

Considering Text Complexity

A Group Discussion Activity

Facilitator Notes

Goal:

Participants will understand the reasoning and importance of the Common Core State Standards' shift to increase the complexity of texts utilized in K-12 classrooms in order to prepare students for college and career readiness.

Distribute to Participants:

- [CCSS Appendix A](#) (pages 2-10)
- [Questions to Guide Discussion](#)

Directions:

- Independently read Text Complexity section found in [Appendix A](#) (pages 2-10). (Approximately 20 minutes)
If time constraints exist, facilitators may elect to assign participants a section to read:
 - Part 1: Why Text Complexity Matters (pages 2-4)
 - Part 2: The Standards' Approach to Text Complexity (pages 4-8)
 - Part 3: Key Considerations in Implementing Text Complexity (pages 8-10)
- Assign participants to small groups.
- Group members should use the [Questions to Guide Discussion](#) in order to extend their thinking and prepare them for future work pertaining to text complexity. (Participants who read all parts (pages 2-10) may choose 2 questions from each section) (Approximately 30 minutes)
- Invite each group to share out their findings with the larger group: (Approximately 30 minutes)
 - If participants read pages 2-10 independently, each group should:
 - share one or two questions that evoked rich discussions.
 - If each participant read only one part, each group should:
 - provide a synopsis of the section that includes key ideas and findings.
 - share one question that evoked the best discussion.
- Encourage the large group to engage in conversation about all sections read.