); the reader is left to interpret these meanings.
Purpose	The purpose is deliberately withheld from the reader, who must use other interpretative skills to identify it.
Structure	
Genre	Genre is unfamiliar or bends and expands the rules for the genre.
Organization	The organization distorts time or sequence in a deliberate effort to delay the reader's full understanding of the plot, process, or set of concepts; may include significant flashbacks, foreshadowing, or shifting perspectives.
Narration	An unreliable narrator provides a distorted or limited view to the reader; the reader must use other clues to deduce the truth; multiple narrators provide conflicting information; shifting points of view keep the reader guessing.
Text Features & Graphics	There is limited use of text features to organize information and guide the reader. Information in the graphics is not repeated in the main part of the text but is essential for understanding the text.
Language & Conventionality	
Standard English & Variation	The text includes significant and multiple styles of English and its variations, and these are unfamiliar to the reader.
Register	The register is archaic, formal, domain specific, or scholarly.
Knowledge Demands	
Background Knowledge	The text places demands on the reader that extend far beyond his or her experiences, and provides little in the way of explanation of these divergent experiences.
Prior Knowledge	Presumes specialized or technical content knowledge and little in the way of review or explanation of these concepts is present in the text.
Cultural Knowledge	The text relies on extensive or unfamiliar intertextuality and uses artifacts and symbols that reference archaic or historical cultures.
Vocabulary Knowledge	Vocabulary demand is extensive, domain specific, and representative of complex ideas; the text offers little in the way of context clues to support the reader.

Consider the Task and Readers

GIVEN THE QUALITATIVE AND QUANTITATIVE ANALYSIS...

-What will challenge my students most in this text?

- What supports can I provide?

-What are specific teaching points necessary for student understanding?

-Would this text be best for whole-class instruction, small-group learning, collaborative activities, or independent tasks?

Modeling (I/We do it):

Guided Instruction Practice (We do it):

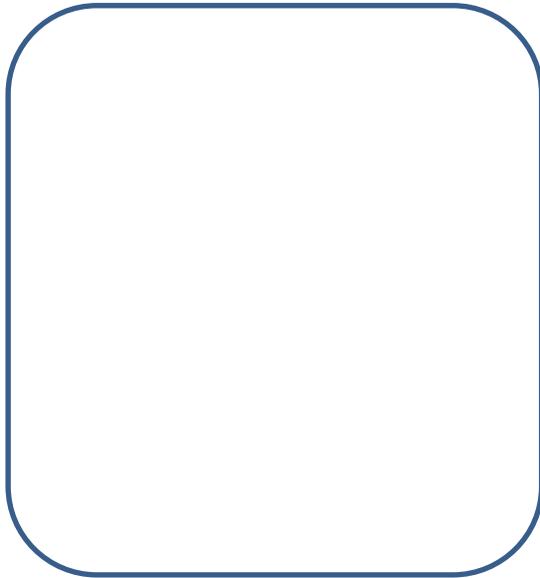
Collaborative Learning (You do it together):

Independent tasks (You do it alone):

VOCABULARY:

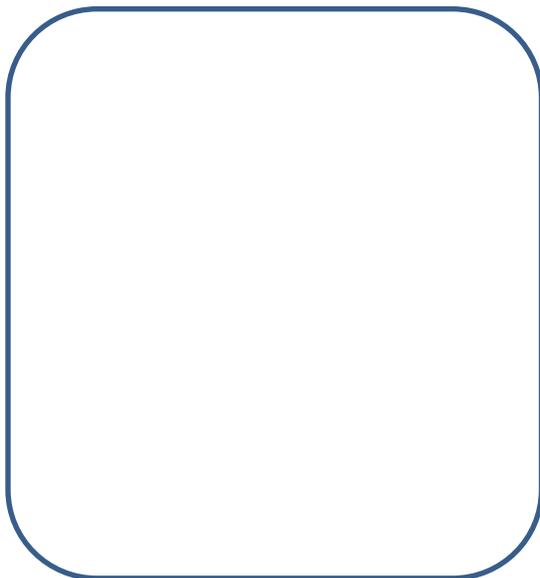
Fast-Map :

These words merit less time and attention.



Tier 2 Teach-Words:

These words merit more time and attention

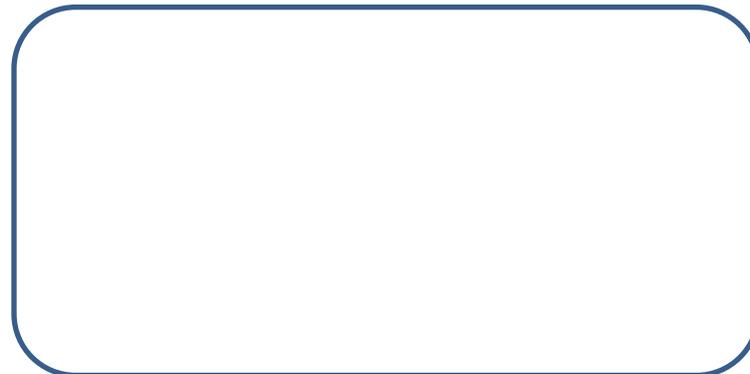


TEXT-DEPENDENT QUESTIONS

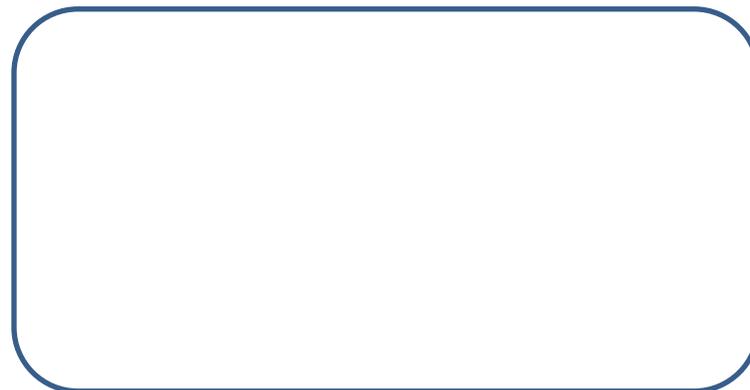
General Understanding:



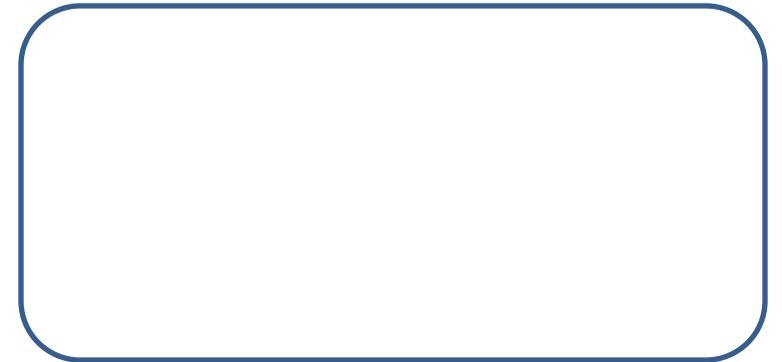
Key Details:



Vocabulary and Text Structure:



Author's Purpose:



Inferences:



Opinions, Arguments, Intertextual Connections:

