

Implementing Oregon's Diploma Requirements

Using the Reading Scoring Guide –

Level 3 – In-depth Training for English Language Arts Teachers



Information provided by Oregon Department of Education
Office of Assessment and Information Services
Updated for 2011-12

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2011-12
State Scoring Guide
Professional Development:
Assessing the Essential
Skill of Reading

Level 3 – In-Depth Training for
English Language Arts Teachers

Information provided by
Oregon Department of Education
2011-12

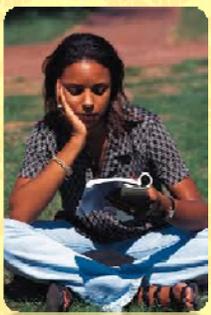


Goals

Participants will



- Understand current information about Adolescent Literacy Instruction and Assessment
- Be able to apply the Official Reading Scoring Guide to Student Work accurately
- Be aware of Common Core State Standard for Reading and for Literacy in the Content areas.
- Know about resources & further professional development available



ADOLESCENT LITERACY

Information Sources

- Oregon Literacy Framework
- Common Core State Standards for English Language Arts & Literacy in Science, Social Studies and Technical Subjects
- Assessments to Guide Adolescent Literacy Instruction (Center on Instruction)

5/7/2013

What is Adolescent Academic Literacy?

- The ability to construct meaning in **content-area texts** and **literature** including the following:

5/7/2013

Ability to

- **Make inferences**
- **Learn new vocabulary from context**
- **Link ideas across texts**
- **Identify & summarize important ideas**
- **Read for initial understanding and think about meaning in order to make inferences or draw conclusions**

Torgesen, Houston, Rissman, et al., 2007
Assessments to Guide Adolescent Literacy Instruction
Center on Instruction

Three Goals for Adolescent Literacy Instruction

1. To increase overall levels of **reading proficiency**
2. To help students meet **increasingly difficult standards** in middle and high school.
3. To **assist students who are reading below grade-level** to acquire the skills and knowledge necessary to reach high school standards.

Assessments to Guide Adolescent Literacy Instruction
Center on Instruction

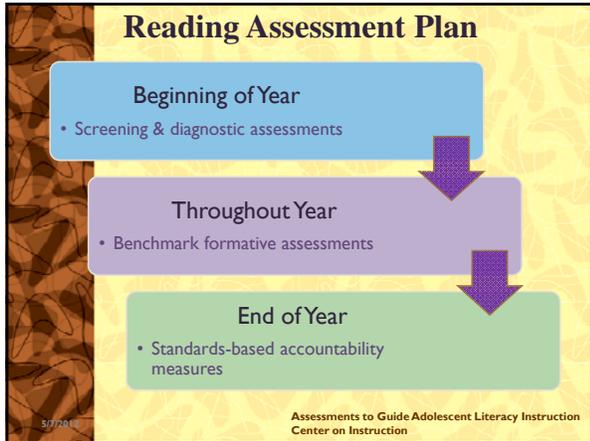
Four Components of Assessment/Instruction Cycle

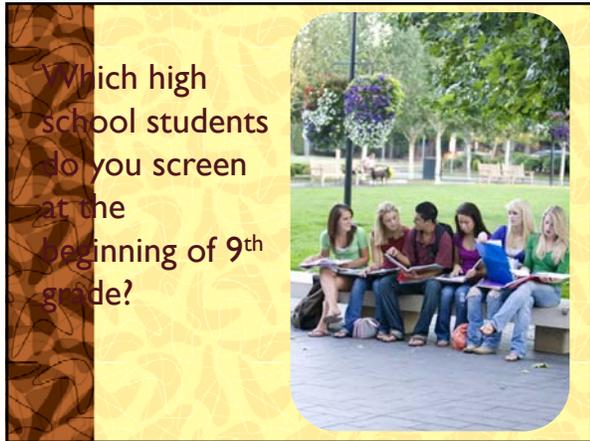
Assess
Intervene
Monitor
Instruct

Which students are at risk for not meeting grade-level reading goals?

Assessment data help determine the level of reading risk.

Oregon Literacy Framework





- What data are available?**

 - 8th grade OAKS scores !
 - Other district data (Easy CBM?)

What data need to be gathered?

 - Data for students w/o OAKS scores
 - Other screening data as needed

What resources do we have?

 - OAKS
 - Other district measures
 - Reading Work Samples

Reading Performance	Grade 11 Students Statewide	Percent	OAKS Score Range
Meets or Exceeds	33,421	83.2%	
Exceeds	9704	23%	248 - 300
Meets	20,691	49%	236 - 247
Nearly Meets	3170	7.9%	231-235
Low	3321	8.3%	217 - 230
Very Low	281	0.70%	Below 216

Reading Performance	Grade 8 Students Sample District	Percent	OAKS Score Range
Meets or Exceeds	478	64.9%	
Exceeds	143	19.4%	241 - 295
Meets	335	45.5%	231 - 240
Nearly Meets	192	26.1%	224-230
Low	65	8.8%	213 - 223
Very Low	2	0.3%	Below 212



THE ROLE OF READING WORK SAMPLES

Demonstrating Proficiency in Reading

1. OAKS Reading/Literature Assessment

Score of 236

2. Other Options

ACT or PLAN	18
WorkKeys	5
Compass	81
Asset	42
Accuplacer	86
SAT/PSAT	440/44
AP & IB	various



Local Work Sample

- Reading Work Sample scored using Official State Scoring Guide
- Two Reading Work Samples Required
- Students must earn a score of 12 or higher on each work sample

Level of Rigor

- Work samples must meet the level of rigor required on the OAKS assessment.
- Work samples provide an optional means to demonstrate proficiency not an easier means.



Four Purposes of an Assessment System

1. Screen students for reading problems
2. Monitor Progress
3. Determine level of reading proficiency compared to high school standards
4. Diagnose sources of reading difficulty



Oregon Literacy Framework

Next Steps:



Students on track for success receive literacy instruction and support from classroom and/or content area teachers

Students at-risk receive further targeted screening tests of basic reading skills

Students who need support focused primarily on grade-level vocabulary and comprehension skills

Students needing intensive support

Reading Work Samples

Reading work samples may provide the opportunity that some students need to show their reading skills.

- Most students need instruction and practice in completing reading work samples
- Some students may need additional instruction or targeted coaching to demonstrate proficiency in all three traits



Official Scoring Guide Traits

- Demonstrate understanding
- Develop an interpretation
- Analyze text



Demonstrate Understanding “Getting the gist”

- Main ideas, relevant details, sequence of events, relationship among ideas, facts/opinions
- Literal Comprehension



Develop an Interpretation “Reading between the lines”

- Stated main ideas/themes
- Inferences, interpretations, conclusions, generalizations, and predictions
- Inferential Comprehension



Analyze Text – Informational

“Looking at the author’s craft”

- Author’s purpose, ideas and reasoning
- Writer’s Strategies
- Textual evidence



Analyze Text – Literary

“Applying Knowledge of Literature”

- Author’s stylistic decisions
- Literary elements
- Literary devices
- Textual evidence





**LET’S SCORE SOME
STUDENT PAPERS!**

Demonstrate Understanding

1. *This article is about kids from the western U.S. competing in a robotics team representing their school. Each team of high schoolers must design their own robot and compete against others. This article also gets the message across that we need to work together all the time to solve our problems.*
2. *It's kind of like being a "good sport." Everyone is helping everyone and cheering on everyone. An example of this is when Eric and Ian were helping the Spokane team so they could compete.*

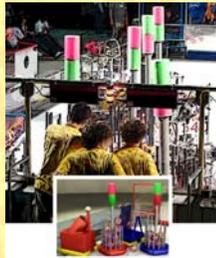
Develop an Interpretation

3.) From Venn diagram:

Athletic sports	Similarities	Robotics competitions
Doing whatever it takes to put your competition at a disadvantage	Trying to beat your Competition	Helping your competition
Physical conditioning	Trying to get better	Mental conditioning
Mostly female or male, not mixed	Working as a team	Mixed gender
Most teams the same size	Traveling to face Opponents Playoff system	Different sized teams
	Rely on teammates	

Develop an Interpretation

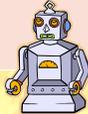
- 4.) *I think she likes the concept but not fierce competition and the emotions that come with it. "but we took out the bad part..." "...the trying to crush your opponent"*



Analyze Text: Informational

Question 5

Text from article	How it makes the writing effective
<i>“just as the modern workplace does”</i>	<i>Shows how it will be preparing you for how things will be used when you’re older working a real job</i>
<i>“Robots battle for supremacy in Portland this weekend”</i>	<i>Makes the role of the robots more exciting</i>



Analyze Text: Informational

6.) *The author makes the robot competition more exciting by calling it a battle. The word battle makes people think about fighting which is more exciting than how they later explain that they will be “moving soccer sized balls into their opponents trailers.” He also uses people who he knows will have nothing but good things to say about the subject like Erica Smith did.*





**HOW DO WORK
SAMPLES FIT INTO
THE BIG PICTURE?**

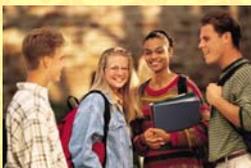
Multiple Uses for the Scoring Guide

- **Screening /Monitoring Tool**
 - Help determine likelihood of reaching proficiency
 - on target, need assistance, at risk
 - Help determine which students need additional instruction and coaching
- **Instructional Tool**
 - Makes targets explicit to students
 - Opportunities to show students models from website or other examples

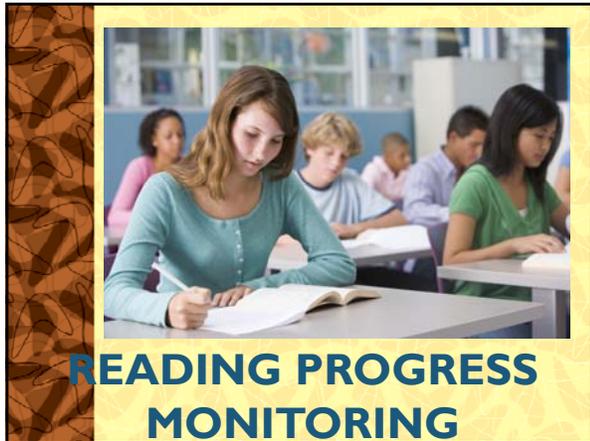
Multiple Uses for the Scoring Guide

- **Formative & Interim Assessments**
 - Inform instructional strategies
 - Provide data on student progress
- **Classroom/ Summative Assessment**
 - End of unit, course, etc. or Essential Skills

“Clearly, increasing student performance through the use of formative assessments involves much more than simply adding assessments to the educational program; ...
 ... it is likely to involve fundamental changes in teacher instructional practice as well.”



Assessments to Guide Adolescent Literacy Instruction
 Center on Instruction



“In order to target instruction effectively, to re-teach when necessary, to offer needed support, and to provide appropriately challenging assignments, teachers must have an ongoing and accurate understanding of their students’ literacy capabilities.”

Torgesen & Miller, 2009

Initial Issues

Students in Regular Program	<ul style="list-style-type: none"> • How is reading instruction provided? • How is progress monitored?
Students w/ Supplemental Support	<ul style="list-style-type: none"> • What additional support is provided/needed? • How is progress monitored?
Students in Special Programs	<ul style="list-style-type: none"> • What is end of school plan? • How is progress monitored?

Why Monitor Progress?

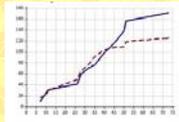
Schools need **timely information** on whether students are making enough **progress** to reach the outcomes in the **timeframe** for which the outcome goals are set.



Oregon Literacy Framework

Progress-monitoring Considerations

Schools need to **analyze and interpret progress-monitoring data** as soon as it is collected...in order to **compare the rate of student progress to the rate needed to reach the goal...**



Oregon Literacy Framework



Types of Measures for Progress-Monitoring

- Classroom assessments
- Reading Work Samples
- Other measures

How do we monitor student progress?

“Policymakers often hope that data will automatically lead to improved practice.

However, experience shows that data must be accompanied by the reporting systems, professional development, support structures, and management practices that will impact teacher and student beliefs and behaviors”

Perie, Marion, & Gong, Brian, 2007
Assessments to Guide Adolescent Literacy Instruction
Center on Instruction

5/7/2014

- What are the Common Core State Standards for Reading?
- How do they fit in with reading work samples and the scoring guide?



Measuring Text Complexity: Three Factors



- Qualitative evaluation of the text:**
Levels of meaning, structure, language conventionality and clarity, and knowledge demands
- Quantitative evaluation of the text:**
Readability measures and other scores of text complexity
- Matching reader to text and task:**
Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task and questions)

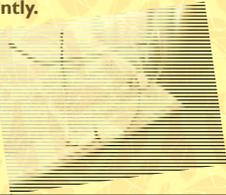
Changes in Text Complexity Requirements

Text Complexity Grade Band in the Standards	Old Lexile Ranges	Lexile Ranges Aligned to CCSS 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

Goals for Reading levels in CCSS

By the end of grade 9, read and comprehend in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

By the end of grade 12, read and comprehend at the high end of the grades 11-CCR text complexity band independently and proficiently.



Three Challenges Educators Must Address

- 1) the need for fundamental change in attitudes and instructional practices;
- 2) the need to resolve tensions between teachers and administrators about the types of formative assessments each prefer, and
- 3) the need to change educators' attitudes and beliefs about indicators of student success.

All will require new thinking about the purposes of assessment, student abilities, and teaching methods; attention to new instructional resources; and the development of new assessment and pedagogical skills.

Assessments to Guide Adolescent Literacy Instruction, pg. 4

Resources

Oregon Literacy Framework:
Assessment Section
<http://www.ode.state.or.us/search/page/?id=2834>

Work Samples
www.ode.state.or.us/go/worksamples

Oregon Data Project:
<http://www.oregondataproject.org/>

Assessment of Essential Skills Toolkit:
<http://assessment.oregonk-12.net/>

Future Reading Work Sample Trainings

- Reading Work Sample Task Development
 - Dates:

Contact Information:

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Key Concepts for English Language Arts Teachers
from *Assessments to Guide Adolescent Literacy Instruction*,
Center on Instruction <http://www.centeroninstruction.org/files/Assessment%20Guide.pdf>

In our view, academic literacy in adolescents is strongly embedded in content, and it is the essential responsibility of all content-area teachers to provide instruction that enhances their students' ability to comprehend texts within their content area (Torgesen et al., 2007). As content-area teachers more fully assume these responsibilities, their instruction should enable students to comprehend texts more deeply and think about the content. Students' ability to comprehend and think about texts within the standards based, year-end outcome tests in literacy should also improve. Although no one may be specifically assigned to help most students meet literacy standards in middle and high school, it is actually the responsibility of all teachers to work toward improving adolescents' literacy skills, not only English/language arts teachers or reading teachers.

(page 8)

An assessment is formative to the extent that information from the assessment is used, during the instructional segment in which the assessment occurred, to adjust instruction with the intent of better meeting the needs of the students assessed. (*Perie, Marion, & Gong, 2007, p. 4*)

(page 19)

McMillan (2007) defines formative assessment in a way that suggests that differences among formative assessments are not necessarily dichotomous, but rather may exist along a continuum. He suggests (p. 4) that one can tell whether "true" formative assessment is happening by looking for three key things:

1. The extent to which assessments are embedded within instruction;
2. The extent to which additional instructional strategies are employed; and
3. The extent of student engagement and learning.

(page 20)

Most of the teachers in the higher performing schools shared and discussed with students rubrics for evaluating performance; they also incorporated them into their ongoing instructional activities as a way to help their students develop an understanding of the components that contribute to a higher score (more complete, more elaborated, more highly organized response). Use of the rubrics also helped students develop reflection and repair strategies relevant to their reading, writing, and oral presentation

activities. (p. 868) Langer, 2001

(page 25)

In his discussion of the teacher's role, Stiggins (2007) describes the knowledge and skill required to integrate instruction and classroom-based formative assessments within a standards-based curriculum and illustrates how formative assessments aligned with curriculum standards can help to improve student learning. He suggests that teachers must play five roles:

1. To become competent masters themselves of each of the standards their pupils are to master;
2. To understand how those standards transform into the curriculum that forms the scaffolding that pupils will climb on their journey up to each standard;
3. To make classroom-level achievement targets clear to pupils;
4. To transform the classroom targets into high-quality classroom assessments that are capable of accurately reflecting pupil achievement of those targets; and
5. To use those assessments over time in collaboration with their pupils to inform key decisions and to help motivate pupils to keep learning. *(p. 18)*

Formative assessments have no real utility apart from the feedback they provide to guide further student work or alterations to instruction. If the feedback to students or the instructional adjustments by teachers are not appropriate and skillful, improvements in student performance are unlikely to occur. This intimate, entangled relationship between the assessments themselves and the instructional adjustments they enable introduces an implementation challenge.

(page 30)

It is important to distinguish between diagnostic tests and diagnostic information. Diagnostic information is any knowledge about a student's skills, abilities, knowledge, or attitudes that is useful in planning instruction to help the student learn to read more proficiently. It can be generated by classroom-based formative assessments, by benchmark or interim assessments, by curriculum based measures, by beginning-of-the-year screening tests, or by formal or informal diagnostic tests or procedures. Information from these assessments can help a teacher understand why a student is having difficulty with a certain aspect of reading.

(page 48)

An important idea in the literature on classroom-based formative assessments is that the frequent assessment-feedback-new performance cycle can actually help students become more independent, self-regulated learners (Marshall, 2007)

(page 37)

Purposes of Reading Assessments Grades 4 – 12

To help meet the goals for improving adolescent literacy outcomes, assessments of reading growth in grades 4 through 12 must serve three purposes:

1. **To determine the extent to which instructional programs are successful in helping all students meet or exceed grade-level standards by the end of the year.** At the state, district, and school levels, educators need to know at the end of each year how many students at each grade level can meet the state-level literacy standards. They also need to know whether the number of students who can achieve at the highest levels is increasing from year to year, and whether the number of students at the lowest levels is declining. These data should be comparable across a state's schools and districts so that schools can be accountable to their communities and districts, and states can allocate resources and support where needed.
2. **To monitor the progress of all students during the academic year so that appropriate adjustments can be made to ongoing instruction.** Districts, schools, grade-level teams, and individual teachers need to make periodic assessments during the year to tell them which students are making adequate progress toward meeting grade-level standards by the end of the year. This allows teachers to make adjustments and allocate resources while there is still time to help students in need. Classroom teachers also need very frequent assessments to help them and their students understand the necessary "next steps" in learning to improve their literacy skills. This information needs to be much more detailed than that required by district and school level leaders. It must be sufficiently detailed to help teachers make decisions about the need to re-teach a concept, to explain something in a different way, or to provide additional practice to consolidate a skill. As Stiggins (2007) has explained, "Both pupil and teacher must know where the learner is now, how that compares to ultimate learning success, and how to close the gap between the two" (p.15).
3. **To provide information helpful in identifying students who need intervention to advance reading performance toward grade-level standards.** At the beginning of the year, schools must have data that will help them identify students who may need special instructional interventions because their low literacy skills are likely to interfere seriously with their ability to learn in content-area classes. Additional screening information may also be required in order to identify, from among the larger group of "at risk" students, those who need intensive, comprehensive interventions, versus those who may only require focused instruction in comprehension skills and vocabulary.

Assessments to Guide Adolescent Literacy Instruction, Center on Instruction, pages 12 -13.

Complete document can be downloaded at

<http://www.centeroninstruction.org/files/Assessment%20Guide.pdf>

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Reading Assessment Plan

Beginning of Year

- Screening assessments

Throughout Year

- Benchmark formative assessments
& Progress Monitoring

End of Year

- Standards-based accountability
measures – Summative Assessment



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Purposes of Assessment and the School Assessment Plan

Reading assessments should be administered for four specific purposes. These purposes answer four fundamental questions.

1. **Is the student at risk for not meeting formative and summative grade-level reading goals?** Assessments **screen** students for reading problems, and the data help determine the level of reading risk students face.
2. **Is the student on track—that is, is the student meeting formative reading goals and thereby making enough progress to be able to meet summative reading goals?** Frequent reading assessments **monitor the progress** students are making incrementally in meeting formative reading goals that increase the likelihood they will meet overall summative reading goals.
3. **Is the student meeting grade-level summative reading goals? Summative or outcome assessments** determine whether or not students have met grade-level reading goals. The OAKS in Reading/Literature is a summative assessment for grades 3 through high school.
4. **For students not making adequate reading progress toward meeting grade-level reading goals, despite intense intervention, what additional intervention approaches have the best chance of improving the rate of reading progress? Diagnostic assessments** provide detailed information about students' reading skills for the purpose of developing and implementing individualized interventions for students.

Assessments are needed to answer each of these four questions, and the information is used to make specific educational decisions.

Sometimes, an assessment measure a school uses for one purpose can also be used for additional purposes. In particular, the same assessment measure, administered at different points in time, can frequently be used to screen students for reading problems, monitor reading progress over time, and determine whether students have met important reading outcomes.

The later interventions begin, the longer they take to work, the longer they need to be implemented each day, and the less likely they are to produce desired effects.

From *Oregon Literacy Framework*, pages A 3-4.

The complete chapter on Assessment is located at <http://www.ode.state.or.us/teachlearn/subjects/elarts/reading/literacy/chapter-2-assessment.pdf>

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**Reading Performance for 2010-11 -- Sample District
8th Grade OAKS Reading/Literature Assessment**

Reading Performance	District Number	District Percent	State Number	State Percent	OAKS Score Range
Meets or Exceeds	478	64.9%	30395	72.0%	
Exceeds	143	19.4%	9704	23.0%	241 – 295
Meets	335	45.5%	20691	49.0%	231 – 240
Nearly Meets	192	26.1%	7871	18.6%	224 – 230
Low	65	8.8%	3656	8.7%	213 – 223
Very Low	2	0.3%	304	0.7%	Below 212

**Reading Performance for 2011-10 Statewide
HS Reading/Literature Assessment**

Reading Performance	Grade 11 Students Statewide 2010-11	Percent 2010-11	Grade 10 Students Statewide 2009-10	Percent 2009-10	OAKS Score Range
Meets or Exceeds	33,421	83.2%	29,912	71.3%	
Exceeds	9704	23.0%	6360	15.2%	248 - 300
Meets	20,691	49.0%	23,552	56.2%	236 - 247
Nearly Meets	3170	7.9%	5427	12.9%	231-235
Low	3321	8.3%	6192	14.8%	217 - 230
Very Low	281	0.7%	392	0.9%	Below 216

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What actions would you recommend if these data reflected your incoming 9th graders?

What actions need to be taken to address the needs of students in the “**Nearly Meets**” category?

What are your concerns about students in the “**Low**” category? What additional information do you need? Where can you get additional information for these students?

What are your thoughts on students in the “**Very Low**” category? How would you proceed in identifying the needs of these students?

What about the students in the “**Meets**” and “**Exceeds**” categories? Are there any specific actions you would take in planning for these students? Do you need additional data? If so, where can you get more information?

Which of these groups of students should take a **screening assessment**? (What are your thoughts on types of screening assessment available?)

What would you anticipate doing with the results of a **screening assessment**?

How is Progress Monitoring Going in Your School?

What is your current system for monitoring progress for students who have not yet met the OAKS standard of 236?

Could the use of Reading Work Samples potentially increase your ability to monitor the progress of students toward key reading skills (Demonstrate Understanding, Develop an Interpretation, Analyze Text)? If so, how?

How could you best capture and analyze results from a progress monitoring assessment (Reading Work Samples or other)?

Who needs access to data from progress monitoring assessments? How can that info be shared?

How will decisions about instructional modifications/interventions be made? How will instructional modifications/interventions be implemented?

What schedule or cycle for progress monitoring do you think would be most effective for your school? (assessment, data analysis, decisions for instruction, implementation of instructional interventions, etc.)

Common Core State Standards for English Language Arts

College and Career Readiness Anchor Standards for Reading

The grades 6–12 standards on the following pages define what students should understand and be able to do by the end of each grade. They correspond to the College and Career Readiness (CCR) anchor standards below by number.

The CCR and grade-specific standards are necessary complements—the former providing broad standards, the latter providing additional specificity—that together define the skills and understandings that all students must demonstrate.

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.*
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

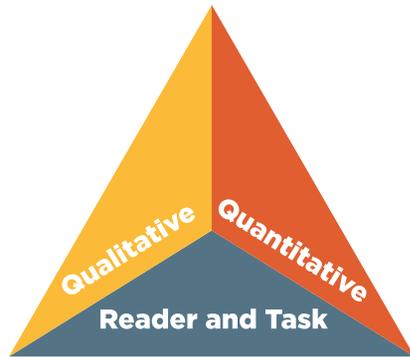
Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently and proficiently.

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Standard 10: Range, Quality, and Complexity of Student Reading 6-12

Measuring Text Complexity: Three Factors



Qualitative evaluation of the text: Levels of meaning, structure, language conventionality and clarity, and knowledge demands

Quantitative evaluation of the text: Readability measures and other scores of text complexity

Matching reader to text and task: Reader variables (such as motivation, knowledge, and experiences) and task variables (such as purpose and the complexity generated by the task assigned and the questions posed)

Note: More detailed information on text complexity and how it is measured is contained in Appendix A.

Range of Text Types for 6-12

Students in grades 6-12 apply the Reading standards to the following range of text types, with texts selected from a broad range of cultures and periods.

Literature		Informational Text	
Stories	Drama	Poetry	Literary Nonfiction
Includes the subgenres of adventure stories, historical fiction, mysteries, myths, science fiction, realistic fiction, allegories, parodies, satire, and graphic novels	Includes one-act and multi-act plays, both in written form and on film	Includes the subgenres of narrative poems, lyrical poems, free verse poems, sonnets, odes, ballads, and epics	Includes the subgenres of exposition, argument, and functional text in the form of personal essays, speeches, opinion pieces, essays about art or literature, biographies, memoirs, journalism, and historical, scientific, technical, or economic accounts (including digital sources) written for a broad audience

Texts Illustrating the Complexity, Quality, and Range of Student Reading 6-12

	Literature: Stories, Dramas, Poetry	Informational Texts: Literary Nonfiction
6-8	<ul style="list-style-type: none"> ▪ <i>Little Women</i> by Louisa May Alcott (1869) ▪ <i>The Adventures of Tom Sawyer</i> by Mark Twain (1876) ▪ “The Road Not Taken” by Robert Frost (1915) ▪ <i>The Dark Is Rising</i> by Susan Cooper (1973) ▪ <i>Dragonwings</i> by Laurence Yep (1975) ▪ <i>Roll of Thunder, Hear My Cry</i> by Mildred Taylor (1976) 	<ul style="list-style-type: none"> ▪ “Letter on Thomas Jefferson” by John Adams (1776) ▪ <i>Narrative of the Life of Frederick Douglass, an American Slave</i> by Frederick Douglass (1845) ▪ “Blood, Toil, Tears and Sweat: Address to Parliament on May 13th, 1940” by Winston Churchill (1940) ▪ <i>Harriet Tubman: Conductor on the Underground Railroad</i> by Ann Petry (1955) ▪ <i>Travels with Charley: In Search of America</i> by John Steinbeck (1962)
9-10	<ul style="list-style-type: none"> ▪ <i>The Tragedy of Macbeth</i> by William Shakespeare (1592) ▪ “Ozymandias” by Percy Bysshe Shelley (1817) ▪ “The Raven” by Edgar Allan Poe (1845) ▪ “The Gift of the Magi” by O. Henry (1906) ▪ <i>The Grapes of Wrath</i> by John Steinbeck (1939) ▪ <i>Fahrenheit 451</i> by Ray Bradbury (1953) ▪ <i>The Killer Angels</i> by Michael Shaara (1975) 	<ul style="list-style-type: none"> ▪ “Speech to the Second Virginia Convention” by Patrick Henry (1775) ▪ “Farewell Address” by George Washington (1796) ▪ “Gettysburg Address” by Abraham Lincoln (1863) ▪ “State of the Union Address” by Franklin Delano Roosevelt (1941) ▪ “Letter from Birmingham Jail” by Martin Luther King, Jr. (1964) ▪ “Hope, Despair and Memory” by Elie Wiesel (1997)
11-CCR	<ul style="list-style-type: none"> ▪ “Ode on a Grecian Urn” by John Keats (1820) ▪ <i>Jane Eyre</i> by Charlotte Brontë (1848) ▪ “Because I Could Not Stop for Death” by Emily Dickinson (1890) ▪ <i>The Great Gatsby</i> by F. Scott Fitzgerald (1925) ▪ <i>Their Eyes Were Watching God</i> by Zora Neale Hurston (1937) ▪ <i>A Raisin in the Sun</i> by Lorraine Hansberry (1959) ▪ <i>The Namesake</i> by Jhumpa Lahiri (2003) 	<ul style="list-style-type: none"> ▪ <i>Common Sense</i> by Thomas Paine (1776) ▪ <i>Walden</i> by Henry David Thoreau (1854) ▪ “Society and Solitude” by Ralph Waldo Emerson (1857) ▪ “The Fallacy of Success” by G. K. Chesterton (1909) ▪ <i>Black Boy</i> by Richard Wright (1945) ▪ “Politics and the English Language” by George Orwell (1946) ▪ “Take the Tortillas Out of Your Poetry” by Rudolfo Anaya (1995)

Note: Given space limitations, the illustrative texts listed above are meant only to show individual titles that are representative of a range of topics and genres. (See Appendix B for excerpts of these and other texts illustrative of grades 6-12 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.

Changes to Text Complexity Expectations in Common Core State Standards Based on Lexile® Levels

Text Complexity Grade Band in the Common Core State Standards	Old Lexile® Ranges	Lexile® Ranges Aligned to College and Career Ready Expectations in CCSS
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

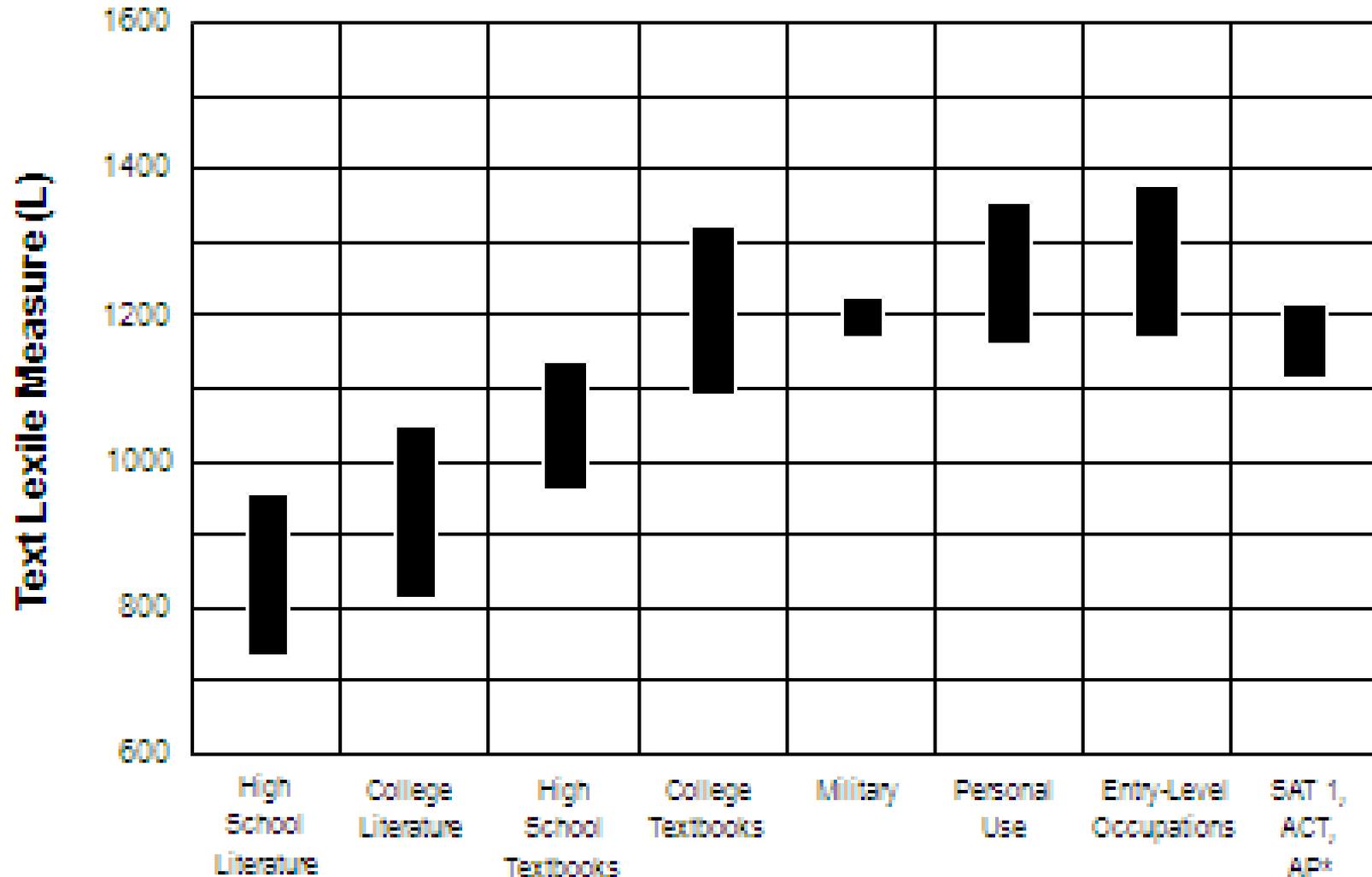
<http://www.lexile.com/about-lexile/grade-equivalent/grade-equivalent-chart/>

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Lexile Framework[®] for Reading Study

Summary of Text Lexile Measures

Interquartile Ranges Shown (25% - 75%)



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Resources for English Language Arts Teachers

Assessments to Guide Adolescent Literacy Instruction, Center on Instruction
<http://www.centeroninstruction.org/files/Assessment%20Guide.pdf>

Oregon Literacy Framework – Chapter on Assessment
<http://www.ode.state.or.us/search/page/?id=2834> and Professional Development materials on assessment <http://oregonliteracypd.uoregon.edu/assessment>

The Oregon DATA Project (DATA = Direct Access to Student Achievement)
<http://www.oregondataproject.org/>

Resources for Reading Work Samples (and other subjects as well)
<http://www.ode.state.or.us/search/page/?id=219>

Information on Assessment of Essential Skills
<http://www.ode.state.or.us/search/page/?=2042>

Information on Common Core State Standards for Oregon
<http://www.ode.state.or.us/search/page/?id=2860>

Additional Resources for Adolescent Literacy from Center on Instruction
<http://www.centeroninstruction.org/topic.cfm?s=1&k=L&c=25&c=18>