Getting to the Core:
Welcoming 2015 with the Florida ABE College and Career Readiness Standards for Adult Education

Tools for the Classroom

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Getting to the Core: Welcoming 2015 with the Florida ABE College and Career Readiness Standards for Adult Education

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Online Readability Calculators

Name of Readability Calculator	Overview	URL
Coh-Metrix Text Easability Assessor	Provides percentile scores on five characteristics of text, including Narrativity, Syntactic Simplicity, Word Concreteness, Referential Cohesion, and Deep Cohesion. The Text Easability Assessor allows educators to enter a short passage (of fewer than 1000 words) and view a profile of the passage.	http://tea.cohmetrix.com/
Okapi Readability Calculator	Calculates grade levels of passages with the Spache for grades 1-3 and the Dale-Chall for grades 4 and up. Also marks words not in the Dale Familiar Word List. Copy and paste text and run the readability calculator.	http://www.lefthandlogic.com/htmdocs/tools/okapi/okapi.php
Reading Maturity Metric (RMM)	Traditional readability measures only compute superficial aspects of text such as sentence length and word frequency. RMM goes beyond to measure semantic, structural, and vocabulary aspects of text with 30% greater accuracy compared to traditional measures and instantly returns text complexity scores in grade levels.	http://www.readingmaturity.com/rmm-web/#/
The Lexile Framework for Reading	The idea behind The Lexile Framework for Reading is simple: if we know how well a student can read and how hard a specific book is to comprehend, we can predict how well that student will likely understand the book. When used together, Lexile measures help a reader find books and articles at an appropriate level	https://www.lexile.com/

	of difficulty and determine how well that reader will likely comprehend a text.	
ATOS Analyzer	ATOS for Text is used to calculate the readability level for shorter text passages such as magazine and newspaper articles, test items, and other classroom materials. The resulting ATOS level does not include any adjustment for overall length (word count) and is expressed as *ATOS Level*. Results that you will receive from this analysis include: *ATOS Level, Word Count, Average Word Length, and Average Sentence Length.*	http://www.renaissance.com/products/accelerated-reader/atos-
Degrees of Reading Power Analyzer	Free online tool that evaluates instructional text resources using the DRP scale.	http://drp.questarai.com/home/
Text Evaluator (formerly Sourcerater)	TextEvaluator℠ is a fully-automated technology for obtaining valid and reliable feedback about the complexity characteristics of reading passages selected for use in instruction and assessment. There is some wait time for the results.	https://texteval-pilot.ets.org/TextEvaluator/

Progression of Text-Dependent Questions

Whole

Across texts

Entire texts

Segments

Paragraph

Sentence

Word

Part

Opinions, Arguments, Inter-textual Connections

Inferences

Author's Purpose

Vocabulary & Text Structures

Key Details

General Understanding
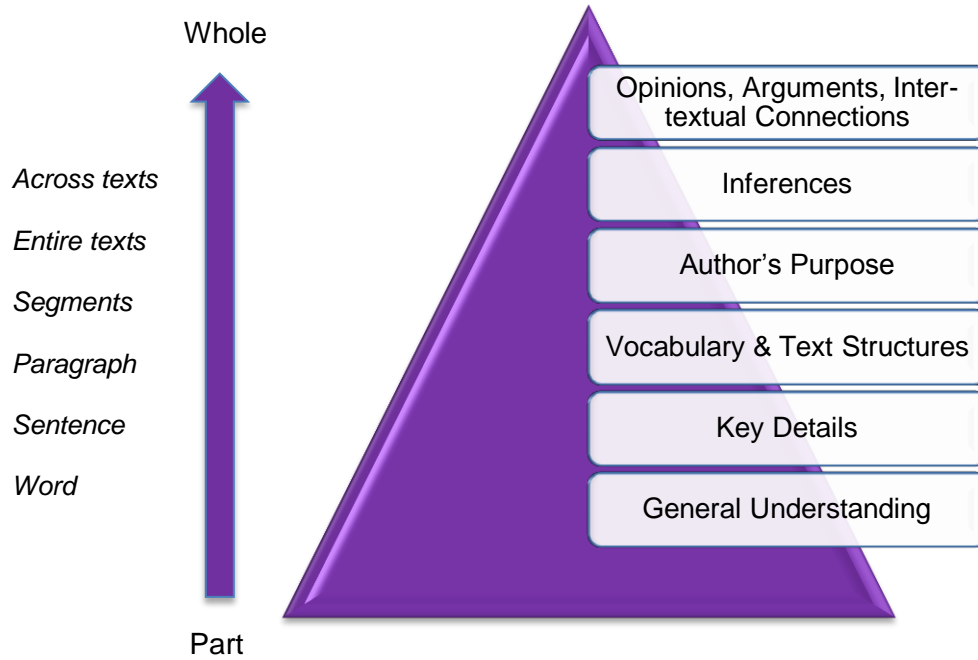
Source: Frey, N. & Fisher, D. Common core language arts in a PLC at work. Bloomington, IN: Solution Tree.

Beginning Frames for Developing Text-Based Questions

Key Ideas and Details		
CCR.RE.ABE.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.	CCR.RE.ABE.2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	CCR.RE.ABE.3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
• What are the key ideas in this text/story? • What can you infer from the title, headings, and anecdotes in this text? • Who was the most important character in the story? • What makes that apparent? • What key details and/or examples support the main idea of _____? • What have you learned from this _____? • Who, what, where, when, how questions. • What conclusions can be drawn from the text? Cite specific evidence to support claims(s). • Which evidence is most relevant to	• Retell the _____. • What is the story or article about? • What is the theme or central idea of the text? Cite evidence from the text to support the theme/central idea. • How is the theme developed over the course of the text? • What is the author's purpose? • What message is the author trying to share? • What could the main character have learned that I could also learn? • What was a moral or lesson in the story? • Summarize the text. • Explain how the author shows the central idea. Cite evidence.	• What can be inferred about the plot based on the setting? Cite specific evidence to support claim. • What can be inferred about the character based on the setting? Cite specific evidence to support claim. • Identify characters, setting, & major events. • Explain key details that support the author's message. • Compare and contrast (characters, setting, events, etc.). • Explain how _____ and ____ interact. • Describe how _____ responds to _____. • Explain how (name of character) changed in the story.

support claim(s)? • Cite evidence to prove what is indirectly stated in the text. • Cite evidence to show how . . .		• Why does _____ think about _____? • How does _____ feel about _____? • How does _____ show persistence (or other character trait) in _____? • How does this help the reader learn more about _____'s character? • What can we infer about the characters _____ and _____? • What do readers learn about the family's relationship from this section? • What does _____'s conversation with _____ reveal? • What event did the author include to show the reader _____? • Describe connections between _____. • Explain relationships or interactions between 2 or more (individuals, events, ideas, concepts) in this text based on specific information in it. • Explain the procedures described in this article.

Craft and Structure		
CCR.R.ABE.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.	CCR.RE.ABE.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.	CCR.RE.ABE.6: Assess how point of view or purpose shapes the content and style of a text.
• What does (word or phrase from the text, figurative language, sensory word,) mean in this selection? • Without changing the meaning of the sentence, what word can best be used to replace the underlined part? • Describe how words and phrases (regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem or song. • How does the author's use of repetition of sounds impact the tone of the text? • What can be inferred from the use of _____ (word/phrase)? Consider connotative meanings. • What kind of text is this? (poem, drama, prose, expository, etc.) What words tell	• What was the (problem, solution)? • How do (series of chapters, scenes, stanzas) fit together to provide overall structure in this text? • What text structure did the author use in this text? • What kind of text is this? (story, article, etc.) • Look back at the text and see if you can divide it into parts. What parts does the author include? • Describe the story structure, including beginning, middle, and ending. • Describe the (action, setting) in the story. • Explain the (structure elements: verse, rhythm, meter) of this poem.	• From what point of view is this story told? • Who is narrating the story? How do we know? • Through whose eyes did you see this story? • Cite relevant evidence that demonstrates the narrator's point of view as reliable/unreliable. • What is the author's stand on the topic of the text? Cite evidence to support the claim. • Read (two or more accounts of the same event/topic). Analyze the information that the authors present. • What similarities and/or differences are there in (titles of two texts on similar

- you that?
- Explain the meaning of (general academic vocabulary word).
- Explain what (domain/content specific word) means.
- Which words really call our attention here?
- What do we notice as we reread them?
- How does the author's choice of words, the tone of the language, illuminate the author's point of view on the topic?

- Explain the (structure elements: cast of characters, settings, descriptions, dialogue, stage directions) of this drama/play.
- What might have happened if _____ hadn't happened first?
- How did the author organize the ideas in the (article, book, etc.)?
- What text structure did the author use?
- Explain how you know that the author used a _____ text structure.

- topics)?
- How does the author feel about (topic)?
- How did the graphics help you understand the section about _____?
- Distinguish between information provided by pictures and words in the text.
- How does your own point of view compare to the author of _____?
- Locate a sentence, phrase, or paragraph that _____ (persuades, informs, entertains, or describes/explains) something. Cite evidence to explain how.

Integration of Knowledge and Ideas		
CCR.RE.ABE.7: Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	CCR.RE.ABE.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.	CCR.RE.ABE.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.
• Describe (character, setting, event). Use specific examples from the illustrations and/or words. • Describe the relationship of the graphics and the text. • How does the meaning of the text change with the graphics? • Use illustrations and words in print or digital text to demonstrate understanding of characters/setting/ plot. • How did the author use illustrations to engage the reader in the events of the story? • How do the (visual/multimedia elements) help the reader understand the author's message? • Use illustrations and details in a text to	• Identify the reasons an author gives to support his key point(s). • Explain how the author uses evidence to support the main idea of _____. Cite evidence to support claim. • Identify which evidence supports which points. • What is the author's point of view on the topic? What in the text makes you say this? • Describe logical connections between specific sentences and paragraphs. • Explain cause and effect relationships in the text. • What was the tone of the text? Did the author exhibit bias? • Prove with evidence if the text was relevant to the intended message.	• Compare (characters, titles from the same genre, theme, topic, versions of the same story, etc.). • Identify similarities and differences between two texts on the same topic. • Describe the differences of evidence on how two different authors communicate information on the same topic. Cite evidence to support claim. • Read several texts on the same topic. Write a speech using information from each of source. • Compare the text to: a movie, webpage, video game, piece of art or music, or other media. How does this selection connect to the theme of _____? • Integrate information from the texts to explain the key points and/or message.

describe key ideas. • What text features (headings, table of contents, glossaries, electronic menus, icons) did the author include to help the reader? • How did search tools (key words, side bars, hyperlinks) help the reader? • How do the pictures, etc. help convey the mood of the story?	• Does the evidence support the intended message with adequate information? • What evidence does the author give that relates to the argument? • Does the author support the intended message with adequate information? Cite evidence to support your opinion.	• How does this selection connect to (other text we have read, content area, etc.)? • How is _____ in paragraphs __ and __ like that same idea in paragraphs __ through __? • How is _____ shown in paragraphs __ - ___? • How do the texts address similar topics? Cite evidence that supports the similarities of the texts. • What mood does the author create?

Adapted from A Close Look at Close Reading, Beth Burke; Text Dependent Stems and Frames, Teacher 247, Teachers Pay Teachers; and Achieve the Core.

Reading Websites – Fiction and Non-Fiction

The following are reading sites – both fiction and non-fiction. The sites are listed in alphabetical order. Although not inclusive, this list provides a beginning source for obtaining both fiction and non-fiction texts.

Adult Learning Activities. A California Distance Learning Project. Articles are written at an ABE readability level about different life skills. Some of the articles are about California or may be dated based on the type of news story used. http://www.cdlponline.org/

An Online Library of Literature. Reading books online that can be downloaded free from this online library. http://www.literature.org/

Awesome Stories. This site includes descriptions and primary source background materials on current popular movies, American history, religion, disasters, famous trials, biography, religion, inspiration and the law. The background materials come from the Library of Congress, National Archives, the British Museum and universities, libraries historical societies and museums from around the world. Each story has "chapters" and links to the source material. http://www.awesomestories.com/

Detroit News. Part of the Newspapers in the Classroom project, this site provides online articles, worksheets, editorial cartoons, and lessons already developed. http://nieonline.com/detroit/

eReading. This site provides reading worksheets, activities, and resources aligned with the Common Core States Standards. This website uses a skill-focused approach where each activity targets a specific set of skills. Assignments are appropriate for approximately GE levels 6-12, but with modifications could be adapted for lower levels as well. http://www.ereadingworksheets.com/

Izzit.org. This site provides a variety of articles from various sources. Articles are based on current topics of interest. The site also includes videos for use in the classroom. http://www.izzit.org/

The Internet Public Library. This is a free online public library with references, books, stories, and newspapers from all over the world. http://www.ipl.org/

Learn About the United States. U.S. Citizenship. Although written for individuals who wish to study for the citizenship test, this pdf file provides short excerpts on various areas of government and U.S. history. http://www.uscis.gov/sites/default/files/USCIS/Office%20of%20Citizenship/Citizenship%20Resource%20Center%20Site/Publications/PDFs/M-638_red.pdf

The Learning Edge. An interactive, on-line newspaper for adult learners. It's interesting, topical stories are plainly written for a range of learners. Each story is read out loud slowly by a pleasant voice, and is accompanied by learning activities such as games, puzzles, interactive quizzes and writing contests. www.thewclc.ca/edge

The Learning Resources. Western Pacific LINCS/Cable News Network, Inc. provides web-delivered instruction with full text of newspaper story and activities to test comprehension and assist teachers in using authentic texts with different levels of learners. Each module includes the text of the story, activities, and a short video clip. http://literacynet.org/cnnsf/home.html

Library of Congress. Searchable database of primary source documents with references to CCSS and lesson ideas from lowest grade levels through high school.
http://www.loc.gov/teachers/

Newsela. This site provides an innovative way to guild reading comprehension with nonfiction text that's always relevant. Each article is available in 4-5 different Lexile Levels with many of them providing a quiz that is aligned to a specific anchor standard. It is necessary to sign up for the free account to see the different level of articles. https://newsela.com/

Newspaper Map. Provides access to the front page of hundreds of newspapers, worldwide. http://www.newspapermap.com

ProCon.org. This site provides articles/documents/visual texts that provide both the pro and con side of the issue. Context on an issue is provided with plenty of sources on each side. Provides great resources to support critical thinking skills, as well as videos. http://www.procon.org/

ReadWorks.org. Although written for the K-12 program, many of these nonfiction texts and lessons are usable in the adult basic education program. Each article is between 3/4th of a page to about 2 pages in length. Common Core aligned skills units are also provided on the site, including paired text units. http://www.readworks.org/

ReadWriteThink. This is a terrific resource for teachers for many activities, lessons and games. http://www.readwritethink.org/

The Reading Matrix. The website includes 50 reading passage. Students can pull their results which provide not only the percent correct and incorrect, but also an explanation for why a selection was incorrect. http://www.wadsworth.com/devenglish_d/templates/stripped_features/devreadingquizzes.html

Reading Skills for Today's Adults. This site provides original texts written by instructors for Marshall Adult Education. Each article can be used as a timed reading, as well as a source for reading comprehension. Articles are written at a 0.7 to 8.9 GE. http://resources.marshalladulteducation.org/reading_skills_home.htm

StoryBytes. Short, original stories about life's experiences. Please note that the stories should be assessed prior to using in the classroom. Although many of the stories are very appropriate for use in the adult education classroom, such as the short story. http://www.storybytes.com/

ThinkCERCA. Similar to Newsela, this site has a mix of nonfiction articles that include an audio feature that reads each article aloud to students, an option of inputting Extended Response/Short Answer questions, and an embedded dictionary within each article. http://www.thinkcerca.com/

TV 411. The Adult Literacy Media Alliance. Audio clips and slide shows on assorted topics, including reading. This site is also available in Spanish. http://www.tv411.org/

Tween Tribune. Daily news sites, including text, photos, graphics, and audio and/or video materials prepared by the Smithsonian about current events, history, art, culture, and science. http://tweentribune.com/

Understanding Science. Science articles for reading at different levels. http://undsci.berkeley.edu/article/intro_01

US History.org. This site provides access to numerous types of historic documents and nonfiction articles on U.S. history, ancient civilizations, and American Government. http://www.ushistory.org/

Wonderopolis. Articles, videos and other resources searchable by topic and grade level are provided by the National Center for families Learning (NCFL). The articles are appropriate for adult education classrooms. http://wonderopolis.org/

Chart for Interpreting the Components of a Standard

1 Standards	2 Skills Included in the Standard	3 Concepts Included in the Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
List the standards here – one per row.	Indicate what skills are expected. Skills are what learners are expected to do to demonstrate mastery of the concepts and content. They are represented by the verbs in the standard. If multiple skills are included, align the concepts with the skills to which they apply. This is unnecessary if the skills listed apply equally to all concepts.	Indicate what concepts or content are included in the standard. Concepts are the information or ideas that learners need to *know*. These generally are the nouns or noun phrases in the standard.	Indicate in which context students are required to use the standard's skills and concepts, e.g., writing a constructed response, solving a problem. This is the how, where, or when the learner will demonstrate the concepts or skills.	Using the selected taxonomy, consider the information in Columns 2-4 to determine the "level of thinking" or cognitive demand of the standard.	Add a teaching activity that encompasses the concepts and skills of this standard and is pitched at an appropriate level of cognitive demand.

Template adapted from Standards-in-Action: Innovations for Standards-Based Education

Sample Reading Standard – Level Standard and Benchmark Approach

1 Standards	2 Skills Included in the Standard	3 Concepts Included in the Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
Anchor Standard: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (CCR.RE.ABE.2)					
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (CCR.RE.ABE.2) **a.** Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. (CCR.RE.ABE.2.4.a)	determine analyze summarize determine summarize make distinctions	theme/central idea of a text development details how theme is conveyed through details text text and personal opinions/judgments	Argumentative writing piece	DOK 1 DOK 1 DOK 2 DOK 2	Using a text describing the pros and cons of various cell phones, students will create a graphic organizer showing the main ideas and supporting details and discuss how the details support the main idea. Students will write summaries of the text based on the facts. Students will use a rubric to check each other's summaries for the inclusion of opinion or judgment.

Template adapted from Standards-in-Action: Innovations for Standards-Based Education

Chart for Interpreting the Components of a Standard

1 Standards	2 Skills Included in the Standard	3 Concepts Included in the Standard	4 Through a Particular Context	5 Cognitive Demand/Levels of Thinking	6 Sample Activity
Anchor Standard:					

Template adapted from Standards-in-Action: Innovations for Standards-Based Education