Text Structure and the Common Core in Content Area Reading (Pre-K – 4)

Maryland Teachers Institute
Theresa M. Hoover, Ph.D. and Lynn Newman, Ph.D.
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Essential Questions

• How does knowledge of Common Core Standards and Text Structure enhance content learning in grades Pre-K through 4?
• How do teachers choose appropriate content area text in grades Pre-K through 4?
• How do teachers plan for teaching Text Structure in grades Pre-K through 4?
The Common Core Standards hinge on students encountering appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge they need for success in school and life (p. 3).
Engage and Discuss

THE PLAYING FIELD
“Reading is a process in which information from the text and the knowledge possessed by the reader act together to produce meaning.”

Becoming a nation of readers: The report of the Commission on Reading Urbana, IL: University of Illinois
What is Text Complexity?

1. Qualitative Dimensions

2. Quantitative Dimensions

3. Reader and Task Considerations
Text Complexity Triangle
Quantitative Measure

Measures such as:

• Word length
• Word frequency
• Word difficulty
• Sentence length
• Text length
• Text cohesion
Qualitative Measures

Measures such as:

- Layers of meaning
- Levels of purpose
- Structure
- Organization
- Language conventionality
- Language clarity
- Prior knowledge demands
- Cultural demands
- Vocabulary
Reader and Task

Considerations such as:

- Motivation
- Knowledge and experience
- Purpose for reading
- Complexity of task assigned regarding text
- Complexity of questions asked regarding text
Increase of Informational Text

20% grade-level + scaffolding

Frequent Opportunities

Source: KAREN WIXSON, PHD UNIVERSITY OF MICHIGAN/UNC
Meeting Students Needs

Regular Education

- Sequence, Description, and Explanation Graphic Organizers
  - Matrix, Topical Net, and Linear String
- Response Journals
- Capture This!
- Ten Important Words (Yopp and Yopp, 2003)

Special Education

- Prior Knowledge
- Meaningful Vocabulary
- Graphic Organizers
- High 5! (Dymock and Nicholson, 2010)
- Teaching Specific Strategies with generalization opportunities
- Self-Regulation
- Collaborative Learning
- Multiple Opportunities
Let’s Explore Complex Texts

• CCSS Standard 10: Range, Quality, and Complexity

• Exemplar texts on the Human Body across the grade levels
  – K: Five senses and body parts
  – 1: Introduction to the systems of the human body
  – 2/3: Digestive and excretory systems
  – 4/5: Circulatory system
REMEMBER

• PreK-2
  – With a knowledgeable other, students should participate in rich, structured conversations in response to written text that is read aloud.

• 3-5
  – Students are expected to independently read the texts and reflect on them in writing.
References


• http://www.corestandards.org/ELA-Literacy/RI

• http://www.pdesas.org/Standard/PACore

• https://www.teachingchannel.org/videos/simplifying-text-complexity

• www.textproject.org