

**CCR Secondary Literacy Protocol 3b: Text Complexity Handout 1—Notes**

1) What are some factors that make one text more or less complex than another text?

2) Which questions are text-dependent? Which are not text-dependent?

Put an X in the appropriate box for each question.

Questions	Text-dependent	Not Text-dependent
1) What are the people who are assembled at Gettysburg there to do?		
2) Have you ever been to a funeral?		
3) What is the unfinished work that Lincoln asks those listening to commit themselves to at the end of the speech?		
4) Lincoln says that the nation is dedicated to the proposition that “all men are created equal.” Why is equality an important value to promote?		
5) Did Lincoln think that the north was going to “pass the test” that the civil war posed?		
6) Why did Lincoln give this speech?		
7) Explain the logical progression of Lincoln’s argument.		

3) *Reflections:* What are some steps you can take to help improve your students’ ability to comprehend complex texts so that they will be college and career ready?

4) *Commitment to Action:* Based on your reflections, write a goal for yourself.

I will \_\_\_\_\_

by \_\_\_\_\_ (date).

## President Abraham Lincoln's Speech The Gettysburg Address, 1863

Four score<sup>1</sup> and seven years ago our fathers brought forth on this continent, a new nation, conceived in Liberty, and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war<sup>2</sup>, testing whether that nation, or any nation so conceived and so dedicated, can long endure. We are met on a great battlefield of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate—we can not consecrate<sup>3</sup> —we can not hallow—this ground. The brave men, living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember what we say here, but it can never forget what they did here. It is for us the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be here dedicated to the great task remaining before us—that from these honored dead we take increased devotion to that cause for which they gave the last full measure of devotion—that we here highly resolve that these dead shall not have died in vain<sup>4</sup>—that this nation, under God, shall have a new birth of freedom—and that government of the people, by the people, for the people, shall not perish from the earth

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<sup>1</sup> score: twenty

<sup>2</sup> civil war: a war between citizens of the same country

<sup>3</sup> consecrate: declare a place sacred

<sup>4</sup> in vain: without accomplishing anything

~ Close Reading of Complex Text ~

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

★ **TIPS** to help students understand complex text

*Teachers ...*

- ✦ Expose students to complex, grade-level text even if they are not reading at grade-level
- ✦ Offer sequences of engaging text-dependent questions
- ✦ Offer extra supports to students who need it
- ✦ Place a premium on stamina and persistence

*Students...*

- ✦ Practice with lots of short, quality texts
- ✦ Slow down, read and re-read
- ✦ Take notes/annotate as you read
- ✦ Notice confusing parts
- ✦ Discuss the text

★ **Four Roles** of a reader

- ✦ **Code breaker:** Understanding the text at the surface level (i.e., alphabetic, structural)
- ✦ **Meaning maker:** Comprehending the text at the level intended by the author
- ✦ **Text user:** Analyzing the factors that influenced the author and the text, including a historical grounding of the context within which it was written
- ✦ **Text critic:** Understanding that the text is not neutral and that existing biases inform calls to action

## Text Complexity: Qualitative Measures Rubric

### LITERARY TEXTS

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

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

	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
<b>MEANING</b>	<ul style="list-style-type: none"> <li><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</li> </ul>	<ul style="list-style-type: none"> <li><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</li> </ul>	<ul style="list-style-type: none"> <li><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</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Meaning:</b> One level of meaning; theme is obvious and revealed early in the text.</li> </ul>
<b>TEXT STRUCTURE</b>	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Organization:</b> Organization is intricate with regard to elements such as narrative viewpoint, time shifts, multiple characters, storylines and detail</li> <li><input type="radio"/> <b>Use of Graphics:</b> If used, minimal illustrations that support the text</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Organization:</b> Organization may include subplots, time shifts and more complex characters</li> <li><input type="radio"/> <b>Use of Graphics:</b> If used, a few illustrations that support the text</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Organization:</b> Organization may have two or more storylines and occasionally difficult to predict</li> <li><input type="radio"/> <b>Use of Graphics:</b> If used, a range of illustrations that support selected parts of the text</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Organization:</b> Organization of text is clear, chronological or easy to predict</li> <li><input type="radio"/> <b>Use of Graphics:</b> If used, extensive illustrations that directly support and assist in interpreting the written text</li> </ul>
<b>LANGUAGE FEATURES</b>	<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>
<b>KNOWLEDGE DEMANDS</b>	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Life Experiences:</b> Explores complex, sophisticated themes; experiences are distinctly different from the common reader</li> <li><input type="radio"/> <b>Intertextuality and Cultural Knowledge:</b> Many references or allusions to other texts or cultural elements</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Life Experiences:</b> Explores themes of varying levels of complexity; experiences portrayed are uncommon to most readers</li> <li><input type="radio"/> <b>Intertextuality and Cultural Knowledge:</b> Some references or allusions to other texts or cultural elements</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Life Experiences:</b> Explores a single theme; experiences portrayed are common to many readers</li> <li><input type="radio"/> <b>Intertextuality and Cultural Knowledge:</b> A few references or allusions to other texts or cultural elements</li> </ul>	<ul style="list-style-type: none"> <li><input type="radio"/> <b>Life Experiences:</b> Explores a single theme; experiences portrayed are everyday and common to most readers</li> <li><input type="radio"/> <b>Intertextuality and Cultural Knowledge:</b> No references or allusions to other texts or cultural elements</li> </ul>

## Text Complexity: Qualitative Measures Rubric

### INFORMATIONAL TEXTS

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

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

	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
<b>PURPOSE</b>	<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>
<b>TEXT STRUCTURE</b>	<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>
<b>LANGUAGE FEATURES</b>	<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>
<b>KNOWLEDGE DEMANDS</b>	<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>



# Text Complexity Analysis of By Text Type:

## Text Description

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## Recommended Complexity Band Level

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## Quantitative Measure

<b>Quantitative Measure of the Text:</b>	<b>Range:</b>	<b>Associated Band Level:</b>
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## Qualitative Measures

**Text Structure:**

**Language Features:**

**Meaning/Purpose:**

**Knowledge Demands:**



# Text Complexity Analysis of By Text Type:

## Considerations for Reader and Task

**Possible Major Instructional Areas of Focus (include 3-4 CCS Standards) for this Text:**

Below are factors to consider with respect to the reader and task:

**Potential Challenges this Text Poses:**

**Differentiation/Supports for Students:**