

Oregon Adult
CCRS Language Arts
& ELPS

Module 4
Key Advances

Templates



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The Key Advances

About the Planning Instruction Template Activities

These **templates** are the companion to the Oregon Adult CCRS LA and ELPS Module 4: Key Advances training. They expand on activities introduced in the Module 4 training and can be used individually or as PLC work.

The Key Advances

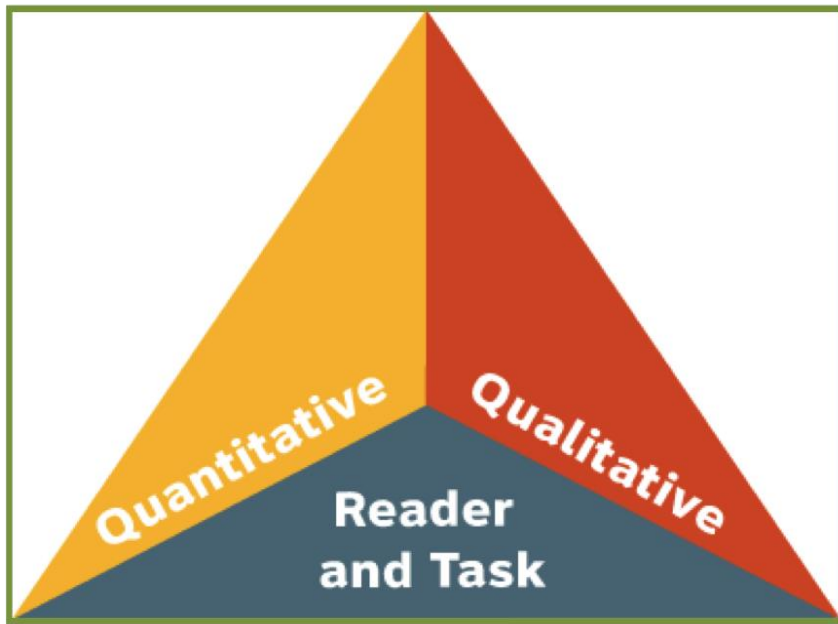
1. **Complexity:** Regular Practice With Complex Text
2. **Evidence:** Reading and Writing Grounded in Evidence from Text
3. **Knowledge:** Building Knowledge Through Content-Rich Nonfiction

Professional Learning Community (PLC) Ideas

1. Use the [Professional Development for CCR Standards in ELA/Literacy LINCSTrainings](#) to facilitate a workshop on Key Advance 2 or 3.
2. Use Tools 2, 3 and 4 in the [OAE LPS or OACCRS LA Handbook](#) to facilitate a training (scroll down to Learning Standards Handbooks).
3. Redesign writing and/or speaking assignments based on Key Advance 3.
4. Evaluate your current course materials based on Key Advance 1. Use the Quantitative Measures, Qualitative Analysis, and Professional Judgment Activities below to start the evaluation.

Key Advance 1: Complexity - Determining Text Complexity Using the Oregon Adult CCRS LA and ELPS Handbooks

Three factors work together when making decisions about what complex texts to bring to our learners. Quantitative measures use computers to judge those things computers are best at analyzing (vocabulary and syntax). Qualitative analysis is needed to address what computers cannot grasp, best judged by human evaluation (e.g., structure,



language clarity and conventions, knowledge demands, and purpose). Professional judgment is how the instructor selects texts that are appropriate for their learners and what the instructor does with a text to help learners read, access, and understand it rather than the inherent complexity of the text.

(College and Career Readiness Standards: The Instructional Advances, Selecting Texts Worth Reading: Foundational Unit 2 PPTX, 2016)

Quantitative Measures Activity

Materials for Activity

- [Quantitative Measures Chart for Determining Text Complexity](#)
- Article/reading of choice or use the article from [Appendix A](#) or an article from Module 4.

Directions for the Practice Activity

1. Quickly read the article you chose.
2. Look at the bands in the [Quantitative Measures Chart for Determining Text Complexity](#) and predict which band the text matches most closely.

Predicted CCRS/ELPS Level: _____

3. Go to the [ATOS website](#). Scroll down to *ATOS for Text*, click on the *Analyze Text* button, copy and paste the text into the text box, and click *Submit*.
4. Check the ATOS Level results and use the Quantitative Measures Chart for Determining Text Complexity to determine whether the ATOS level matches your prediction from Step 2.

ATOS Level: _____

Quantitative Measures Chart for Determining Text Complexity

Range of Reading and Level of Text Complexity*					
	ELPS 3 / CCRS B	ELPS 4 / CCRS C	ELPS 5 / CCRS D	CCRS E	CCRS E
Common Core Band (Grade Levels)	2nd – 3rd	4th – 5th	6th – 8th	9th - 10th	11th - CCRS
<u>ATOS</u>	2.75 – 5.14	4.97 – 7.03	7.0 – 9.98	9.67 - 12.01	11.20 - 14.10
Degrees of Reading Power®	42 – 54	52 – 60	57 – 67	62 - 72	67 - 74
Flesch-Kincaid	1.98 – 5.34	4.51 – 7.73	6.51 – 10.34	8.32 - 12.12	10.34 - 14.2
The Lexile Framework®	420 – 820	740 – 1010	925 – 1185	1050 - 1335	1185 - 1385
Reading Maturity	3.53 – 6.13	5.42 – 7.92	7.04 – 9.57	8.41 - 10.81	9.57 - 12.00
SourceRater	0.05 – 2.48	0.84 – 5.75	4.11 – 10.66	9.02 - 13.93	12.30 - 14.50

This chart is from the OACCRS LA and OAELPS Handbooks. Note: Some of the quantitative text analyzers require a subscription.

Qualitative Analysis Activity

Materials for Activity

- [Qualitative Analysis Rubric for Informational Texts](#) (See below.)
- Article/reading of choice or use the article from [Appendix A](#) or an article from Module 4.

Directions for the Practice Activity

1. Read the article/reading.
2. Use the information in the [Qualitative Analysis Rubric for Informational Texts](#) to fill out the [Qualitative Analysis of Text Chart](#) for each text feature (structure, language clarity and conventions, knowledge demands, and purpose), and think about which column each feature most closely matches and why. Provide evidence about the text in the blank spaces for why you think the text *is* or *is not* especially challenging in that category.
 - a. What did you read in the text that made you think about it in this way? Can you point to a specific example?
 - b. Why does [a specific example in the text] seem to be, for example, *moderately complex* instead of *very complex* based on the criteria in the rubric?
3. Optional: After completing the steps for this activity, you can look at an example article and answer key in [Appendix A](#).

Qualitative Analysis Rubric for Informational Texts

Text Title:

Text Author:

Feature	Slightly Complex	Moderately Complex	Very Complex	Exceedingly Complex
Structure	<p>Organization: Connections among ideas, processes, or events are explicit and clear; organization of text is chronological, sequential, or easy to predict</p> <p>Text Features: If used, help the reader navigate and understand content but are not essential to understanding content.</p> <p>Use of Graphics: If used, are simple and unnecessary to understanding the text, but they may support and assist readers in understanding the text</p>	<p>Organization: Connections among some ideas or events are implicit or subtle; organization is evident and generally sequential or chronological</p> <p>Text Features: If used, enhance the reader's understanding of content</p> <p>Use of Graphics: If used, are mostly supplemental to understanding the text</p>	<p>Organization: Connections among an expanded range of ideas, processes, or events are often implicit or subtle; organization may contain multiple pathways or exhibit some discipline - specific traits</p> <p>Text Features: If used, directly enhance the reader's understanding of content</p> <p>Use of Graphics: If used, support or are integral to understanding the text</p>	<p>Organization: Connections among an extensive range of ideas, processes, or events are deep, intricate, and often ambiguous; organization is intricate or discipline- specific</p> <p>Text Features: If used, are essential in understanding content.</p> <p>Use of Graphics: If used, are intricate, extensive, and integral to making meaning of the text; may provide information not otherwise conveyed in the text</p>

Feature	Slightly Complex	Moderately Complex	Very Complex	Exceedingly Complex
Language Clarity and Conventions	<p>Conventionality: Language is explicit, literal, straightforward, and easy to understand</p> <p>Vocabulary: Words are contemporary, familiar, and conversational</p> <p>Sentence Structure: Uses mainly simple sentences</p>	<p>Conventionality: Language is largely explicit and easy to understand, with some occasions for more complex meaning</p> <p>Vocabulary: Words are mostly contemporary, familiar, and conversational; rarely overly academic</p> <p>Sentence Structure: Uses primarily simple and compound sentences, with some complex constructions</p>	<p>Conventionality: Language is fairly complex; contains some abstract, ironic, and/or figurative language</p> <p>Vocabulary: Words are fairly complex and sometimes unfamiliar, archaic, subject-specific, or overly academic</p> <p>Sentence Structure: Uses many complex sentences, with several subordinate phrases or clauses and transition words</p>	<p>Conventionality: Language is dense and complex; contains considerable abstract, ironic, and/or figurative language</p> <p>Vocabulary: Words are complex and generally unfamiliar, archaic, subject-specific, or overly academic; may be ambiguous or purposefully misleading</p> <p>Sentence Structure: Uses mainly complex sentences, with several subordinate clauses or phrases and transition words; sentences often contain multiple concepts</p>
Knowledge Demands	<p>Subject Matter Knowledge: Relies on everyday practical knowledge; includes simple, concrete ideas.</p> <p>Intertextuality: Includes no references or allusions to other texts, or outside ideas, theories, etc.</p>	<p>Subject Matter Knowledge: Relies on common practical knowledge and some discipline-specific content knowledge; includes a mix of simple and more complicated, abstract ideas.</p> <p>Intertextuality: Includes few references or allusions to other texts or outside ideas, theories, etc.</p>	<p>Subject Matter Knowledge: Relies on moderate levels of discipline-specific or theoretical knowledge; includes a mix of recognizable ideas and challenging abstract concepts.</p> <p>Intertextuality: Includes some references or allusions to other texts or outside ideas, theories, etc.</p>	<p>Subject Matter Knowledge: Relies on extensive levels of discipline-specific or theoretical knowledge; includes a range of challenging abstract concepts.</p> <p>Intertextuality: Includes many references or allusions to other texts or outside ideas, theories, etc.</p>

Feature	Slightly Complex	Moderately Complex	Very Complex	Exceedingly Complex
Purpose	Purpose: Explicitly stated, clear, concrete, and narrowly focused	Purpose: Implied but easy to identify based on context or source	Purpose: Implicit or subtle but fairly easy to infer; more theoretical or abstract than concrete	Purpose: Subtle and intricate, and difficult to determine; includes many theoretical or abstract elements

Qualitative Analysis of Text Chart

Text Title and Author:

ATOS:

Type of Text (Informational or Literary):

Feature	Notes and Comments on the Characteristics of the Text (Evidence for Placement in This Band of Complexity)	Slightly Complex	Moderately Complex	Very Complex	Exceedingly Complex
Structure					
Language Clarity and Conventions					
Knowledge Demands					
Purpose					
Overall Placement					
Notes for Supporting Learners					

Professional Judgment Practice Activity

Materials for Practice Activity

- Article/reading of choice or use the article from [Appendix A](#) or an article from Module 4.

Directions for Practice Activity

1. Go back to the text you worked with in the Quantitative Measures and Qualitative Analysis activities.
2. Regarding the text that you read, write answers to the three questions below:
 - a. Is this text purposeful, interesting, and/or relevant to my learners and the learning objectives?
 - b. Are my learners familiar with the topic? Recall that knowledge demands is a factor in qualitative analysis and consequently will affect the level of complexity learners are prepared for.
 - c. After the thoughtful consideration of this text, would you use this text with your learners? If so, how could you make it accessible? If not, what learners would it be appropriate for?
3. Optional: Read the Reflection on Professional Judgment in [Appendix B](#) for more information and ideas on this topic.

Appendix A

Example: *Eleanor Roosevelt's Speech to the Members of the American Civil Liberties Union*

Chicago, March 14, 1940

Now I listened to the broadcast this afternoon with a great deal of interest. I almost forgot what a fight had been made to assure the rights of the working man. I know there was a time when hours were longer and wages lower, but I had forgotten just how long that fight for freedom, to bargain collectively, and to have freedom of assembly, had taken.

Sometimes, until some particular thing comes to your notice, you think something has been won for every working man, and then you come across, as I did the other day, a case where someone had taken the law into his own hands and beaten up a labor organizer. I didn't think we did those things any more in this country, but it appears that we do. Therefore, someone must be always on the lookout to see that someone is ready to take up the cudgels to defend those who can't defend themselves. That is the only way we are going to keep this country a law-abiding country, where law is looked upon with respect and where it is not considered necessary for anybody to take the law into his own hands. The minute you allow that, then you have acknowledged that you are no longer able to trust in your courts and in your law enforcing machinery, and civil liberties are not very well off when anything like that happens; so I think that after listening to the broadcast today, I would like to remind you that behind all those who fight for the Constitution as it was written, for the rights of the weak and for the preservation of civil liberties, we have a long line of courageous people, which is something to be proud of and something to hold on to. Its only value lies, however, in the fact that we profit by example and continue the tradition in the future.

We must not let those people in back of us down; we must have courage; we must not succumb to fears of any kind; and we must live up to the things that we believe in and see that justice is done to the people under the Constitution, whether they belong to minority groups or not. This country is a united country in which all people have the same rights as citizens. We are grateful that we can trust in the youth of the nation that they are going on to uphold the real principles of democracy and put them into action in this country. They are going to make us an even more truly democratic nation.

Predicted CCRS/ELPS Level: _____

Qualitative Analysis Example Answer Key

Text Title and Author: *Eleanor Roosevelt's Speech to the Members of the American Civil Liberties Union*

Lexile: 1350 **ATOS:** 8.4

Type of Text (Informational or Literary): Informational

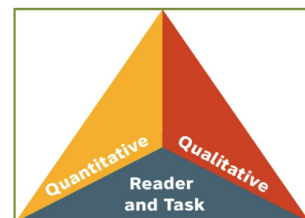
Feature	Notes and Comments on the Characteristics of the Text (Evidence for Placement in This Band of Complexity)	Slightly Complex	Moderately Complex	Very Complex	Exceedingly Complex
Structure	The connections between ideas are not always clear. Roosevelt is responding to a broadcast we have not heard and making subtle references to the Constitution and events she heard about. As a speech, it is narrative and not structurally complex. However, as her statements indicate, it was impromptu ("Now I listened to the broadcast this afternoon," "We must not let those people in back of us down") and therefore not highly organized or planned.			✓	
Language Clarity and Conventions	Roosevelt uses some archaic language, such as "ready to take up the cudgels," and some notions, like a broadcast, might be unfamiliar, but they are not hard to figure out. Most of the language and sentence structures are straightforward.	✓			

Knowledge Demands	Roosevelt is speaking to a crowd that is hard to visualize in a non-contemporary time (1940). She doesn't paint their concerns very clearly; we know they relate to labor organizing and the right to do so, which may or may not be a topic familiar to readers. She assumes her audience has familiarity with the Constitution and can make the connection between the Constitution and the rule of law. In addition, readers are unlikely to understand—with the breadth she assumes—the struggles throughout U.S. history to defend the rule of law. Without this knowledge, students will struggle to make sense of her message of continuing that struggle to keep democracy strong and rights intact. However, they may be able to connect it to labor organizing and to that history in the U.S.			✓	
Purpose	By her very presence, Roosevelt is defending the right of people to organize into collective bargaining units. However, that is not explicitly stated at all, and she is subtle in her message (“I almost forgot what a fight had been made to assure the rights of the working man”). She is modest and understated, and her argument, which connects the right to organize with the preservation of a law-respecting society, is subtle.			✓	
Overall Placement				✓	
Notes for Supporting Learners	<p>If this piece were being studied in the context of a unit on 20th-century American history or the history of the labor movement and civil rights in the U.S., it might not be nearly as challenging as it is in this placement.</p> <p>If it is being read as a speech with little context, it will be challenging for students to overlook the parts that confuse them to arrive at Roosevelt's message that the right of working people to organize without obstruction is essential to preserving a free and law-abiding society.</p>				

Appendix B

Reflection on Professional Judgment

The three-pronged approach for determining the complexity of text helps teachers choose appropriate text to use with students: Quantitative Measures, Qualitative Analysis, and Professional Judgment of the reader and task.



Professional judgment is about using your expert knowledge of the reader and task to choose texts that are appropriately complex for your learners. It is important to use your knowledge of your learners, building on the quantitative measures and qualitative analysis in Steps 1 and 2. Professional judgment is about both helping learners access a text as well as choosing texts that you know your learners can access. Professional judgment includes considerations, such as:

- **Purpose.** Is this text purposeful, interesting, and/or relevant to my learners' purposes for studying and the learning objectives? What are my learners' purposes?
- **Knowledge.** What are my learners' levels of familiarity with the topic? Examples:
 - An English language learner who has studied bookkeeping or dentistry in their first language might find a text on basic accounting or periodontal disease in English less challenging than a topic they know less well, such as the U.S. Civil Rights Movement, even if quantitative measures and qualitative analysis place both texts at the same level of complexity.
 - A learner who has had high school instruction in the United States might need different instructional support to access a text on the U.S. Civil Rights Movement than a learner who does not have this historical and cultural knowledge.
- **Teacher Supports.** How could I use the text and support my learners to access it? Quantitative measures and qualitative analyses alone do not determine what level of learners a text can be used with. The instructor may be able to create a meaningful task that allows learners to successfully engage with a text that might objectively be too complex, or not complex enough, by adjusting the task rather than the text. Examples:
 - An instructor might give a medical brochure with complex language but lots of images and simple subtitles to beginning level English language learners and have them focus on the pictures and keywords to learn

health related vocabulary, thereby exposing them to a complex text through a purposeful level appropriate task.

- An instructor might choose a text that is less complex for their learners' objective level if the purpose is to build knowledge about an unfamiliar topic, thus reducing learners' cognitive load when doing close reading of the text.
- An instructor might focus on helping students build word meaning understanding within different sentence types and lengths in order to help them access connections between word meanings, such as in a mathematical story problem text.

Professional judgment is an integral part of carefully considering which texts are appropriately complex for your learners. In general, learners should be working in an instructional setting with texts slightly above their current independent reading comfort level unless knowledge demands are considerable.

Appendix C

Key Advance 2: Evidence

Reading, writing, and speaking grounded in evidence from text both literary and informational

- Command (in both understanding and use) of evidence is a key college and career readiness skill.
- The focus is on students' ability to cite evidence from texts to present careful analyses, well-defended claims, and clear information.

There are explanations, practice and resources in the Toolbox section of the OACCRS LA Handbook and the OAELPS Handbook. In addition, there is a LINCS training (that can be used for more in-depth focus on Key Advance 2 or a PLC) here in [Professional Development Units for CCR Standards in ELA/Literacy](#). The training is called *Foundational Unit 3: Identifying Questions Worth Answering*.

Key Advance 3: Knowledge

Building knowledge through content-rich nonfiction

- Informational text should be emphasized in instruction.
- Literacy across the disciplines is one of the goals of adult education.
- Exposure to literary text is still included, but special emphasis on knowledge derived from content-rich, informational text should be prioritized.

The ability to build knowledge requires content-rich nonfiction. Before being able to write high-quality writing or speaking prompts that stimulate students to build knowledge, it is important to select a text worth reading (Key Advance 1) and identify questions worth answering (questions that require evidence from the text - Key Advance 2).

There are explanations, questions for consideration, and resources in the Toolbox section of the OACCRS LA Handbook and the OAELPS Handbook. In addition, there is a LINCS training (that can be used for more in-depth focus on Key Advance 3 or a PLC) here in [Professional Development Units for CCR Standards in ELA/Literacy](#). The training is called *Foundational Unit 4: Creating High-Quality Writing Assignments*.