



Caulfield Racecourse



Thinking & Learning
Conference

2014

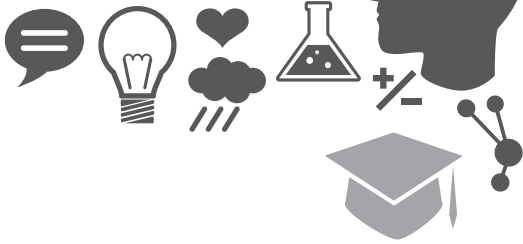
23–26 May

MELBOURNE

Innovate!

Educate!

Inspire!

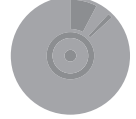
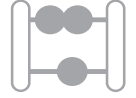
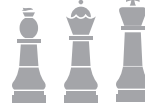


Douglas Fisher

Monday 26 May

Text Complexity

Session 2



DOUGLAS FISHER



Douglas Fisher, PhD, is professor of language and literacy education in the Department of Teacher Education at San Diego State University and a classroom teacher at Health Sciences High and Middle College. He teaches preservice courses in literacy and English language learners, graduate courses in reading instruction and intervention and doctoral courses in policy, research and literacy. As a classroom teacher, Dr. Fisher focuses on English language arts instruction. He was director of professional development for the City Heights Educational Collaborative and also taught English at Hoover High School.

Dr. Fisher received an International Reading Association Celebrate Literacy Award for his work on literacy leadership. For his work as codirector of the City Heights Professional Development Schools, Dr. Fisher received the Christa McAuliffe award. He was corecipient of the Farmer Award for excellence in writing from the National Council of Teachers of English for the article, "Using Graphic Novels, Anime, and the Internet in an Urban High School," published in *The English Journal*.

Dr. Fisher has written numerous articles on reading and literacy, differentiated instruction and curriculum design. His books include *Creating Literacy-Rich Schools for Adolescents*, *Checking for Understanding*, *Better Learning Through Structured Teaching* and *Content-Area Conversations*.

He earned a bachelor's degree in communication, a master's degree in public health, an executive master's degree in business and a doctoral degree in multicultural education. Dr. Fisher completed post-doctoral study at the National Association of State Boards of Education focused on standards-based reforms.

A message from Hawker Brownlow Education

We hope that you have found these conference papers and the accompanying sessions useful. Please be aware that the contents of these papers are the intellectual property of the speaker and no reproduction for any purpose is authorised. We urge you to take care of this booklet. Replacement copies will not be made available either during or after this conference.

Published in Australia by



This handout was created by Hawker Brownlow Education for the proceedings of the Hawker Brownlow 10th Annual Thinking & Learning Conference – Innovate, Educate, Inspire. All rights are reserved by Hawker Brownlow Education. It is a violation of copyright law to duplicate or distribute copies of this handout by any means for any purposes without prior permission in writing from Hawker Brownlow Education. Professors and workshop presenters must first secure written permission for any duplication rights. For copyright questions, permission requests, or information regarding professional development contact:

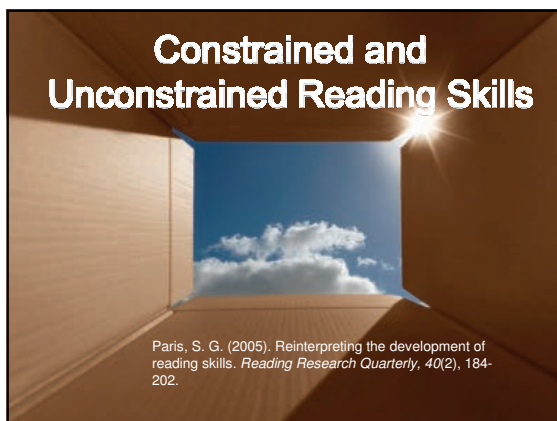
Hawker Brownlow Education
P.O. Box 580, Moorabbin, Victoria 3189, Australia
Phone: (03) 8558 2444 Fax: (03) 8558 2400
Toll Free Ph: 1800 334 603 Fax: 1800 150 445
Website: www.hbe.com.au
Email: orders@hbe.com.au

© 2014 Hawker Brownlow Education
Printed in Australia

CODE: 11DF0402
0514

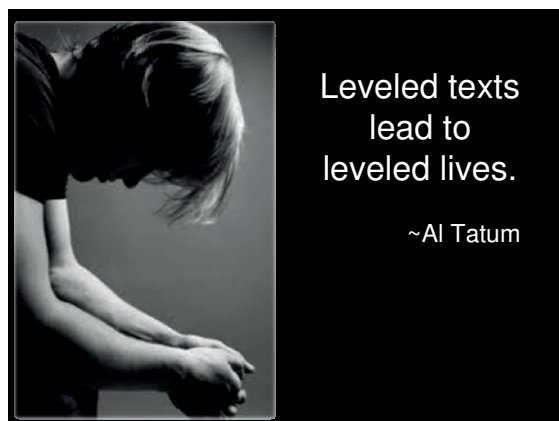






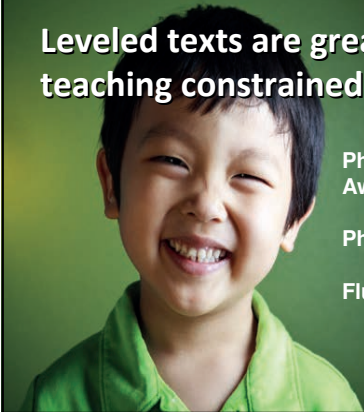








Leveled texts are great for teaching constrained skills.

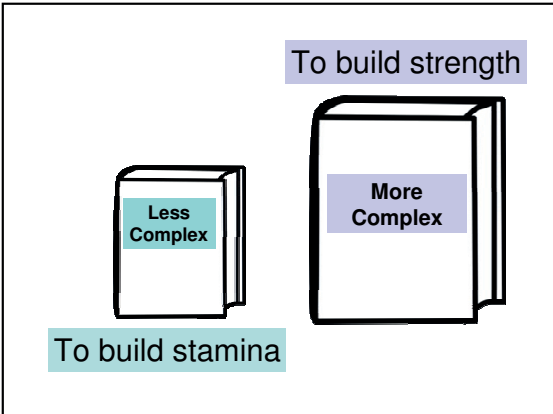


Phonemic Awareness
Phonics
Fluency

Students restricted to leveled text only fail to learn unconstrained skills.



Comprehension
Vocabulary



To build stamina

Less Complex

To build strength

More Complex

Close reading is a PART of balanced literacy instruction

TEACHER RESPONSIBILITY

Focus Lesson

Guided Instruction

Collaborative

Independent

STUDENT RESPONSIBILITY

"I do it"

"We do it"

"You do it together"

"You do it alone"

A Structure for Instruction that Works
(c) Fisher & Frey, 2008

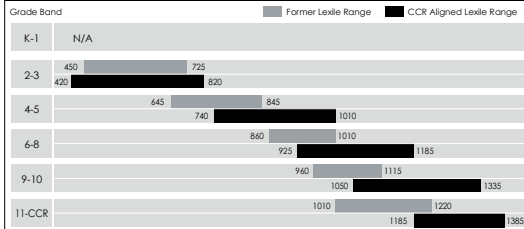
What Makes a Text Complex?

Assessing Texts

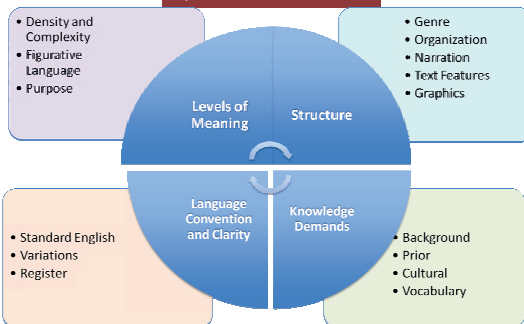
- Quantitative measures
- Qualitative values
- Task and Reader considerations



Comparison of Former and CCR-Aligned Lexile Ranges



Qualitative Values

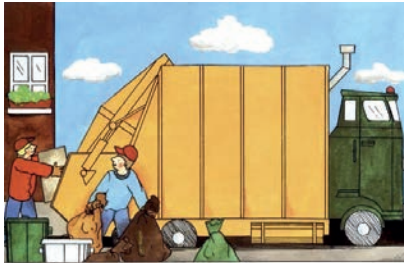


Levels of Meaning and Purpose

- Density and complexity
- Figurative language
- Purpose



Density and Complexity



More and more garbage! Every day people throw more trash away. As the world population increases, more people throw more trash away. Garbage trucks come to pick it up, but where does all this trash go?

Gibbons, G. (1996). *Recycle! A handbook for kids*. New York: Little, Brown.

Types of Vocabulary



- *Tier 1/General*
 - Commonplace; learned from interactions with texts and people
- *Tier 2/Specialized*
 - Change meaning with context ("polysemic")
- *Tier 3/Technical*
 - Specific to the discipline

Density and Complexity

- **More** and more garbage! **Every day** people throw more trash away. As the world population **increases**, **more** people throw trash away. Garbage trucks **come** to **pick it up**, but where does all this trash go?

- **Blue = Tier 1 vocabulary**

Gibbons, G. (1996). *Recycle! A handbook for kids*. New York: Little, Brown.



Density and Complexity

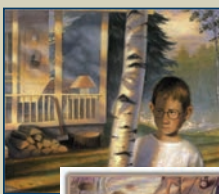
- More and more garbage! Every day people **throw** more trash away. As the **world** population **increases**, more people throw trash **away**. Garbage trucks **come** to **pick it up**, but where does all this trash **go**?
- Blue = Tier 1 vocabulary
- Green = Tier 2 vocabulary

Gibbons, G. (1996). *Recycle! A handbook for kids*. New York: Little, Brown.

Density and Complexity

- More and more **garbage**! Every day people **throw** more **trash** away. As the **world** population **increases**, more people throw trash **away**. **Garbage trucks** **come** to **pick it up**, but where does all this trash **go**?
- Blue = Tier 1 vocabulary
- Green = Tier 2 vocabulary
- Red = Tier 3 vocabulary

Gibbons, G. (1996). *Recycle! A handbook for kids*. New York: Little, Brown.



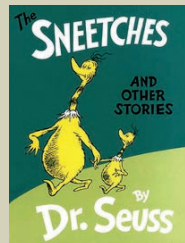
Levels of Meaning

- Family relationships
- Ecology



AD 540L
Grade 2

What does it mean when Nicky draws an animal on the raft?

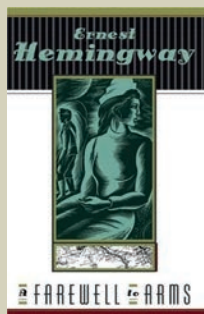


530L
Grades 2-3

Author's Purpose

- *Allegory for tolerance*
- *Mirrored events of early Civil Rights movement (1961)*

"Now, the Star-Belly Sneetches
Had bellies with stars.
The Plain-Belly Sneetches
Had none upon thars. Those stars weren't so big.
They were really so small
You might think such a thing wouldn't matter at all."
But, because they had stars, all the Star-Belly Sneetches
Would brag, 'We're the best kind of Sneetch on the
beaches.'
With their snoots in the air, they would sniff and they'd
snort
'We'll have nothing to do with the Plain-Belly sort!'
And whenever they met some, when they were out
walking,
They'd hike right on past them without even talking."



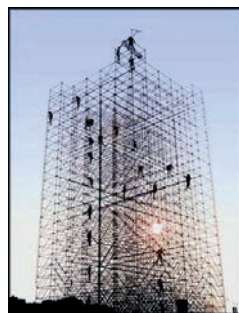
730L
Grades 2-3

Complex themes

- *Relationship between love and pain*
- *Masculinity*
- *Loyalty and war*

Structure

- Genre
- Organization
- Narration
- Text features and graphics





The Ant and the Grasshopper

In a field one summer's day a Grasshopper was hopping about, chirping and singing to its heart's content. An Ant passed by, bearing along with great toil an ear of corn he was taking to the nest.

"Why not come and chat with me," said the Grasshopper, "instead of toiling and molling in that way?"

"I am helping to lay up food for the winter," said the Ant, "and recommend you to do the same."

"Why bother about winter?" said the Grasshopper; we have got plenty of food at present."

But the Ant went on its way and continued its toil. When the winter came the Grasshopper had no food and found itself dying of hunger, while it saw the ants carrying every day corn and grain from the stores they had collected in the summer. Then the Grasshopper knew:

It is best to plan ahead.

Source: *Aesop's Fables*

Structure

- *Genre*
- *Information must be derived from text and illustrations*
- *Complex themes*



AD 350L
Grade 1

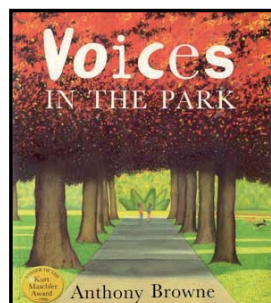
"Knowing in part may make a fine tale, but wisdom comes from seeing the whole."

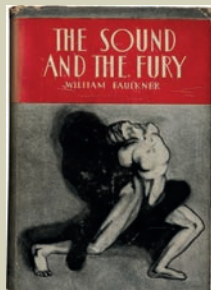
Structure

*Changes in narration,
point of view*

*Changes in font signal
narration changes*

Complex themes



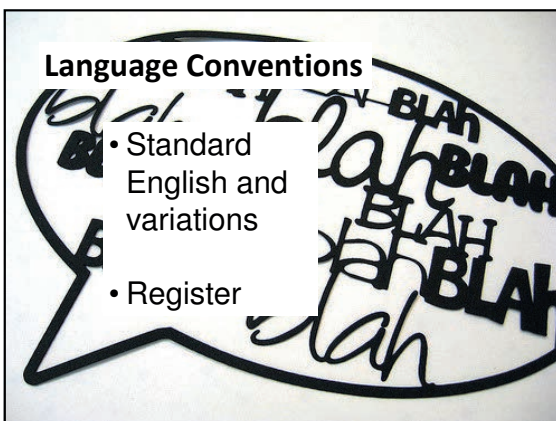


- Stream of consciousness narration
- Unreliable narrators
- Nonlinear structure
- Time shifts written in italics

870L (grades 4-5)

Language Conventions

- Standard English and variations
- Register

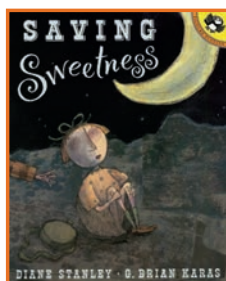


Language Conventions

Non-standard English usage

"Out in the hottest, dustiest part of town is an orphanage run by a female person nasty enough to scare night into day. She goes by the name of Mrs. Sump, though I doubt there ever was a Mr. Sump on accounta she looks like somethin' the cat drug in and the dog wouldn't eat."

(Stanley, 1996, p. 2)



**Language Conventions**

- Archaic English usage (1870)
- Intertextual connections (*The Odyssey*, Greek mythology, Victor Hugo)

"The sea is everything. It covers seven-tenths of the terrestrial globe. Its breath is pure and healthy. It is an immense desert, where man is never lonely, for he feels life stirring on all sides. The sea is only the embodiment of a supernatural and wonderful existence. It is nothing but love and emotion; it is the Living Infinite."



1030L
Grade 5

**British slang circa 1982**

"The doorbell went. I put the blind back to how it was, checked I'd left no other traces of my incursion, slipped out, and flew downstairs to see who it was. The last six steps I took in one death-defying bound. Moron, grinnny-zitty as ever. His bumfluff's getting thicker, mind.
"You'll never guess what!"
"What?"
"You know the lake in the woods?"
"What about it?"
"It's only"--Moron checked that we weren't being overheard--"gone and froze solid! Half the kids in the village're there, right now. Ace doss or what?"

ATOS 4.4
Grades 2-3

Bumfluff- light facial hair ("peach fuzz")
Ace doss-easy and fun

Knowledge Demands

- Background knowledge
- Prior knowledge
- Cultural knowledge
- Vocabulary

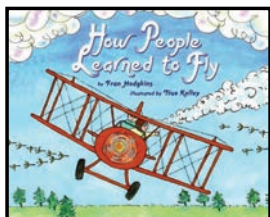


Knowledge Demands

Prior experience (*Secondary text on technical directions and related information*)

Background knowledge (*technical drawings and directions for making a paper airplane, invention process, mythology*)

630L
Grades 2-3





Cultural Knowledge Demands

- Set in 12th century Korea
- Heredity caste system
- Ethical dilemmas of the main character as viewed through Buddhist philosophy

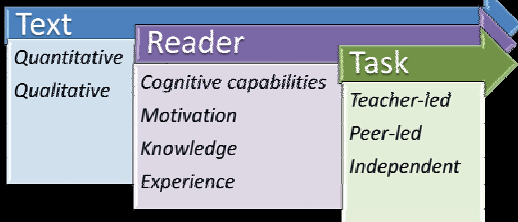
750L
Grade 4



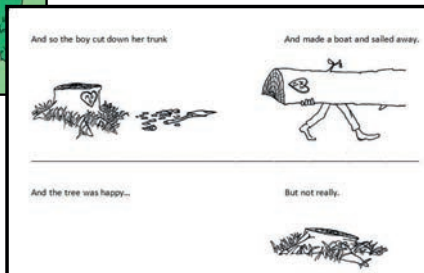
It's not enough to have complex text in the room. Students need to read and discuss complex text.

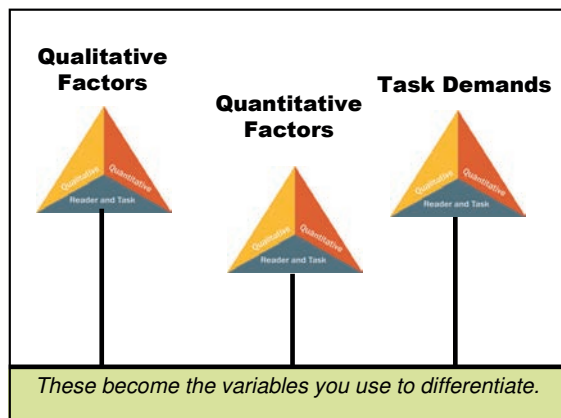
Task and Reader






Complexity is relative to the reader







Requires persistence and re-reading to understand how the text unfolds.



Complex texts

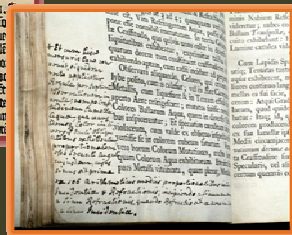
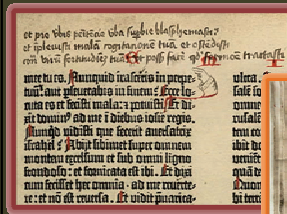


Annotation is a note of
any form made while
reading text.

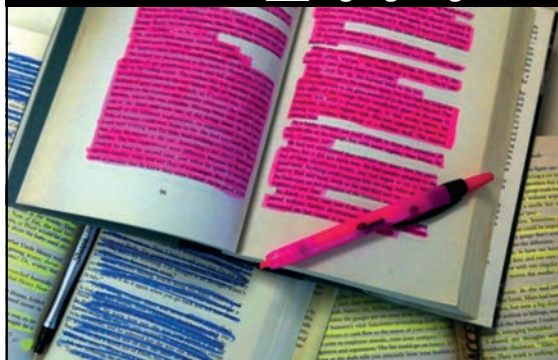


"Reading with a pencil."

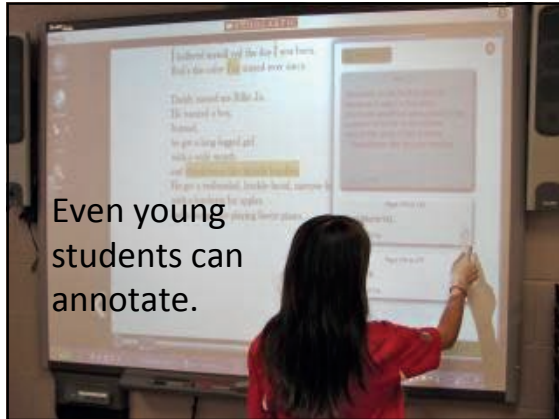
People have been annotating
texts since there have been
texts to annotate.



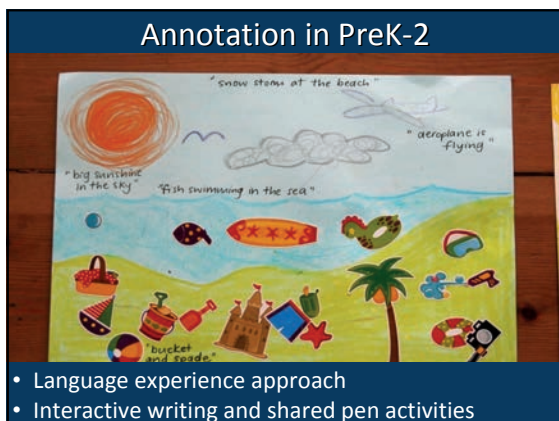
Annotation is not highlighting.





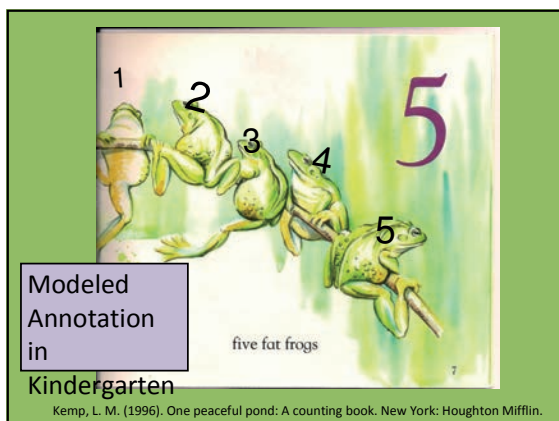


Even young students can annotate.



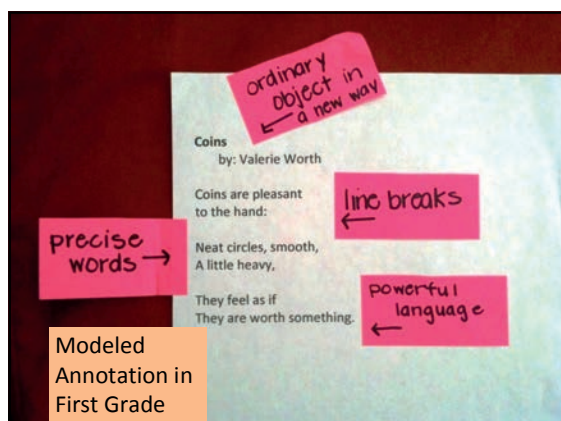
Annotation in PreK-2

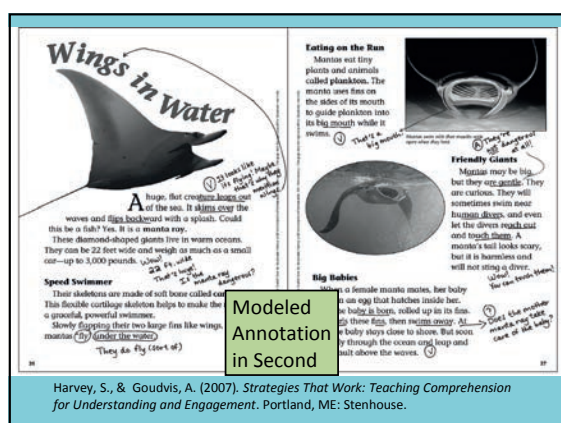
- Language experience approach
- Interactive writing and shared pen activities

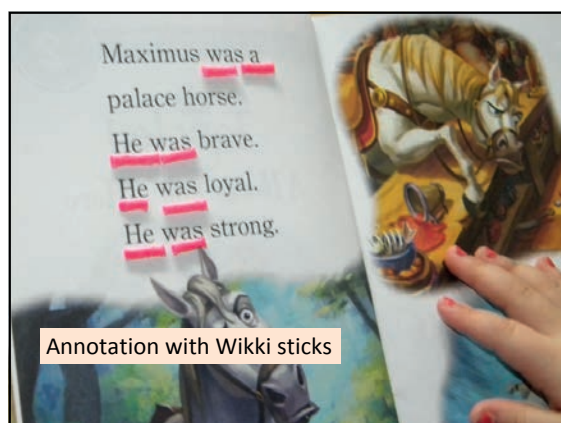


Modeled Annotation in Kindergarten

Kemp, L. M. (1996). One peaceful pond: A counting book. New York: Houghton Mifflin.

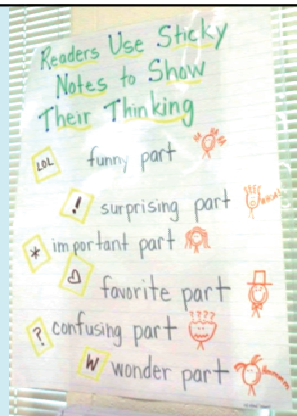


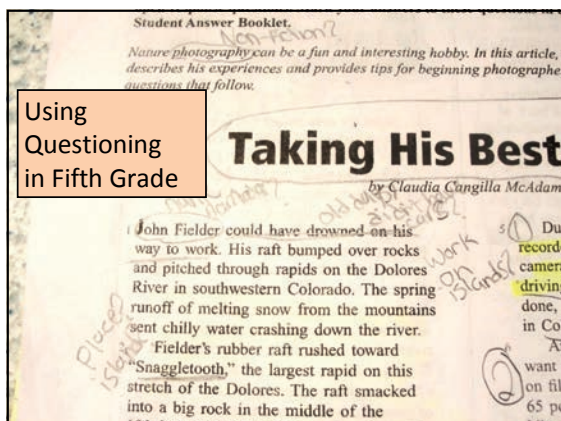




**Annotations in Grades 3-5**

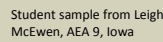
- Underline the major points.
- Circle keywords or phrases that are confusing or unknown to you.
- Use a question mark (?) for questions that you have during the reading. Be sure to write your question.

Annotation with Sticky Notes

Using Questioning in Fifth Grade



- **Use an exclamation mark (!)** for things that surprise you, and briefly note what it was that caught your attention.
- **Draw an arrow (→)** when you make a connection to something inside the text, or to an idea or experience outside the text. Briefly note your connections.



- **Mark EX** when the author provides an example.
- **Numerate arguments, important ideas, or key details** and write words or phrases that restate them.

Modeling in 9th Grade English



Adjectives
Confused
 I was confused by the strange accents of the people in the city.
Adverbs
 I quickly forgot the names of the people in the city.
Verbs
 I forgot the names of the people in the city.
Prepositions
 I forgot the names of the people in the city.
Conjunctions
 I forgot the names of the people in the city.
Interjections
 I forgot the names of the people in the city.
Articles
 I forgot the names of the people in the city.
Quantifiers
 I forgot the names of the people in the city.
Comparatives
 I forgot the names of the people in the city.
Superlatives
 I forgot the names of the people in the city.
Phrases
 I forgot the names of the people in the city.
Idioms
 I forgot the names of the people in the city.
Collocations
 I forgot the names of the people in the city.
Word families
 I forgot the names of the people in the city.
Spelling
 I forgot the names of the people in the city.
Pronunciation
 I forgot the names of the people in the city.
Grammar
 I forgot the names of the people in the city.
Usage
 I forgot the names of the people in the city.
Style
 I forgot the names of the people in the city.
Register
 I forgot the names of the people in the city.
Genre
 I forgot the names of the people in the city.
Topic
 I forgot the names of the people in the city.
Context
 I forgot the names of the people in the city.
Function
 I forgot the names of the people in the city.
Form
 I forgot the names of the people in the city.
Meaning
 I forgot the names of the people in the city.
Reference
 I forgot the names of the people in the city.
Notes
 I forgot the names of the people in the city.
Comments
 I forgot the names of the people in the city.
Questions
 I forgot the names of the people in the city.
Answers
 I forgot the names of the people in the city.
Exercises
 I forgot the names of the people in the city.
Homework
 I forgot the names of the people in the city.
Revision
 I forgot the names of the people in the city.
Summary
 I forgot the names of the people in the city.
Conclusion
 I forgot the names of the people in the city.
Final Remarks
 I forgot the names of the people in the city.
Thank You
 I forgot the names of the people in the city.
Goodbye
 I forgot the names of the people in the city.
End of Document
 I forgot the names of the people in the city.

A photograph of a snail resting on an open book. The snail is positioned on the right page, facing towards the left. The book is open, showing two pages of text. The background is a plain, light color.







Handwriting practice lines consisting of 20 horizontal lines.

[illegible]

RELATED RESOURCES



Available from Hawker Brownlow Education

Qty	Code	Title	Price
	SF113074	ASCD Arias Publication: Teaching With Tablets	\$15.00
	SF113000	ASCD Arias Publications (Set of 9)	\$120.00
	108010	Better Learning Through Structured Teaching: A Framework for the Gradual Release of Responsibility	\$25.95
	107023	Checking for Understanding: Formative Assessment Techniques for Your Classroom	\$29.95
	110037	Enhancing RTI: How to Ensure Success with Effective Classroom Instruction and Intervention	\$29.95
	SOT3306	Essentials for Principals: The School Leader's Guide to English Learners	\$21.95
	111017	Guided Instruction: How to Develop Confident and Successful Learners	\$25.95
	111014	How to Create a Culture of Achievement in Your School and Classroom	\$32.95
	SOT8051	Implementing Response to Intervention (RTI) With English Learners: ELL/ESL	\$32.95
	SOT7184	Literacy 2.0: Reading and Writing in 21st Century Classrooms	\$32.95
	109018	Productive Group Work: How to Engage Students, Build Teamwork, and Promote Understanding	\$15.95
	CO2052	Rigorous Reading: 5 Access Points for Comprehending Complex Texts	\$34.95
	SOT2318	Teaching Students to Read Like Detectives: Comprehending, Analyzing and Discussing Text	\$27.95
	SOT1239	Teaching Students to Think Like Scientists	\$32.95
	CO5481	Teaching Visual Literacy: Using Comic Books, Graphic Novels, Anime, Cartoons, and More to Develop Comprehension and Thinking Skills	\$39.95
	ESA4781	Text Complexity: Raising Rigor in Reading	\$47.00
	111013	The Formative Assessment Action Plan: Practical Steps to More Successful Teaching and Learning	\$23.95
	TCP0638	The Path to Get There: Literacy Learning for Higher Student Achievement Across the Disciplines	\$32.95
	112007	The Purposeful Classroom: How to Structure Lessons with Learning Goals in Mind	\$28.95
Total (plus freight) \$			



Attention Order Number

Name of School.....

Address.....

..... StateP/Code

Country

Email:.....

☐ Yes, I would like to receive emails from Hawker Brownlow Education about future workshops, conferences and the latest publications.

Terms of Trade

- Prices are quoted in Australian dollars (\$AUD) and include GST
- All prices are subject to change without notice.
- For New Zealand customers, at the time of invoice, we will convert the amount into New Zealand dollars (\$NZD) so that you can pay by cheque or credit card in New Zealand dollars (\$NZD).
- Full money-back guarantee.
- We do realise it is difficult to order sight unseen. To assist you in your selection, please visit our website <www.hbe.com.au>. Go to 'Browse Books' and most titles will give you the option to view the first few pages of the book. Click 'View Contents' on your selected book page.
- We will supply our books on approval, and if they do not suit your requirements we will accept undamaged returns for full credit or refund. Posters are for firm sale only and will not be sent on approval. Please be aware that delivery and return postage is the responsibility of the customer.
- Freight costs are determined at Australia Post rates, with a minimum delivery charge of \$9.50 within Australia and \$15.00 for New Zealand for each order.
- Please provide your street address for delivery purposes.

To place an order, request a catalogue or find out more about our resources:

Call
1800 334 603
(03) 8558 2444

Fax
1800 150 445
(03) 8558 2400

Online
www.hbe.com.au

Mails
Hawker Brownlow Education
PO Box 580,
Moorabbin, VIC 3189

Do you want to know all about the latest professional development events in your area? Be the first to find out about new releases from world-renowned and local authors with the HBE e-newsletter! Upcoming titles will feature authentic assessment and digital media, along with a strong focus on success in mathematics and literacy. Sign up to our FREE e-newsletter at www.hbe.com.au.

Online 'On Account' ordering now available!

If you have a pre-existing account with Hawker Brownlow Education, you can now order online and pay using that account.