

Preparing for PARCC

How We Can Help Students Get Ready
for Complex Text

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Marc Aronson

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- Assistant Teaching Professor
- Ph.D. in American History
- 25 years as an author, editor of nonfiction for middle grade and high school
- Winner of the first Sibert Medal from the American Library Association for excellence in nonfiction

Parsing PARCC

- Name is Partnership for Assessment of Readiness for College and Career
- Tests, thus, not to be on content, knowledge, scope and sequence but on readiness for post-secondary world.
- Or.....

Complex Text

- “Those ACT-tested students who can read complex texts are more likely to be ready for college. Those who cannot read complex texts are less likely to be ready for college.”
- “Reading Between the Lines: What the ACT Reveals About College Readiness in Reading”
- http://www.act.org/research/policymakers/pdf/reading_report.pdf

Complex Text as a Predictor

- Students who pass CT benchmark vs. those who don't
- enroll in college (74 percent vs. 59 percent);
- earn a first-year college GPA of 3.0 or higher (54 percent vs. 33 percent) or 2.0 or higher (87 percent vs. 76 percent);
- return for a second year of college at the same institution (78 percent vs. 67 percent).

CT Key to CRR, Thus PARRC Tests For

- **Relationships** (interactions among ideas or characters)
- **Richness** (amount and sophistication of information conveyed through data or literary devices)
- **Structure** (how the text is organized and how it progresses)
- **Style** (author's tone and use of language)
- **Vocabulary** (author's word choice)
- **Purpose** (author's intent in writing the text)

Or

- **Main Idea/Author's Approach**
- **Supporting Details**
- **Relationships**
- **Meaning of Words**
- **Generalizations or Conclusions**

You Will Find These 5 All Over the PARCC Tests

How Do We Prepare Students for the 5? All Complex Text?



All Close Reading?



No!

Pathways to CT: Engagement



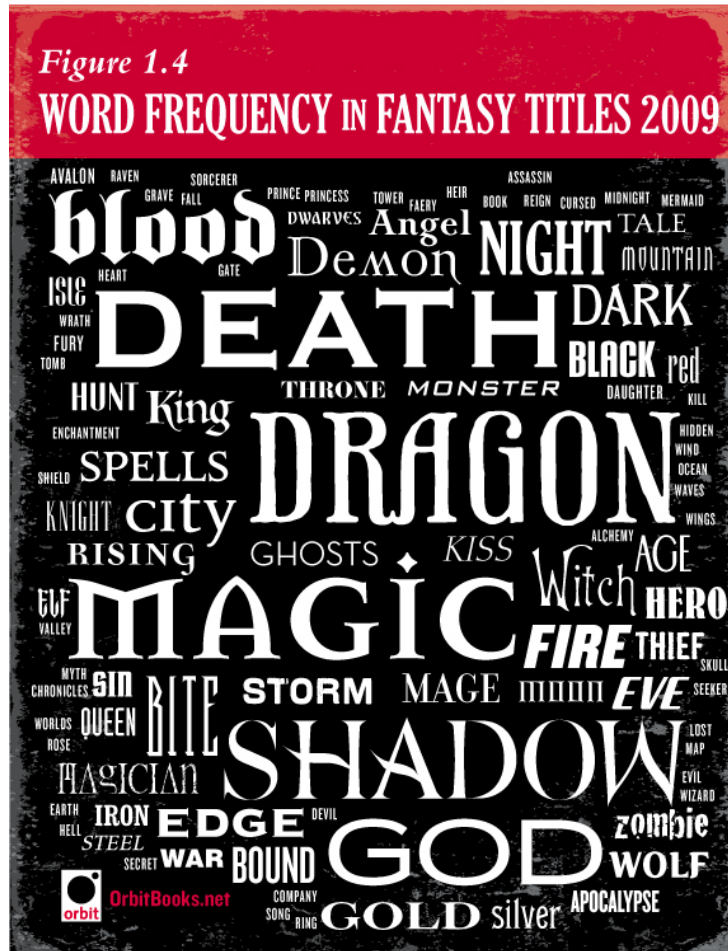
Volume Reading = Expertise

- “If one is master of one thing and understands one thing well, one has, at the same time, insight into and understanding of many things.”
- VINCENT VAN GOGH

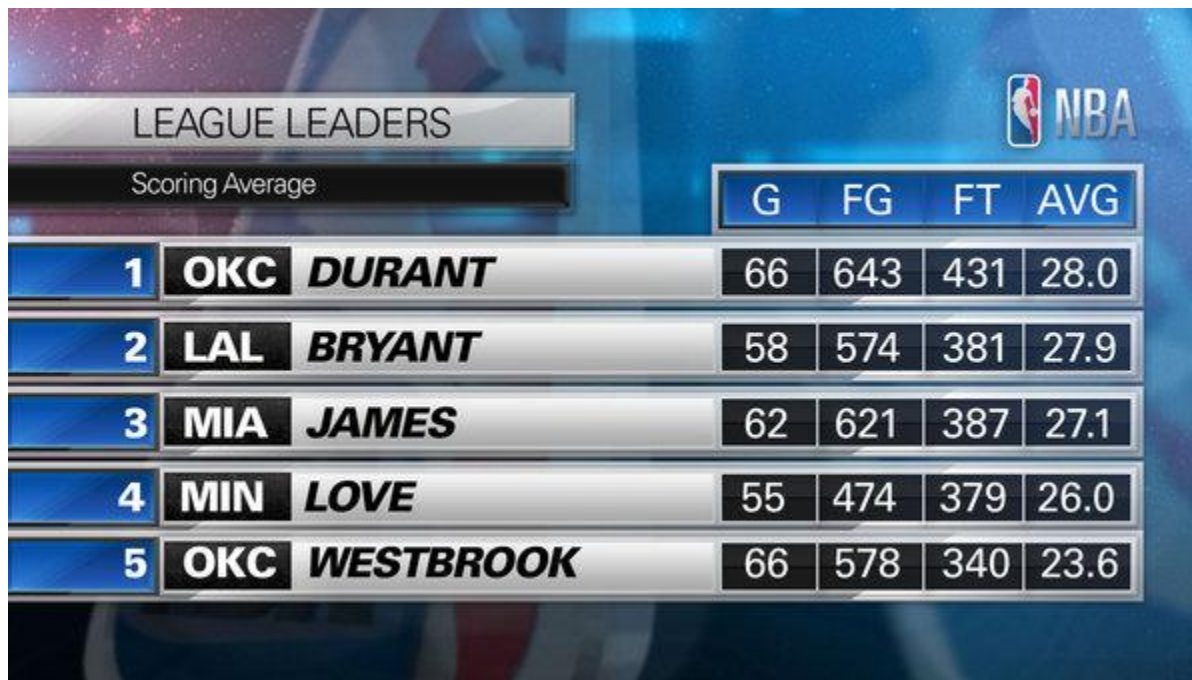
Pets



Fantasy



Sports Statistics



The image shows a screenshot of an NBA League Leaders table for Scoring Average. The table is set against a blue background with the NBA logo in the top right corner. The table has five columns: Rank, Team, Player Name, Games (G), Field Goals (FG), Free Throws (FT), and Scoring Average (AVG). The data is as follows:

LEAGUE LEADERS		NBA			
Scoring Average		G	FG	FT	AVG
1	OKC <i>DURANT</i>	66	643	431	28.0
2	LAL <i>BRYANT</i>	58	574	381	27.9
3	MIA <i>JAMES</i>	62	621	387	27.1
4	MIN <i>LOVE</i>	55	474	379	26.0
5	OKC <i>WESTBROOK</i>	66	578	340	23.6

Military History



Friendship Novels



Any Type of Reading Can Lead to Expertise

- Dr. Kieran Egan <https://www.sfu.ca/~egan/>
- Student Achievement Partners
<http://achievethecore.org/about-us>
- Expert Pack project

Expert Pack Project

- The goal of the Text Set Project is to bring together teams of librarians, educators and suppliers (vendors, distributors, publishers) to learn more deeply about the critical role building knowledge plays in the Common Core State Standards.
- Topic – from standard scope and sequence, collection of materials (book, chapter, database, website, infographic, film clip) that builds knowledge and offers increasing text complexity as student gains comfort, expertise, familiarity
- Training taking place right now – contact SAP, project created in concert with Council of Chief State School Officers (CCSSO)

Expertise Means

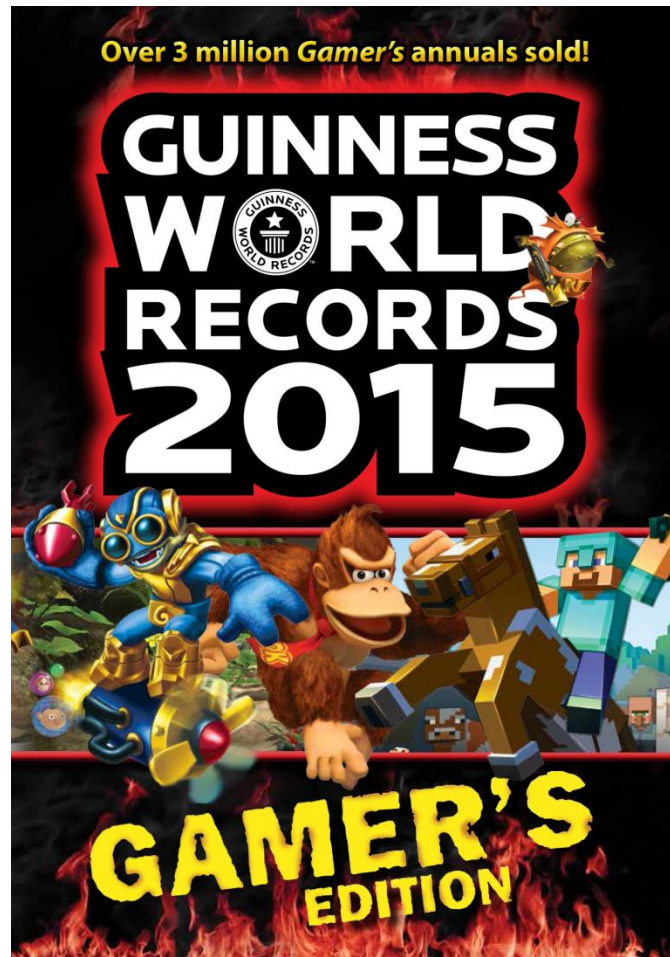
- You read from one text to the next.
- You compare and contrast author's ideas and approaches.
- You master specific vocabulary
- You identify supporting details
- You are accustomed to the process of building knowledge
- You arrive at and defend conclusions

You See, the Big 5

Are Only Top Students Experts?

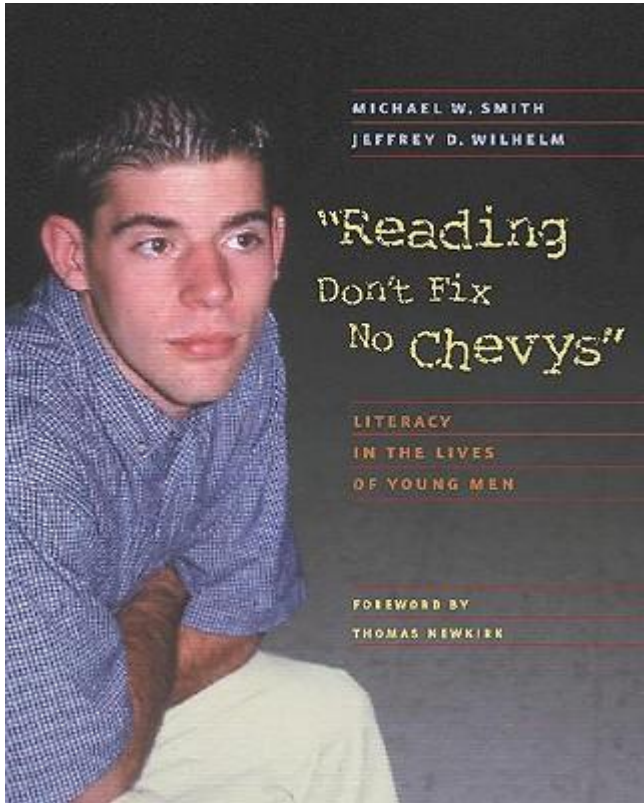
No!

Invisible Readers



Readers Who Prefer Facts to Story

- Records
- Statistics
- Weird and Wacky
- Manuals
- Instructions



MICHAEL W. SMITH
JEFFREY D. WILHELM

"Reading
Don't Fix
No Chevys"

LITERACY
IN THE LIVES
OF YOUNG MEN

FOREWORD BY
THOMAS HEWLETT

Fact Readers Are Developing Expertise

- We need to capture that reading and learn how to build on it
- Use Fact and Record reading to build ladder of reading for ELL, “non-reader,” reader who prefers data to story

Pathways to CT: Clusters

Build Reading Clusters

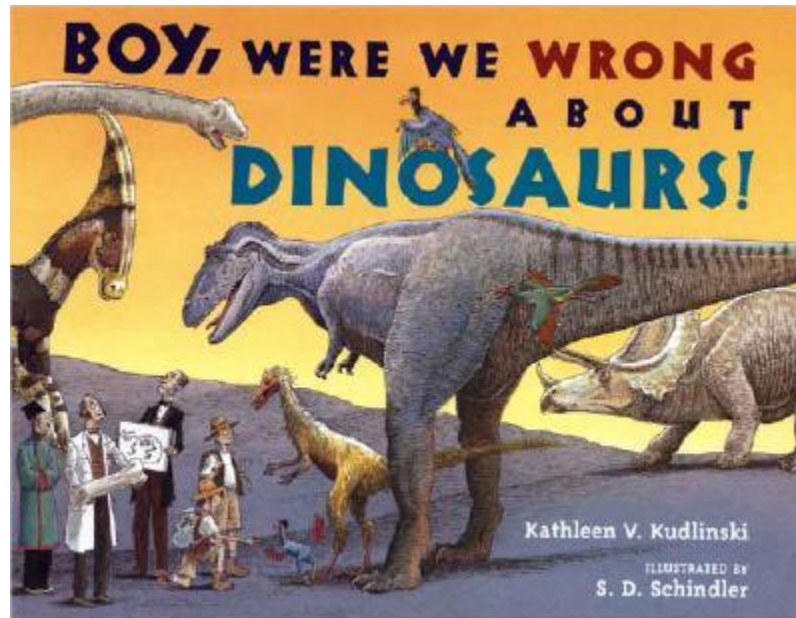
- Not A book on a subject
- Book plus article plus database plus website plus media
- Do not train students to look for answers.
- Train students to look for how to build answers by comparing resources

Display Clusters of Resources



Tuesday's *New York Times*

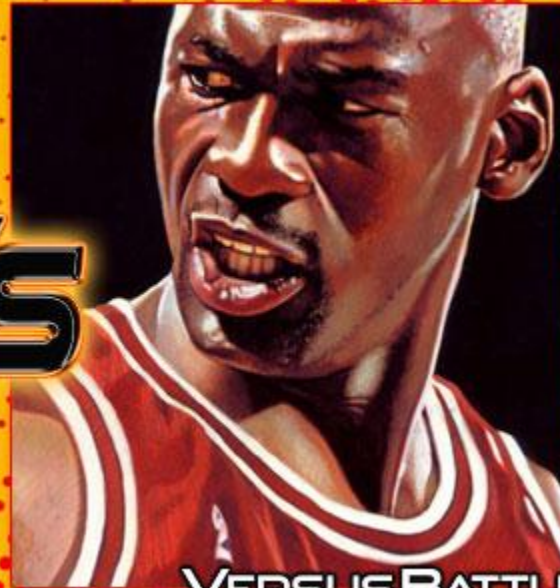
- NASA Spacecraft Closing In on Dwarf Planets Pluto and Ceres
- By KENNETH CHANG JAN. 19, 2015



LeBron James



Michael Jordan



VS

VERSUS BATTLE
.COM

Pathways to CT: Storytime



DAILY  WOLF

THE TRUE STORY OF THE 3 LITTLE PIGS!

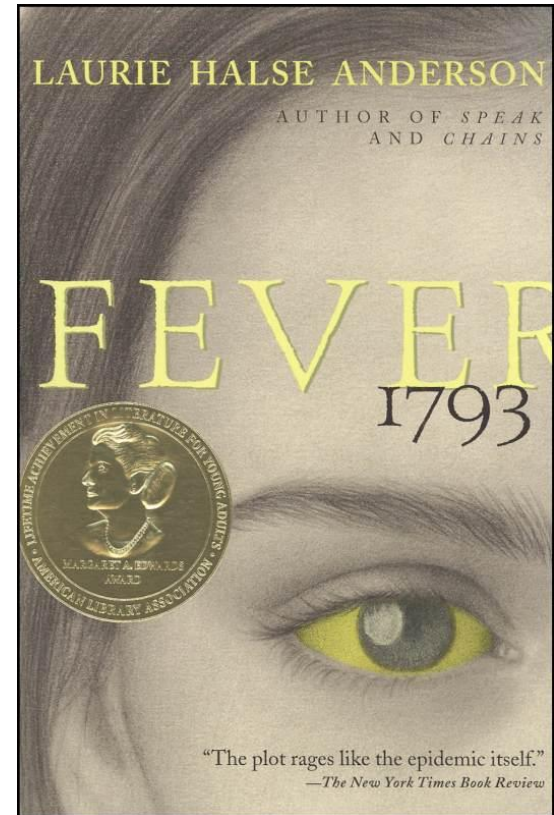
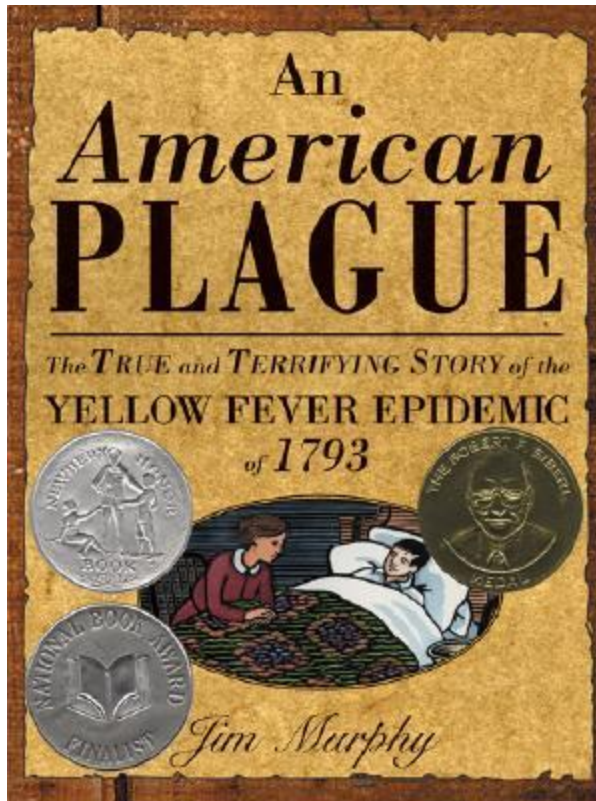
BY A. WOLF

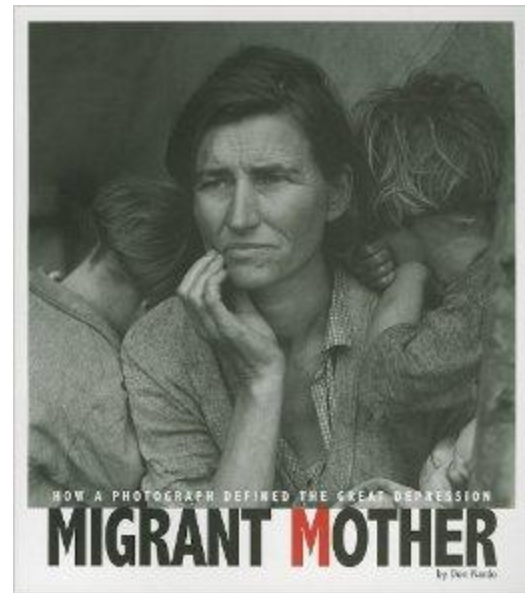
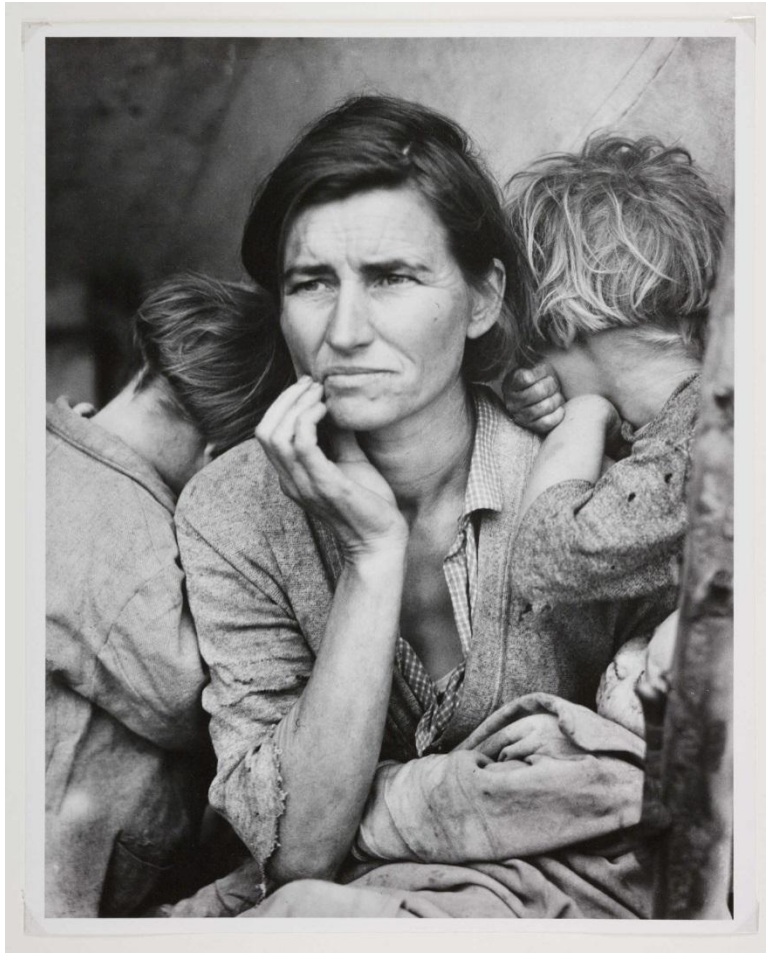


AS TOLD TO JON SCIESZKA
ILLUSTRATED BY LANE SMITH



Pathways to CT: Middle School

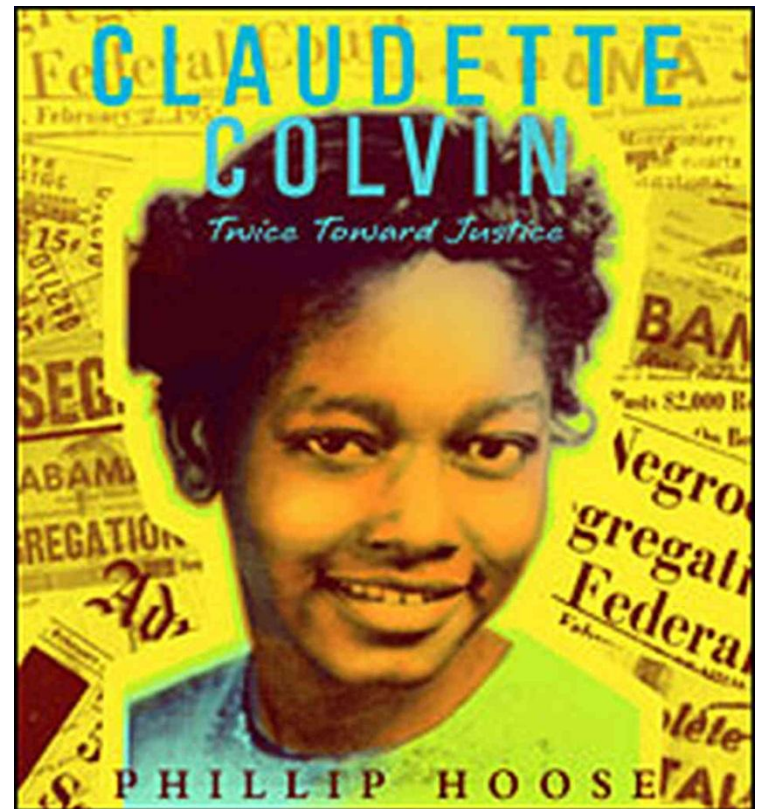




Rosa Parks



1913 - 2005





SUGAR CHANGED THE WORLD

A Story of Magic, Spice, Slavery, Freedom, and Science

BY **MARC ARONSON** AND **MARINA BUDHOS**



UP BEFORE DAYBREAK

COTTON AND PEOPLE IN AMERICA



DEBORAH HOPKINSON

Pathways Help But What About the Test Itself?

Photoshop PSD file download - Resolution 1280x1024 px - www.psdgraphics.com





PARCC

- In some two-part questions you must select the definition of an unfamiliar word; then, you must show what evidence led you to that conclusion.
- If you get the definition wrong, both parts are automatically wrong
- What can we tell our students?

Take Your Time!

- Must read same passages many times to answer sequence of questions
- Second, third, fourth read may show you that your first response was not correct
- As you read and re-read, you have the chance to re-view earlier questions on that passage

There is NO Advantage to Speed

- Take your time to immerse yourself in the passage – or passages if you are comparing two selections – give tentative answers then return
- It is very much like

Diving Into the



Tread Water, Find Your Balance



It is Unfamiliar But

- You can swim, if you take your time
- You are not expected to know the words, the authors, the passages
- You may be reading documents from different historical eras
- Poems or novels written in unfamiliar styles

Use skills taught in school

- Context clues for vocabulary
- How to identify main idea?
- What details support the idea?
- How does this author and POV differ from that one?

In Sum

- Identify 5 elements of Complex Text
- Build Student muscles with volume reading, expertise, clusters, compare and contrast
- Practice skills for dealing with unfamiliar terms, texts, ideas
- Train students to go slow, review, re-think – trust that they have the skills to swim.

CCR = CT

- CT as appropriate to each age and grade
- Give students as many ways as possible to develop CT skills
- Let them know that PARCC is more like classroom experience of close reading than it is a test of prior knowledge.
- And most of all



GO
SLOW