

**OCTAE'S COLLEGE AND  
CAREER READINESS  
STANDARDS FOR ADULT  
EDUCATION: THE ENGLISH  
LANGUAGE ARTS  
INSTRUCTIONAL  
SHIFTS/ADVANCES**

# THE 3 ELA “INSTRUCTIONAL SHIFTS/ADVANCES”: WHAT ARE THEY, AND WHY SHOULD WE CARE?

- Taken together, they describe an overall, integrated approach to **teaching** reading, writing, speaking and listening skills
- They represent the overarching message that the College and Career Readiness ELA Standards for Adults send about **what ought to be the focus of Adult Education instruction**
- They describe **expectations of teachers** (vs. standards which describe expectations of students)

# 3 “SHIFTS/ADVANCES” IN LEARNING FOCUS

The selection of ELA standards for adults promotes instruction that focuses

- on the careful examination of the text itself
- on the texts that students read and the kinds of questions students should address as they write and speak about them
- on the close connection between comprehension of text and acquisition of knowledge.

### 3 “SHIFTS/ADVANCES” IN LEARNING FOCUS

**1 – Complexity: *Regular practice with complex TEXT and its academic LANGUAGE***

**exposing students to**

- **appropriately complex texts in both instruction and assessment.**
- **frequently encountered academic vocabulary— language common to complex texts across the disciplines of literature, science, history, and the arts.**

# 3 “SHIFTS/ADVANCES” IN LEARNING FOCUS

**2 – Evidence: *Reading, writing, and speaking grounded in evidence from text, both literary and informational***

- **For writing, the focus is on analyzing sources and conducting research... The standards require students to answer questions based on their understanding of having read a text, or multiple texts, not entirely relying on prior knowledge or experience.**

## 3 “SHIFTS/ADVANCES” IN LEARNING FOCUS

### 3 – Knowledge: *Building knowledge through content-rich nonfiction*

- an extended focus on literacy –  
comprehension of informational text --  
in the domains of science, history, and  
technical subject areas

# Key Advances Build Toward College and Career Readiness for All Students



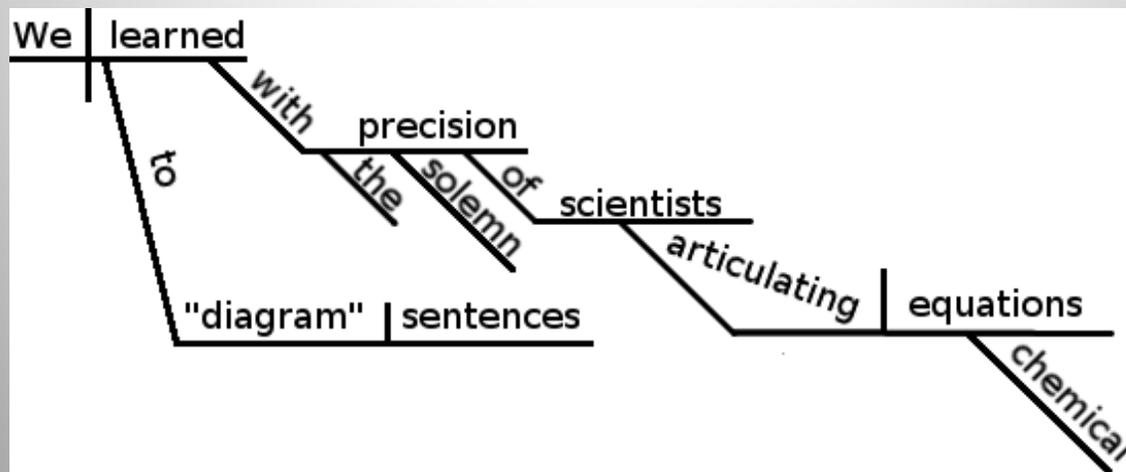
## A CLOSER LOOK AT COMPLEXITY

**Complexity: *Regular practice with complex TEXT and its academic LANGUAGE* exposing students to**

- appropriately complex texts
- frequently encountered academic vocabulary—language common to complex texts across the disciplines of literature, science, history, and the arts.

## What makes a **text** more (or less) complex?

- Consider its **CONTENT** (number, quality, depth of ideas, concepts, propositions, etc.)
- Consider its **FORM** (formal elements of its structure; inclusion of charts, graphs, tables, and other ways of displaying information as well as “straight text”; etc.)



## How can teachers decide what is “appropriately complex text”?

- Use formative assessment strategies with students (like *The Informal Reading Inventory*), and your own professional wisdom, to decide the text complexity level your students can handle.
- Use a ***Quantitative Measurement Tool*** to assess the reading level of the text you are considering.

## Associated Quantitative Measures of Text Complexity to B-E Levels of Learning

Common Core Band	ATOS	Degrees of Reading Power <sup>®</sup>	Flesch-Kincaid	The Lexile Framework <sup>®</sup>	Reading Maturity	SourceRater
2nd – 3rd (B)	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	0.05 – 2.48
4th – 5th (C)	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	0.84 – 5.75
6th – 8th (D)	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	4.11 – 10.66
9th – 10th (E)	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	9.02 – 13.93
11th – CCR (E)	11.20 – 14.10	67 – 74	10.34 – 14.2	1185 – 1385	9.57 – 12.00	12.30 – 14.50

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## Text Complexity: Qualitative Measures Rubric

### INFORMATIONAL TEXTS

Text Title \_\_\_\_\_

Text Author \_\_\_\_\_

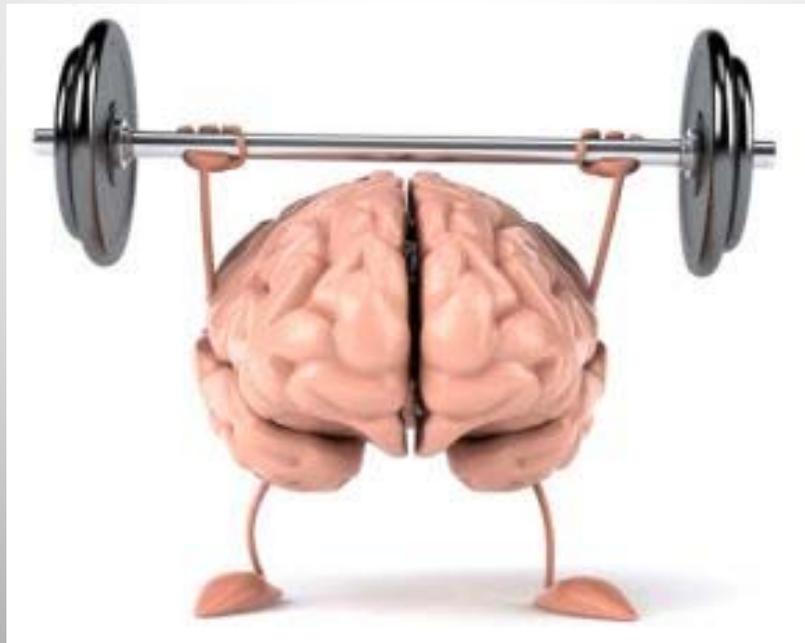
	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
<b>TEXT STRUCTURE</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Organization:</b> Connections between an extensive range of ideas, processes or events are deep, intricate and often ambiguous; organization is intricate or discipline-specific</li> <li><input type="checkbox"/> <b>Text Features:</b> If used, are essential in understanding content</li> <li><input type="checkbox"/> <b>Use of Graphics:</b> If used, intricate, extensive graphics, tables, charts, etc., are extensive and integral to making meaning of the text; may provide information not otherwise conveyed in the text</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Organization:</b> Connections between an expanded range ideas, processes or events are often implicit or subtle; organization may contain multiple pathways or exhibit some discipline-specific traits</li> <li><input type="checkbox"/> <b>Text Features:</b> If used, directly enhances the reader's understanding of content</li> <li><input type="checkbox"/> <b>Use of Graphics:</b> If used, graphics, tables, charts, etc. support or are integral to understanding the text</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Organization:</b> Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential or chronological</li> <li><input type="checkbox"/> <b>Text Features:</b> If used, enhance the reader's understanding of content</li> <li><input type="checkbox"/> <b>Use of Graphics:</b> If used, graphic, pictures, tables, and charts, etc. are mostly supplementary to understanding the text</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Organization:</b> Connections between ideas, processes or events are explicit and clear; organization of text is chronological, sequential or easy to predict</li> <li><input type="checkbox"/> <b>Text Features:</b> If used, help the reader navigate and understand content but are not essential to understanding content.</li> <li><input type="checkbox"/> <b>Use of Graphics:</b> If used, graphic, pictures, tables, and charts, etc. are simple and unnecessary to understanding the text but they may support and assist readers in understanding the written text</li> </ul>
<b>LANGUAGE FEATURES</b>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Conventionality:</b> Dense and complex; contains considerable abstract, ironic, and/or figurative language</li> <li><input type="checkbox"/> <b>Vocabulary:</b> Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading</li> <li><input type="checkbox"/> <b>Sentence Structure:</b> Mainly complex sentences with several subordinate clauses or phrases and transition words; sentences often contain multiple concepts</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Conventionality:</b> Fairly complex; contains some abstract, ironic, and/or figurative language</li> <li><input type="checkbox"/> <b>Vocabulary:</b> Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic</li> <li><input type="checkbox"/> <b>Sentence Structure:</b> Many complex sentences with several subordinate phrases or clauses and transition words</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Conventionality:</b> Largely explicit and easy to understand with some occasions for more complex meaning</li> <li><input type="checkbox"/> <b>Vocabulary:</b> Mostly contemporary, familiar, conversational; rarely overly academic</li> <li><input type="checkbox"/> <b>Sentence Structure:</b> Primarily simple and compound sentences, with some complex constructions</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> <b>Conventionality:</b> Explicit, literal, straightforward, easy to understand</li> <li><input type="checkbox"/> <b>Vocabulary:</b> Contemporary, familiar, conversational language</li> <li><input type="checkbox"/> <b>Sentence Structure:</b> Mainly simple sentences</li> </ul>
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## **BUT WAIT A MINUTE!**

The authors of the College and Career Readiness Standards for Adults also say that teachers need to take into consideration **the complexity of the task and context as well as the text.**

## Task and context??

So COMPLEXITY is also about the level of “cognitive complexity” or “demand on your brain” of different reading and writing activities and situations.



## What makes a **task** more (or less) complex?

- Is it familiar? Have I ever done anything like it before? Seen someone else do it?
- How many different skills do I have to use at the same time?
- How “high stakes” is it? What are the consequences if I don’t succeed?
- Is anyone helping me with it?
- Where am I doing this task? How comfortable am I there?
- Is there an “audience” for what I’m doing? Can I see them? Are they familiar to me? What do they expect from me?
- Are there actual or potential distractions in the environment?
- What other obstacles might I have to deal with?

**ANOTHER WAY TO DEFINE  
“TASK COMPLEXITY”:  
WEBB’S DEPTH OF KNOWLEDGE**

**Which seeks to describe levels of  
“cognitive complexity” or “demand  
on your brain” of different reading  
and writing TASKS**

# LEVELS OF “COMPLEXITY” ACCORDING TO WEBB’S DEPTH OF KNOWLEDGE:

**Level 1: Recall (*identify/extract evidence*)**

**Level 2: Basic Application of Skills/Concepts  
(*use evidence to summarize/make  
inferences/draw conclusions*)**

**Level 3: Strategic Thinking (*build knowledge  
based on evidence*)**

**Level 4: Extended Thinking (*create new  
knowledge*)**

# The Shift Toward Complexity: Examples from the CCR standards

- **W2:** Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately...
- **W4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

# A CLOSER LOOK AT EVIDENCE



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

For writing, the focus is on analyzing sources and conducting research... The standards require students to answer questions based on their understanding of having read a text, or multiple texts, not entirely relying on prior knowledge or experience.

# The Shift Toward Evidence: Examples from the CCR standards

- **W1:** Write arguments... using valid reasoning and relevant and sufficient evidence.
- **W9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.

# A CLOSER LOOK AT KNOWLEDGE

## **Knowledge: *Building knowledge through content-rich nonfiction***

- an extended focus on literacy – i.e., independent reading and comprehension of informational text -- in the domains of science, history, technical subject areas – and any other kinds of information our students want to understand

## How can teachers decide what is “content-rich nonfiction”?

- Look at what the CCRS/A authors say: *works of exceptional craft and thought whose range extends across genres, cultures, and centuries.*
- Look at key documents of US History, Civics and Government, social and environmental sciences, economics, world cultures, etc.
- Check out publishers’ textbooks designed for new HSE Test preparation to find level-appropriate reading materials in relevant content areas
- Look at *Authentic Texts* that students need or want to read

## The Shift Toward Knowledge: Examples from the CCR standards

- **W7:** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
- **W8:** Gather relevant information from multiple print and digital sources...and integrate the information while avoiding plagiarism.

# Choosing an “Appropriately Complex” Text: A Quantitative Example

## Face Time with My Mom

For me, technology can make our lives easier by bringing us closer to each other. And it also can become a weapon that hurts our family life. For example, Skype helps connect people. Let me tell you, I love Skype because it allows me to talk with my relatives in Guatemala. I can even get “face time” with them. Every Sunday night I use this program to see my family. It is amazing! It makes me feel closer to them. The first time my mom and I saw each other on Skype, we couldn’t stop crying. It was the first time we had seen each other in 10 years! I am so happy I can see other family members too. I have two nieces in Guatemala, ages 11 and 8. I get to see them grow up.

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**Flesch-Kincaid Grade Level: 4.3**

**So – When I consult the chart of quantitative text complexity measures, I see that, *according to Flesch-Kincaid*, this text is of appropriate complexity for students reading at Common Core Level B**

## Associated Quantitative Measures of Text Complexity to B-E Levels of Learning

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## A Couple More Reminders about Our Definition of “Appropriate Complexity”

1. With **TEXT COMPLEXITY** we also need to consider *Qualitative* criteria such as its **CONTENT** (number and depth of ideas, etc.) and its **FORM** (elements of its structure -- inclusion of charts, graphs, tables, etc.)

## Text Complexity: Qualitative Measures Rubric

### INFORMATIONAL TEXTS

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	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
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## A Couple More Reminders about Our Definition of “Appropriate Complexity”

1. **COMPLEXITY** is also relevant to the **TASK** and **CONTEXT** in which skills are used (level of familiarity, level of risk/consequences, possible distractions or obstacles, etc.)

## An Example of Writing Task Complexity: What about the task changes, and how does it change, across levels?

**ELA Writing Anchor 7:** Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

Level	Level A (Grade Level K-1)	Level C (Grade Level 4-5)
Indicator	Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

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What about the TASK changes as complexity increases across levels?	<ul style="list-style-type: none"> <li>Working with others – no expectation of independent performance, <u>vs.</u></li> <li>Write some simple but purposeful text based on reading, <u>vs.</u></li> <li>Focus on 1 topic, <u>vs.</u></li> </ul>	<ul style="list-style-type: none"> <li>Independent performance</li> <li>Short duration</li> <li>Write enough text to summarize information from several different sources on the same topic</li> <li>Focus on multiple aspects of the topic</li> </ul>

## **Contact info**

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