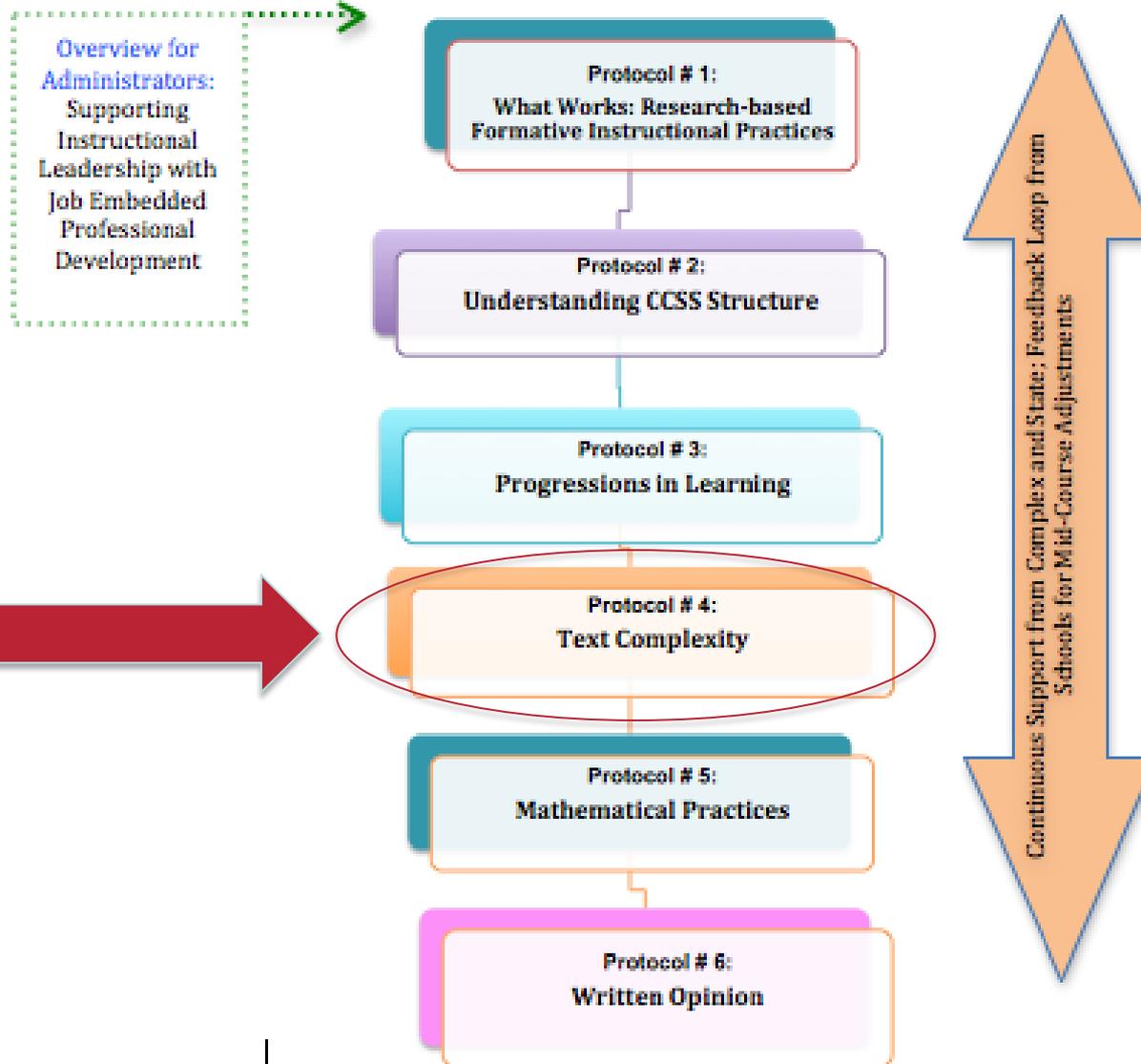


# The Common Core State Standards

## Elementary Protocol 4: Text Complexity



COLLEGE AND CAREER READINESS: TOOLS FOR SCHOOLS  
ELEMENTARY SEQUENCE



# CCSS: Reaching ALL Students

- The Common Core State Standards articulate rigorous expectations to prepare **ALL** students to be college and career ready, including English language learners and Special Education Students.
- These students likely will require additional instructional support.
- English Language Proficiency Standards (ELP) for ELL students are aligned to the CCSS.

# The CCSS 7-Shifts in English Language Arts

1. Text Complexity and Range
2. Read Closely to Analyze, Infer, and Give Evidence
3. Writing to Sources
4. Short, Focused Research
5. Written and Spoken Argument
6. Academic Vocabulary
7. Shared Responsibility for Literacy Development Among All Teachers

# Desired Outcomes

- General understanding of the three measures of *text complexity* and why this is important to College and Career Readiness
- Opportunity to apply the process of *text complexity* using a given text
- General understanding of the definition of “*text-dependent question*” and why it is important to College and Career Readiness
- Opportunity to identify and review *text-dependent questions* using a given text

# Essential Question

How might our understanding of text complexity and text-dependent questions affect our approach to curriculum, instruction, and assessment?



# Why is Text Complexity Important?

Complexity of **K-12 texts** have eroded:

- High school textbooks have declined in all subject areas over several decades
- Average length of sentences in K-8 textbooks have declined from 20 to 14 words
- Vocabulary demands have declined, e.g., 8<sup>th</sup> grade textbooks equivalent to former 5<sup>th</sup> grade texts; 12<sup>th</sup> grade anthologies equal to former 7<sup>th</sup> grade

Complexity of **college and career texts** have remained steady or increased:

- Lexile levels of college textbooks have not decreased in any block of time since 1962 and in fact have increased
- Vocabulary difficulty of newspapers has remained stable
- Word difficulty of scientific journals and magazines 1930–1990 has increased since 1930

- Adapted from Susan Pimentel

# A Look at Text Complexity Grade Bands and Ranges

Common Core Band	ATOS	Degrees of Reading Power®	Flesch-Kincaid <sup>8</sup>	The Lexile Framework®	Reading Maturity	SourceRater
2 <sup>nd</sup> – 3 <sup>rd</sup>	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	0.05 – 2.48
4 <sup>th</sup> – 5 <sup>th</sup>	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	0.84 – 5.75
6 <sup>th</sup> – 8 <sup>th</sup>	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	4.11 – 10.66
9 <sup>th</sup> – 10 <sup>th</sup>	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	9.02 – 13.93
11 <sup>th</sup> – CCR	11.20 – 14.10	67 – 74	10.34 – 14.2	1185 – 1385	9.57 – 12.00	12.30 – 14.50

-“Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity”



# Research: ACT Study

**“Performance on complex texts is the clearest differentiator in reading between students who are likely to be ready for college and those who are not” (ACT, 2006a).**

# Research: ACT Study

“According to an ACT study (2006) of skills needed for **occupations that do not require a college degree but that provide a living wage**, the reading and mathematics skills needed to obtain and hold these jobs are **similar** to those needed to succeed in college.”

(Fisher, Frey, & Lapp, 2012)

## Reading Anchor Standard #10

**Read and comprehend complex literary and informational texts independently and proficiently.**

# Staircase of Increasing Text Complexity : Literature

## Kindergarten

- Actively engage in group reading activities with purpose and understanding.

## Grade 1

- With prompting and support, read prose and poetry of appropriate complexity for grade 1.

## Grade 2

- By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2–3 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## Grade 3

- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

## Grade 4

- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

## Grade 5

- By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently

# Staircase of Increasing Text Complexity : Informational Text

## Kindergarten

- Actively engage in group reading activities with purpose and understanding.

## Grade 1

- With prompting and support, read informational texts appropriately complex for grade 1.

**\*Children at the kindergarten and grade 1 levels should be expected to read texts independently that have been specifically written to correlate to their reading level and their word knowledge.**

**Many of the titles listed above are meant to supplement carefully structured independent reading with books to read along with a teacher or that are read aloud to students to build knowledge and cultivate a joy in reading.**

**pg.32, CCSS-ELA**

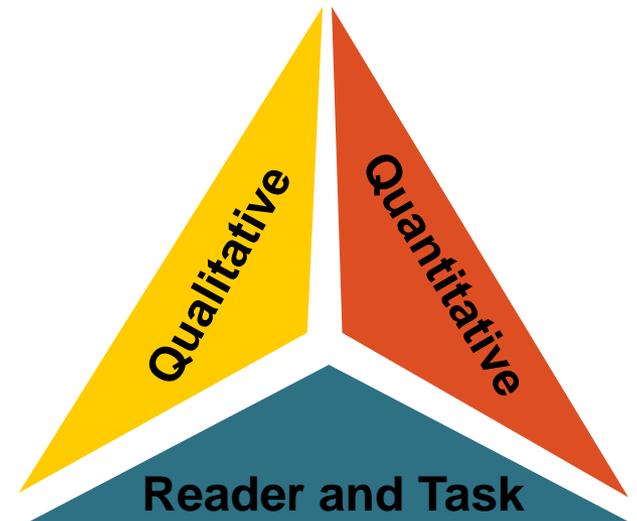
## Grade 5

- By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, **at the high end of the grades 4–5 text complexity band independently and proficiently.**

# Defining Text Complexity

**Text complexity** is defined by:

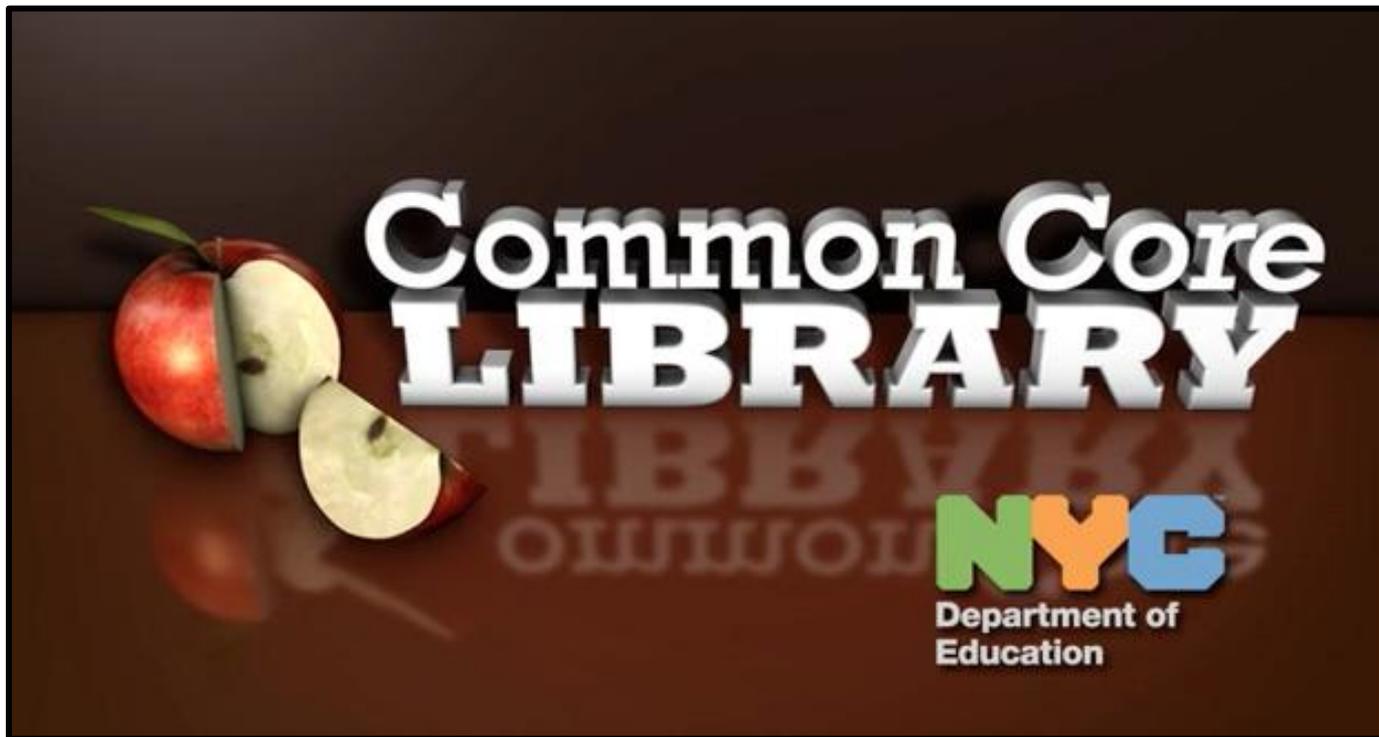
1. **Quantitative measures** – readability and other scores of text complexity often best measured by computer software.
2. **Qualitative measures** – levels of meaning, structure, language conventionality and clarity, and knowledge demands often best measured by an attentive human reader.
3. **Reader and Task considerations** – background knowledge of reader, motivation, interests, and complexity generated by tasks assigned often best made by educators employing their professional judgment.



# Text Complexity Video



*Video resource from New York City DOE*



# Determining Text Complexity

## A Four-step Process:

1. Determine the quantitative measures of the text.  
\*Use this to place a text within a band.
2. Analyze the qualitative measures of the text using the rubric.  
\*Use this to place the text at the top, middle or bottom of the band.
3. Reflect upon the reader and task considerations.
4. Recommend placement in the appropriate text complexity band.

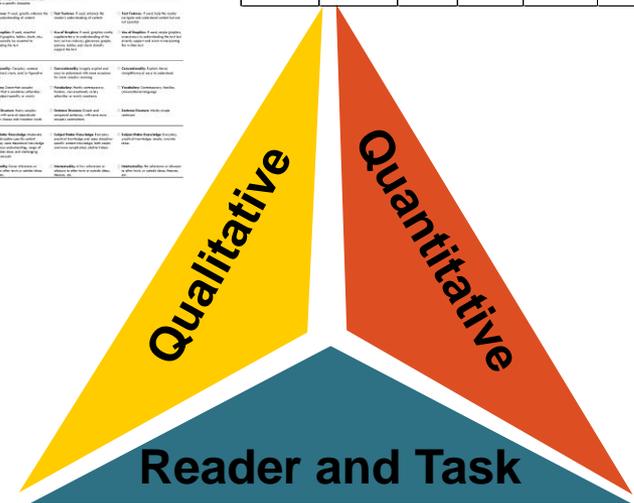
Text Complexity Qualitative Measures Rubric

INTEGRATIONAL TEXTS

Text Title	Text Author	Text Genre	Text Length	
<b>RECURSIVE</b>	<b>Knowledge Complexity</b>	<b>Very Complex</b>	<b>Modestly Complex</b>	<b>Slightly Complex</b>
<b>TEXT STRUCTURE</b>	<b>Language Features</b>	<b>Language Demands</b>	<b>Knowledge and Experience Demands</b>	<b>Motivation for and Interest in the Text</b>
<b>LANGUAGE FEATURES</b>	<b>Language Demands</b>	<b>Language Demands</b>	<b>Language Demands</b>	<b>Language Demands</b>
<b>KNOWLEDGE AND EXPERIENCE DEMANDS</b>	<b>Language Demands</b>	<b>Language Demands</b>	<b>Language Demands</b>	<b>Language Demands</b>

Common Scale for Band Level Text Difficulty Ranges

Common Core Bands:	Text Analyzer Tools					
	ATOS	DRP	FK	Lexile	SR	RM
2nd-3rd	2.75-5.14	42-54	1.98-5.34	420-820	0.05 - 2.48	3.53 - 6.13
4th-5th	4.97-7.03	52-60	4.51-7.73	740-1010	0.84 - 5.75	5.42 - 7.92
6th-8th	7.00-9.98	57-67	6.51-10.34	925-1185	4.11 - 10.66	7.04 - 9.57
9th-10th	9.67-12.01	62-72	8.32-12.12	1050-1335	9.02 - 13.93	8.41 - 10.81
11th-CCR	11.20-14.10	67-74	10.34-14.2	1185-1385	12.30 - 14.50	9.57 - 12



- Questions for Professional Reflection on Reader and Task Considerations
1. What aspects of the text will likely pose the most challenge for my students?
    - o Content or theme concerns or challenges?
    - o Test structure challenges?
    - o Language feature challenges?
    - o Knowledge and experience demands?
    - o Motivation for and interest in the text?
  2. What Common Core State Standards should I focus on when teaching this text?
    - o What are natural areas of focus for this text?
    - o With what standards do my students need the most practice?
  3. What supports do I need to provide so that all of my students (even those who are struggling readers) can access the text?



# Quantitative Measurement Tools

The Lexile Analyzer website interface features a header with the Lexile logo and the tagline "The Lexile® Framework for Reading Matching readers with texts". A navigation bar includes links for "About Lexile Measures", "Using Lexile Measures", "Tools", "Research", and "Professional Development". A search bar at the top right allows for a "Quick Book Search" by title or author. The main content area displays search results for "to kill a mockingbird" with three entries. Each entry includes the book title, author, Lexile score (e.g., 870L, 1050L), page count, and a brief summary. There are also buttons to "Add to My Reading List" and "Find in a Library". A sidebar on the right provides a "Look up a Book" form with fields for Title, Author, Keywords, ISBN, Publisher, Series, Copyright, and Language. Below this is a "Refine your results" section with sliders for age appropriateness and Lexile range.

Lexile Analyzer:

[www.lexile.com/findabook/](http://www.lexile.com/findabook/)

The AR BookFinder website interface is designed for teachers and librarians. It features a header with the AR BookFinder logo and navigation links for "Home", "English - Español", "About Us", and "Help". A search bar at the top allows for a "Quick Search" by keyword. The main content area displays search results for "to kill a mockingbird" with three entries. Each entry includes the book title, author, AR Quiz No., Lexile score (e.g., 4.0, 15.0, 5.0), and a brief summary. There are also buttons to "Add to AR BookBag". A sidebar on the left provides a "Refine Your Search" section with filters for Interest Level, Fiction/Nonfiction, Language, and Topic.

AR BookFinder:

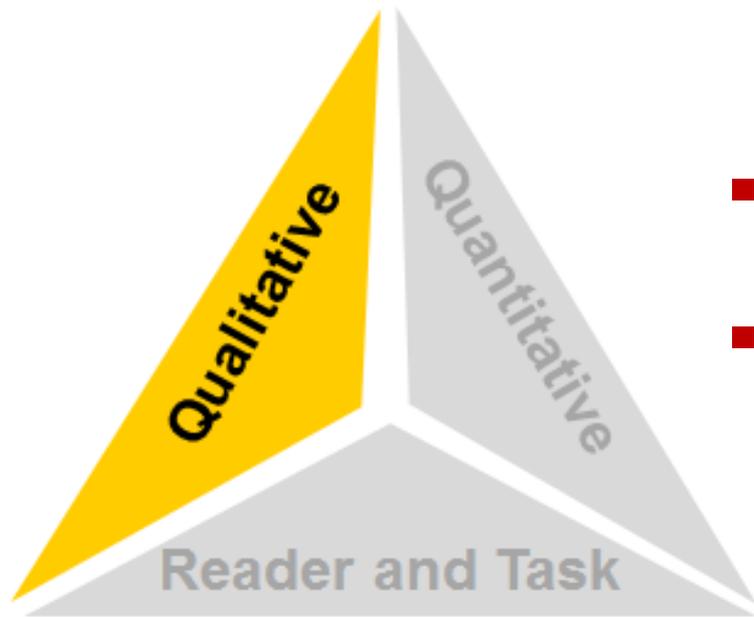
[www.arbookfind.com](http://www.arbookfind.com)

# Common Scale

Common Core Band	ATOS	Degrees of Reading Power <sup>®</sup>	Flesch-Kincaid <sup>®</sup>	The Lexile Framework <sup>®</sup>	Reading Maturity	SourceRater
2 <sup>nd</sup> – 3 <sup>rd</sup>	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	0.05 – 2.48
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6 <sup>th</sup> – 8 <sup>th</sup>	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	4.11 – 10.66
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11 <sup>th</sup> – CCR	11.20 – 14.10	67 – 74	10.34 – 14.2	1185 – 1385	9.57 – 12.00	12.30 – 14.50



# Qualitative Measurement Tools



- Rubric for Literary Text
- Rubric for Informational Text

# Text Complexity: Qualitative Measures Rubric

## LITERARY TEXTS

Text Title \_\_\_\_\_

Text Author \_\_\_\_\_

	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
<b>MEANING</b>	<input type="radio"/> <b>Meaning:</b> Several levels and competing elements of meaning that are difficult to identify, separate, and interpret; theme is implicit or subtle, often ambiguous and revealed over the entirety of the text	<input type="radio"/> <b>Meaning:</b> Several levels of meaning that may be difficult to identify or separate; theme is implicit or subtle and may be revealed over the entirety of the text	<input type="radio"/> <b>Meaning:</b> More than one level of meaning with levels clearly distinguished from each other; theme is clear but may be conveyed with some subtlety	<input type="radio"/> <b>Meaning:</b> One level of meaning; theme is obvious and revealed early in the text.
<b>TEXT STRUCTURE</b>	<input type="radio"/> <b>Organization:</b> Organization is intricate with regard to elements such as narrative viewpoint, time shifts, multiple characters, storylines and detail <input type="radio"/> <b>Use of Graphics:</b> If used, minimal illustrations that support the text	<input type="radio"/> <b>Organization:</b> Organization may include subplots, time shifts and more complex characters <input type="radio"/> <b>Use of Graphics:</b> If used, a few illustrations that support the text	<input type="radio"/> <b>Organization:</b> Organization may have two or more storylines and occasionally difficult to predict <input type="radio"/> <b>Use of Graphics:</b> If used, a range of illustrations that support selected parts of the text	<input type="radio"/> <b>Organization:</b> Organization of text is clear, chronological or easy to predict <input type="radio"/> <b>Use of Graphics:</b> If used, extensive illustrations that directly support and assist in interpreting the written text
<b>LANGUAGE FEATURES</b>	<input type="radio"/> <b>Conventionality:</b> Dense and complex; contains abstract, ironic, and/or figurative language <input type="radio"/> <b>Vocabulary:</b> Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading <input type="radio"/> <b>Sentence Structure:</b> Mainly complex sentences often containing multiple concepts	<input type="radio"/> <b>Conventionality:</b> Complex; contains some abstract, ironic, and/or figurative language <input type="radio"/> <b>Vocabulary:</b> Somewhat complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic <input type="radio"/> <b>Sentence Structure:</b> Many complex sentences with several subordinate phrases or clauses and transition words	<input type="radio"/> <b>Conventionality:</b> Largely explicit and easy to understand with some occasions for more complex meaning <input type="radio"/> <b>Vocabulary:</b> Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic <input type="radio"/> <b>Sentence Structure:</b> Simple and compound sentences, with some more complex constructions	<input type="radio"/> <b>Conventionality:</b> Explicit, literal, straightforward, easy to understand <input type="radio"/> <b>Vocabulary:</b> Contemporary, familiar, conversational language <input type="radio"/> <b>Sentence Structure:</b> Mainly simple sentences
<b>KNOWLEDGE DEMANDS</b>	<input type="radio"/> <b>Life Experiences:</b> Explores complex, sophisticated themes; experiences are distinctly different from the common reader <input type="radio"/> <b>Intertextuality and Cultural Knowledge:</b> Many references or allusions to other texts or cultural elements	<input type="radio"/> <b>Life Experiences:</b> Explores themes of varying levels of complexity; experiences portrayed are uncommon to most readers <input type="radio"/> <b>Intertextuality and Cultural Knowledge:</b> Some references or allusions to other texts or cultural elements	<input type="radio"/> <b>Life Experiences:</b> Explores a single theme; experiences portrayed are common to many readers <input type="radio"/> <b>Intertextuality and Cultural Knowledge:</b> A few references or allusions to other texts or cultural elements	<input type="radio"/> <b>Life Experiences:</b> Explores a single theme; experiences portrayed are everyday and common to most readers <input type="radio"/> <b>Intertextuality and Cultural Knowledge:</b> No references or allusions to other texts or cultural elements



## Text Complexity: Qualitative Measures Rubric

### INFORMATIONAL TEXTS

Text Title \_\_\_\_\_

Text Author \_\_\_\_\_

	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
PURPOSE	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Purpose:</b> Subtle, implied, difficult to determine; intricate, theoretical elements</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Purpose:</b> Implied, but fairly easy to infer; more theoretical than concrete</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Purpose:</b> Implied, but easy to identify based upon context or source</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Purpose:</b> Explicitly stated; clear, concrete with a narrow focus</li> </ul>
TEXT STRUCTURE	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Organization of Main Ideas:</b> Connections between an extensive range of ideas or events are deep, intricate and often implicit or subtle; organization of the text is intricate or specialized for a particular discipline</li> <li><input type="radio"/> <b>Text Features:</b> If used, are essential in understanding content</li> <li><input type="radio"/> <b>Use of Graphics:</b> If used, extensive, intricate, essential integrated graphics, tables, charts, etc., necessary to make meaning of text; also may provide information not otherwise conveyed in the text</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Organization of Main Ideas:</b> Connections between an expanded range ideas, processes or events are deeper and often implicit or subtle; organization may contain multiple pathways and may exhibit traits common to a specific discipline</li> <li><input type="radio"/> <b>Text Features:</b> If used, greatly enhance the reader's understanding of content</li> <li><input type="radio"/> <b>Use of Graphics:</b> If used, essential integrated graphics, tables, charts, etc.; may occasionally be essential to understanding the text</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Organization of Main Ideas:</b> Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential</li> <li><input type="radio"/> <b>Text Features:</b> If used, enhance the reader's understanding of content</li> <li><input type="radio"/> <b>Use of Graphics:</b> If used, graphics mostly supplementary to understanding of the text, such as indexes, glossaries; graphs, pictures, tables, and charts directly support the text</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Organization of Main Ideas:</b> Connections between ideas, processes or events are explicit and clear; organization of text is clear or chronological or easy to predict</li> <li><input type="radio"/> <b>Text Features:</b> If used, help the reader navigate and understand content but are not essential</li> <li><input type="radio"/> <b>Use of Graphics:</b> If used, simple graphics, unnecessary to understanding the text but directly support and assist in interpreting the written text</li> </ul>
LANGUAGE FEATURES	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Conventionality:</b> Dense and complex; contains abstract, ironic, and/or figurative language</li> <li><input type="radio"/> <b>Vocabulary:</b> Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading</li> <li><input type="radio"/> <b>Sentence Structure:</b> Mainly complex sentences often containing multiple concepts</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Conventionality:</b> Complex; contains some abstract, ironic, and/or figurative language</li> <li><input type="radio"/> <b>Vocabulary:</b> Somewhat complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic</li> <li><input type="radio"/> <b>Sentence Structure:</b> Many complex sentences with several subordinate phrases or clauses and transition words</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Conventionality:</b> Largely explicit and easy to understand with some occasions for more complex meaning</li> <li><input type="radio"/> <b>Vocabulary:</b> Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic</li> <li><input type="radio"/> <b>Sentence Structure:</b> Simple and compound sentences, with some more complex constructions</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Conventionality:</b> Explicit, literal, straightforward, easy to understand</li> <li><input type="radio"/> <b>Vocabulary:</b> Contemporary, familiar, conversational language</li> <li><input type="radio"/> <b>Sentence Structure:</b> Mainly simple sentences</li> </ul>
KNOWLEDGE DEMANDS	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Subject Matter Knowledge:</b> Extensive, perhaps specialized or even theoretical discipline-specific content knowledge; range of challenging abstract and theoretical concepts</li> <li><input type="radio"/> <b>Intertextuality:</b> Many references or allusions to other texts or outside ideas, theories, etc.</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Subject Matter Knowledge:</b> Moderate levels of discipline-specific content knowledge; some theoretical knowledge may enhance understanding; range of recognizable ideas and challenging abstract concepts</li> <li><input type="radio"/> <b>Intertextuality:</b> Some references or allusions to other texts or outside ideas, theories, etc.</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Subject Matter Knowledge:</b> Everyday practical knowledge and some discipline-specific content knowledge; both simple and more complicated, abstract ideas</li> <li><input type="radio"/> <b>Intertextuality:</b> A few references or allusions to other texts or outside ideas, theories, etc.</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Subject Matter Knowledge:</b> Everyday, practical knowledge; simple, concrete ideas</li> <li><input type="radio"/> <b>Intertextuality:</b> No references or allusions to other texts, or outside ideas, theories, etc.</li> </ul>

# Reader and Task Considerations Resource

The questions are meant to prompt teacher thinking on:

- *your students*
- *the tasks associated with the text*
- *the related Common Core State Standards*
- *support that your students may need*

⌘ (Handout #4)

## Questions for Professional Reflection on Reader and Task Considerations

1. What aspects of the text will likely pose the most challenge for my students?
  - Content or theme concerns or challenges?
  - Text structure challenges?
  - Language feature challenges?
  - Knowledge and experience demands?
  - Motivation for and interest in the text?
2. What Common Core State Standards should I focus on when teaching this text?
  - What are natural areas of focus for this text?
  - With what standards do my students need the most practice?
3. What supports do I need to provide so that all of my students (even those who are struggling readers) can access the text?



# Determining Text Complexity

## A Four-step Process:

### \* Begin by reading the passage

1. Determine the quantitative measures of the text.

**\*Use this to place a text within a band.**

2. Analyze the qualitative measures of the text using the rubric.

**\*Use this to place the text at the top, middle or bottom of the band.**

3. Reflect upon the reader and task considerations.

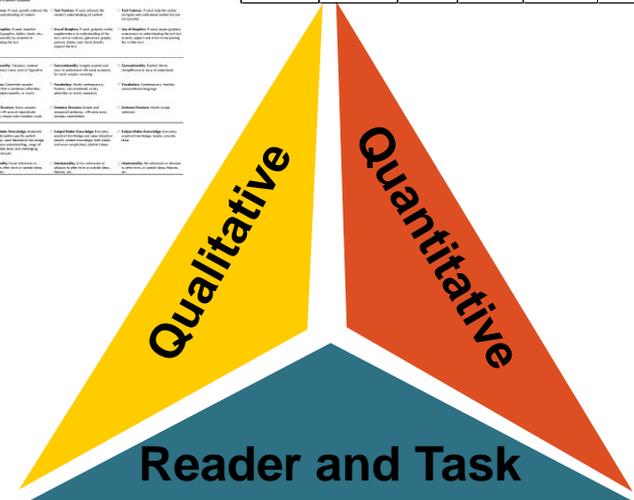
4. Recommend placement in the appropriate text complexity band.

Text Complexity Qualitative Measures Rubric

Text Title	Qualitative Measures	Very Complex	Mostly Complex	Slightly Complex
<b>REQUIRE</b>	Complex text, which requires extensive analysis, synthesis, and evaluation to understand and interpret the text.	Complex text, which requires extensive analysis, synthesis, and evaluation to understand and interpret the text.	Complex text, which requires extensive analysis, synthesis, and evaluation to understand and interpret the text.	Complex text, which requires extensive analysis, synthesis, and evaluation to understand and interpret the text.
<b>TEXT FEATURES</b>	Complex text, which requires extensive analysis, synthesis, and evaluation to understand and interpret the text.	Complex text, which requires extensive analysis, synthesis, and evaluation to understand and interpret the text.	Complex text, which requires extensive analysis, synthesis, and evaluation to understand and interpret the text.	Complex text, which requires extensive analysis, synthesis, and evaluation to understand and interpret the text.
<b>LANGUAGE FEATURES</b>	Complex text, which requires extensive analysis, synthesis, and evaluation to understand and interpret the text.	Complex text, which requires extensive analysis, synthesis, and evaluation to understand and interpret the text.	Complex text, which requires extensive analysis, synthesis, and evaluation to understand and interpret the text.	Complex text, which requires extensive analysis, synthesis, and evaluation to understand and interpret the text.
<b>ANALYTICAL DEMANDS</b>	Complex text, which requires extensive analysis, synthesis, and evaluation to understand and interpret the text.	Complex text, which requires extensive analysis, synthesis, and evaluation to understand and interpret the text.	Complex text, which requires extensive analysis, synthesis, and evaluation to understand and interpret the text.	Complex text, which requires extensive analysis, synthesis, and evaluation to understand and interpret the text.

Common Scale for Band Level Text Difficulty Ranges

Common Core Bands:	Text Analyzer Tools					
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2nd-3rd	2.75-5.14	42-54	1.98-5.34	420-820	0.05 - 2.48	3.53 - 6.13
4th-5th	4.97-7.03	52-60	4.51-7.73	740-1010	0.84 - 5.75	5.42 - 7.92
6th-8th	7.00-9.98	57-67	6.51-10.34	925-1185	4.11 - 10.66	7.04 - 9.57
9th-10th	9.67-12.01	62-72	8.32-12.12	1050-1335	9.02 - 13.93	8.41 - 10.81
11th-CCR	11.20-14.10	67-74	10.34-14.2	1185-1385	12.30 - 14.50	9.57 - 12



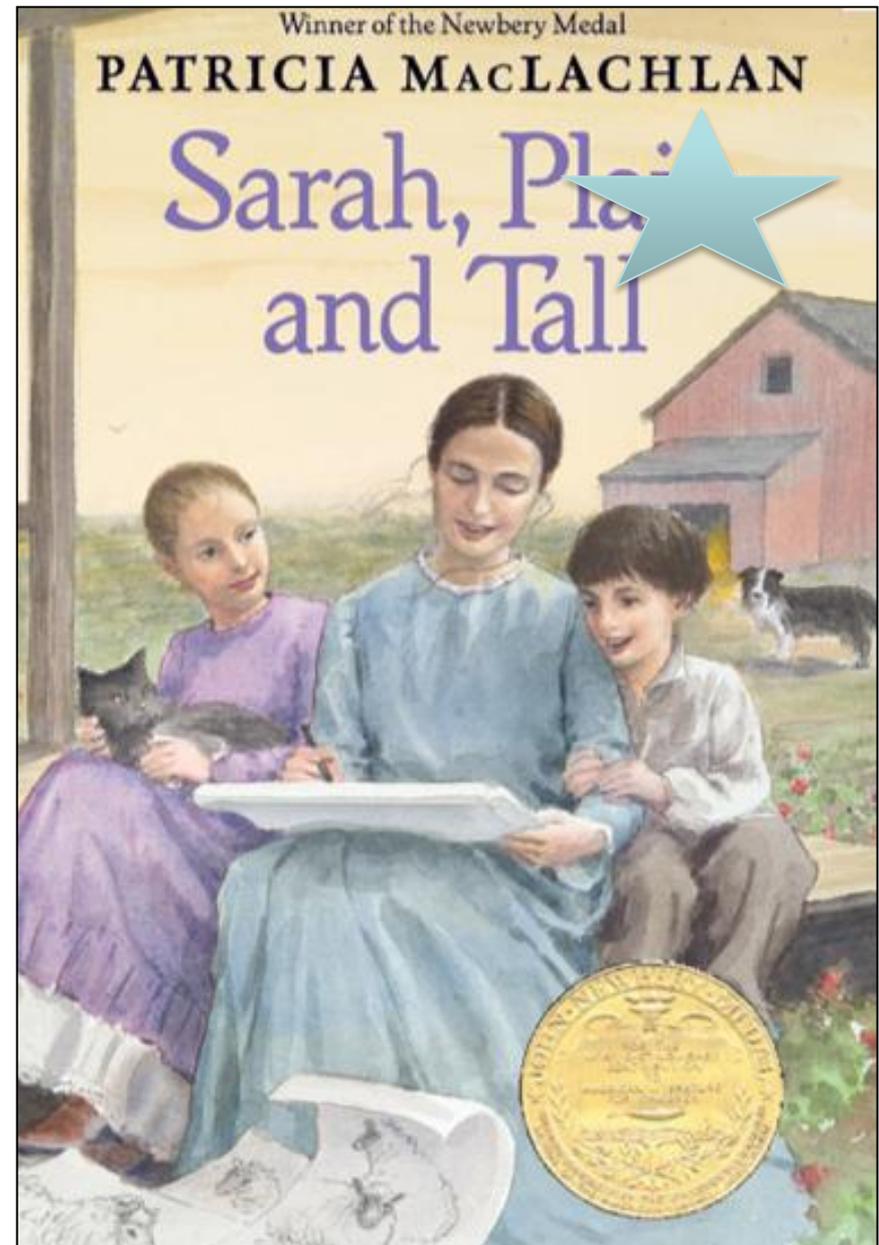
### Questions for Professional Reflection on Reader and Task Considerations

- What aspects of the text will likely pose the most challenge for my students?
  - Content or theme concerns or challenges?
  - Text structure challenges?
  - Language feature challenges?
  - Knowledge and experience demands?
  - Motivation for and interest in the text?
- What Common Core State Standards should I focus on when teaching this text?
  - What are natural areas of focus for this text?
  - With what standards do my students need the most practice?
- What supports do I need to provide so that all of my students (even those who are struggling readers) can access the text?



# Hands-On Practice

- This is one of the exemplar texts noted in Appendix 2 of the CCSS Document
- The passage provided is available in the DSI Item Bank



# Determining Text Complexity

## A Four-step Process:

\* **Begin by reading the passage** **HO # 2**

1. Determine the quantitative measures of the text.

**\*Use this to place a text within a band.**

2. Analyze the qualitative measures of the text using the rubric.

**\*Use this to place the text at the top, middle or bottom of the band.**

3. Reflect upon the reader and task considerations.

4. Recommend placement at the top, middle, or bottom of the text complexity band.

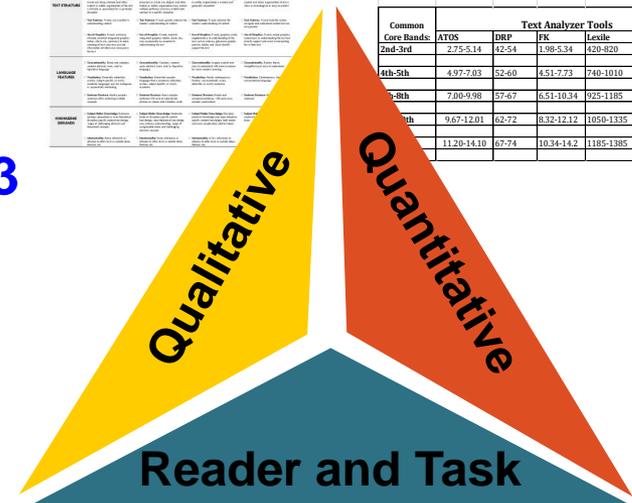
Pause for approximately 12 minutes

For Texts: **Qualitative Measures Rubric**

Category	Qualitative Measure	Text Complexity	Qualitative Measure	Text Complexity
LITERARY MERIT	1. Texts that are rich in content, language, and style	High	2. Texts that are rich in content, language, and style	High
	3. Texts that are rich in content, language, and style	High	4. Texts that are rich in content, language, and style	High
LITERARY MERIT	5. Texts that are rich in content, language, and style	High	6. Texts that are rich in content, language, and style	High
	7. Texts that are rich in content, language, and style	High	8. Texts that are rich in content, language, and style	High

Common Scale for Band Level Text Difficulty Ranges

Common Core Bands	Text Analyzer Tools					
	ATOS	DRP	FK	Lexile	SR	RM
2nd-3rd	2.75-5.14	42-54	1.98-5.34	420-820	0.05 - 2.48	3.53 - 6.13
4th-5th	4.97-7.03	52-60	4.51-7.73	740-1010	0.84 - 5.75	5.42 - 7.92
6-8th	7.00-9.98	57-67	6.51-10.34	925-1185	4.11 - 10.66	7.04 - 9.57
9th	9.67-12.01	62-72	8.32-12.12	1050-1335	9.02 - 13.93	8.41 - 10.81
11-12-14-16	67-74	10.34-14.2	1185-1385	12.30 - 14.50	9.57 - 12	



- challenge for my students?
- Content or theme concerns or challenges?
  - Text structure challenges?
  - Language feature challenges?
  - Knowledge and experience demands?
  - Motivation for and interest in the text?
2. What Common Core State Standards should I focus on when teaching this text?
- What are natural areas of focus for this text?
  - With what standards do my students need the most practice?
3. What supports do I need to provide so that all of my students (even those who are struggling readers) can access the text?



# Key Criteria for Text Selections

- Texts for each grade align with the requirements outlined in the standards.
- All students (*including those who are behind*) have extensive opportunities to encounter grade-level text.
- Text selections are worth reading and re-reading.

Coleman, C., & Pimentel, C, (2012). *Revised publishers' criteria for the common core state standards in english language arts and literacy, grades K-2*. CCSSO, pp.5-7.

# Key Criteria for Text Selections (cont'd.)

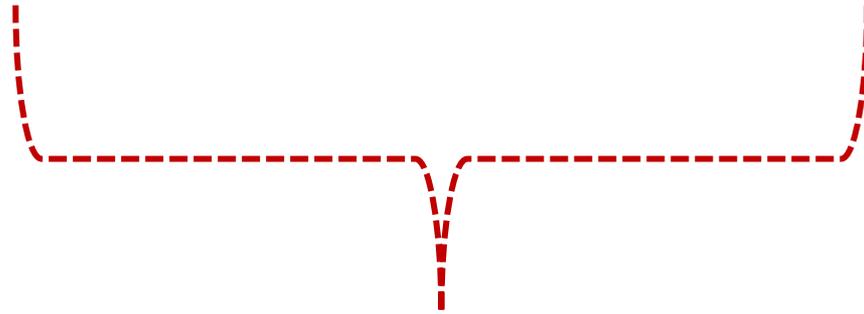
- Literacy programs shift the balance of texts and instructional time to include equal measures of literacy and informational text.
- Additional materials aim to increase the regular independent reading of texts that appeal to students' interests while developing both their knowledge base and joy in reading.

Coleman, C., & Pimentel, C, (2012). *Revised publishers' criteria for the common core state standards in english language arts and literacy, grades K-2*. CCSSO, pp.5-7.

**Text  
Complexity**

**Text-  
Dependent  
Questions**

**Close  
Reading**



# What is Close-Reading?

- **Close reading** is the methodical investigation of a complex text through answering **text-dependent questions** geared to demystify its meaning.
- Close reading forces students to extract **evidence from the text** as well as draw inferences that logically follow from what they have read.

Student Achievement Partners. *Guide to creating questions for close analytic reading: The CCSS, close reading, and text dependent questions.*

# Close-Reading

*“Students need to be taught how to read and think about complex text.”*

Fisher, D., Frey, N. & Lapp, D. (2012)

# What is a “Text-Dependent” Question?

- It is a question that can only be answered by referring explicitly back to the text being read
- It embraces the role of providing evidence from the text and drawing inferences based on consulting the text for answers

# Importance of Text-Dependent Questions

- Do not require information or evidence from outside the text
- Good questions linger over specific phrases and sentences
- Effective sequences of questions build on each other so students stay focused on the text and learn fully from it
- 80-90% of reading standards require text-dependent analysis
- Yet, between 30 to 50% of questions in major textbooks are not text-dependent

- Adapted from Susan Pimentel

# Which are Text-Dependent?

## Which are NOT Text-Dependent?



1. Working with a partner, read each question. Write “Y” next to the questions that are text-dependent and “N” next to the questions and are NOT text-dependent. **HO # 5**
2. Check your work as the facilitator shares the answers.

\* Refer to the text as needed **HO # 2**

Pause for approximately 3 minutes

# Key Criteria for Questions & Tasks

- Questions and tasks cultivate students' abilities to ask and answer questions based on the text.
- Materials provide opportunities for students to build knowledge through close reading of specific texts (*including read-alouds*).
- Scaffolds enable all students to experience rather than avoid the complexity of the text.

Coleman, C., & Pimentel, C, (2012). *Revised publishers' criteria for the common core state standards in english language arts and literacy, grades K-2*. CCSSO, pp.7-9.

# Tips to Consider

- Provide students with a healthy dose of complex texts
- Allow students to practice with complex texts while they become better readers
- Practice with lots of short texts
- Slow down, read and re-read
- Offer sequences of engaging questions (text-dependent questions)
- Offer extra supports to students who need it
- Place a premium on stamina and persistence
- Provide opportunity for students to discuss text with peers

- Adapted from Susan Pimentel

# Essential Question

How might our understanding of text complexity and text-dependent questions affect our approach to curriculum, instruction, and assessment?

# Commitment to Action

- As a grade level team, select texts and use the four-step process to determine the text complexity level of each text.
  - ✦ **Possible Artifact:** Completed Text Complexity Placemats  
(*see resources*)
- As a grade level team, review the questions provided with instructional texts to determine if they are text-dependent questions. Revise questions as needed.  
(\*Be sure to first determine that the text used are at the appropriate level of text complexity)
  - ✦ **Possible Artifact:** A copy of revised/reviewed questions from a Reading Basal and/or other instructional materials

# Additional Resources

- [Standardstoolkit.k12.hi.us](http://Standardstoolkit.k12.hi.us)
- Rubrics for Text Complexity
- Text Complexity Analysis Bookmarks
- Common Core Appendix B
- The Hunt Institute and CCSSO Common Core Implementation Video Series
- [Achievethecore.org](http://Achievethecore.org)
- Text Complexity- Raising Rigor in Reading. Fisher, D., Frey, N., & Lapp, D. (2012).

# PDE<sup>3</sup> Survey Reminder:

## <https://pde3.k12.hi.us>

Survey	
You are currently viewing - Race To The Top (RTTT)	
<b>Question: 1 Rate your satisfaction level on this protocol.</b>	
Rate your satisfaction level on this protocol.	
<input type="radio"/>	Not at all satisfied
<input type="radio"/>	Slightly satisfied
<input type="radio"/>	Moderately satisfied
<input type="radio"/>	Very satisfied
<input type="radio"/>	Extremely satisfied
<b>Question: 2 Rate the level of understanding learned or gained from this protocol</b>	
Rate the level of understanding learned or gained from this protocol	
<input type="radio"/>	Not at all
<input type="radio"/>	A little
<input type="radio"/>	Somewhat
<input type="radio"/>	Quite a bit
<input type="radio"/>	A lot
<b>Question: 3 Rate the level of impact this protocol will have on your practice. Not at all; A little; Somewhat; Quite a bit; A lot</b>	
Rate the level of impact this protocol will have on your practice.	
<input type="radio"/>	Not at all
<input type="radio"/>	A little
<input type="radio"/>	Somewhat
<input type="radio"/>	Quite a bit
<input type="radio"/>	A lot
<b>Question: 4 What other resources would be helpful?</b>	
What other resources would be helpful?	
Feedback	<input type="text"/>
<b>Question: 5 Any other questions or comments about the material in this protocol.</b>	
Any other questions or comments about the material in this protocol.	
Thank your for your feedback	<input type="text"/>



THANK YOU