

Appendix B



HOW CAN WE MAKE THE MOST OF OUR TEXT
SELECTIONS?



COMMON CORE STATE STANDARDS FOR

English Language Arts

&

Literacy in

History/Social Studies,

Science, and Technical Subjects

Appendix B: Text Exemplars and
Sample Performance Tasks

Objectives



- Recognize the connection between text complexity and Appendix B
- Identify the components of Appendix B
- Identify complex text to match the rigor needed to meet the standards

Essential Question

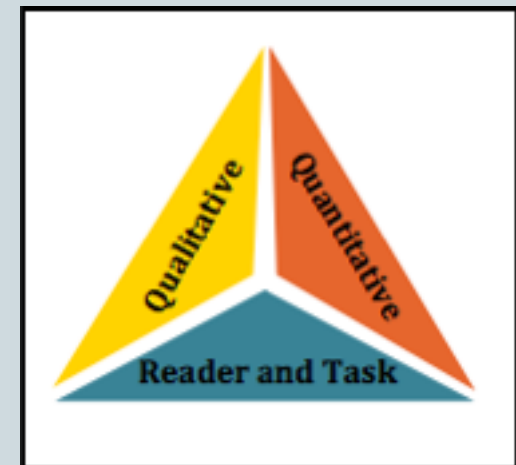


- What is Appendix B? How can it be used to raise the rigor of instruction?

Text Complexity



1. **Quantitative** - difficult (if not impossible) for a human reader to evaluate efficiently, especially in longer texts.
2. **Qualitative** - only measurable by a human reader.
3. **Reader and task** - determining whether a text is appropriate for a given student at a given point in time and what supports are needed for access and success.



What is Appendix B?



- In general, it is a list of exemplars that establish the level of rigor, content, lexile, etc... for the current ELA standards.



Where to find them?



The screenshot shows the 'beyondtextbooks' website interface. At the top left is the logo with the tagline 'Coming together to improve education'. To the right is a search bar and a 'Logout' button. Below this is a navigation bar with links for 'Preschool-5th', 'First Grade', 'Reading', and 'Guides', along with a 'Contact Us' link. The main content area features a breadcrumb trail: 'Home > Preschool-5th > First Grade > Reading'. The title 'Reading' is prominently displayed. Underneath, there is a 'Curriculum Documents' section with a calendar icon. Three tabs are visible: 'Standards & EQ for Posting', 'Appendix B' (which is active), and 'Helpful Links'. A document icon and the text 'K-1 Appendix B' are shown within a container under the active tab.

What's inside? 3, 2, 1...



- Name at least **3** categories that the texts are broken into.
- Identify **2** characteristics of the texts included in Appendix B.
- Describe **1** attribute of the performance tasks.



“How is reading complex text like lifting weights?”

Just as it’s impossible to build muscle without weight or resistance, its impossible to build robust reading skills without reading challenging text.”

-Shanahan, Fisher and Frey

Activity



- Think about an upcoming standard on your calendar.
- Identify a text from Appendix B that you could use to address the standard.
- What task could student's do with the text?

Closure



- Think about Appendix B. How can this document impact instruction?

