

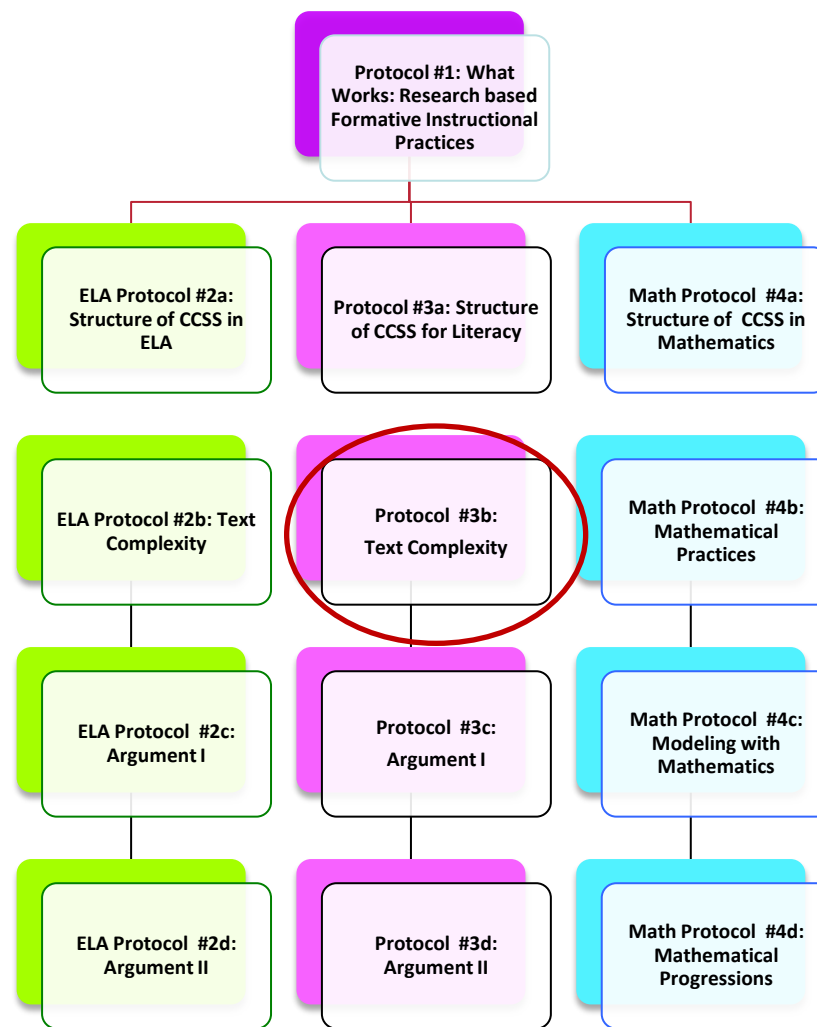
The Common Core State Standards

Secondary Protocol 3b: Text Complexity – Literacy Across the Content Areas



College and Career Readiness: Tools for Schools

Secondary Sequence



Continuous Support from Complex and State; Feedback Loop from Schools for Mid-Course Adjustments

All Means All

- 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.
- Some students likely will require additional instructional support.
- English Language Proficiency Standards (ELP) for ELL students are aligned to the CCSS.



Key Shifts in the CCSS



1. Read Text of Sufficient Complexity and Range



2. Read Closely to Analyze, Infer and Give Evidence

3. Write 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: quantitative, qualitative and reader and task consideration
- General understanding of what a text-dependent question is and why it is an important tool to help students become college and career ready
- Implications to consider for instruction



Question



Answer the following question on a piece of paper, to the best of your ability.

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



Why is Text Complexity Important?

For **college** readiness:

“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).

For **career** readiness:

“According to an ACT (2006b) study 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).



EXPLORE College Readiness Benchmarks

	Met Science Benchmark
Met Reading Benchmark	31%
Did not meet Reading Benchmark	1%

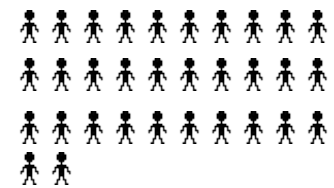
ACT (2008). The Forgotten Middle. p.18. <http://www.act.org/research/policymakers/pdf/ForgottenMiddle.pdf>



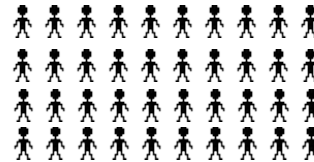
2-yr school

4-yr school

Enter public college: 100



Return for 2nd year: 66



Graduate college: 27



(in 4 yrs)

(in 8 yrs)

Complete College America. (n.d.) Hawaii Alliance of States. <http://www.completecollege.org/docs/Hawaii.pdf>



Range of Reading & Level of Text Complexity

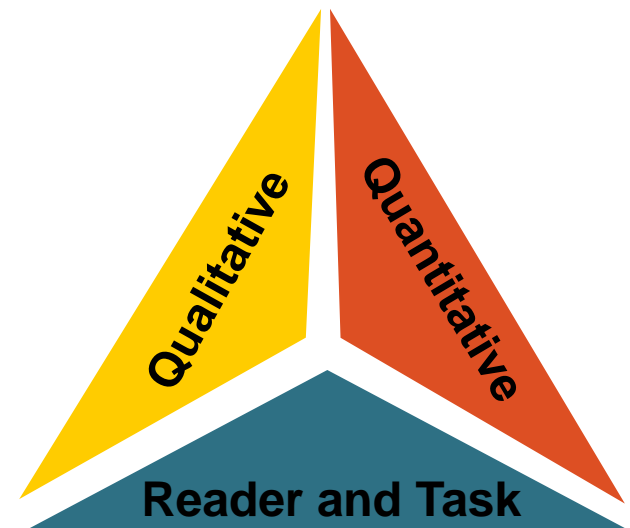
Reading Anchor Standard #10

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

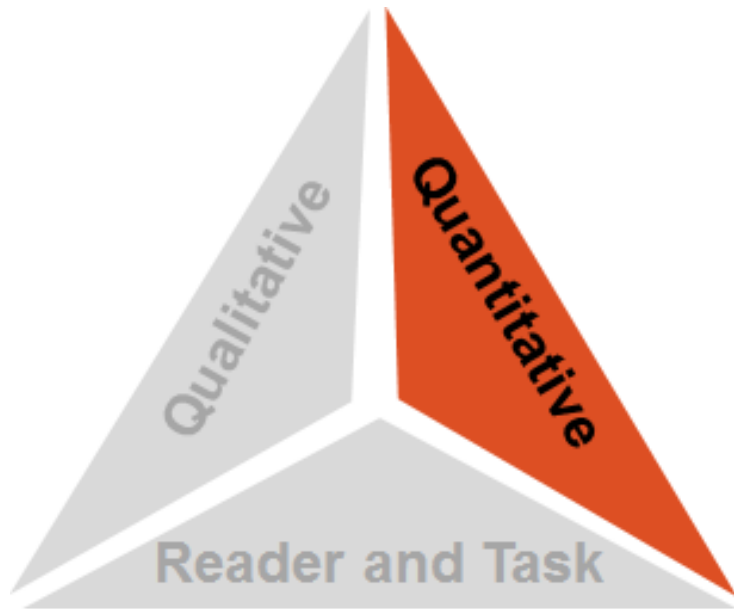
“The Text Complexity Model”

◆ **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.



Quantitative Measures-Resources



- Grade Band Ranges Chart
- Internet databases for quantitative measures (Lexile & ATOS book level)


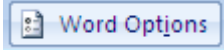
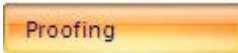

Common Scale

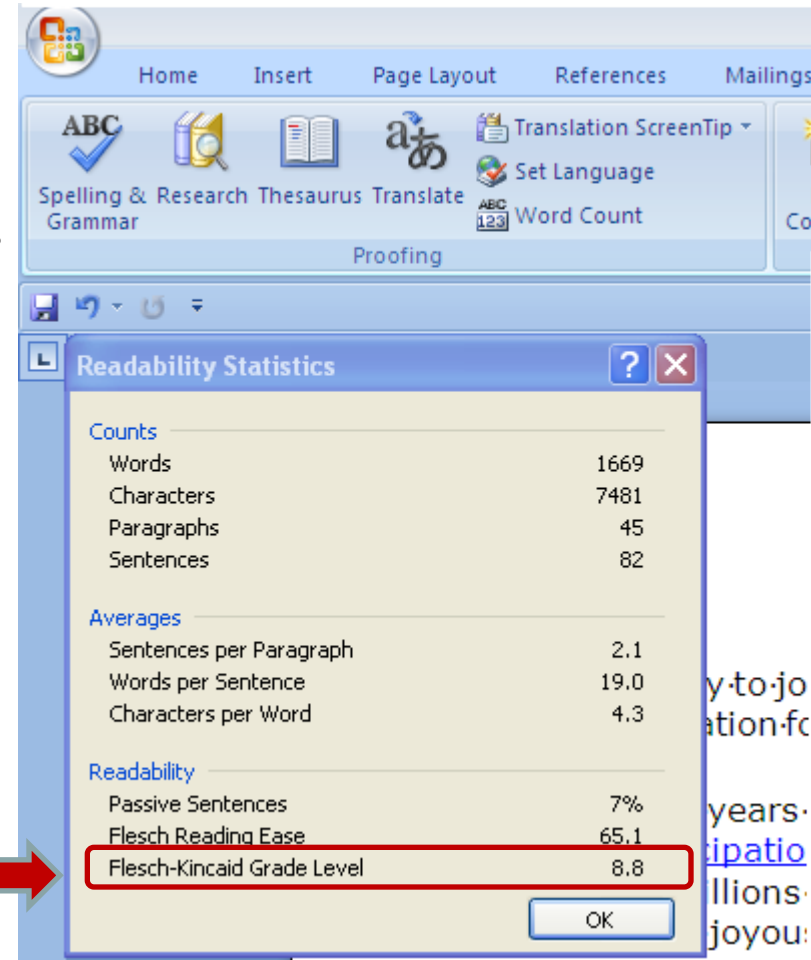
Common Scale for Band Level Text Difficulty Ranges

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

Microsoft Word

Flesch-Kincaid Grade Level

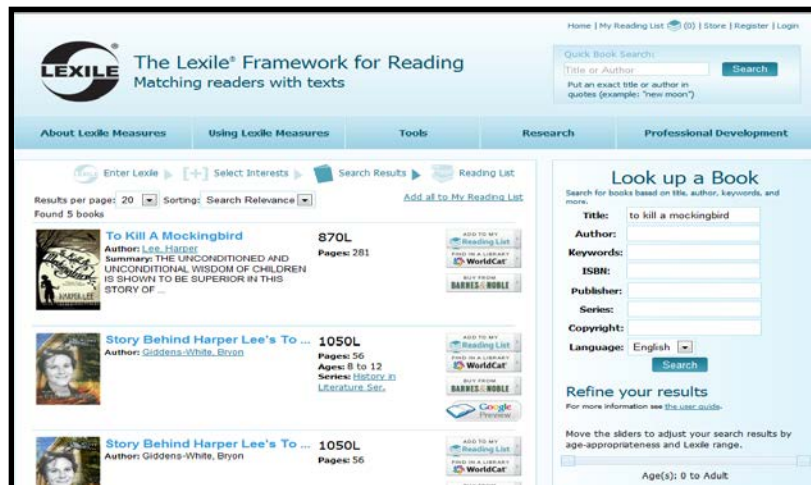
- Open text in Microsoft Word
- Turn on option to show readability statistics
 - For PC Word 2007, click on:
 - Office button 
 - Word options 
 - Proofing 
 - Show readability statistics  Show readability statistics
- Run Spelling & Grammar check



Online Resources

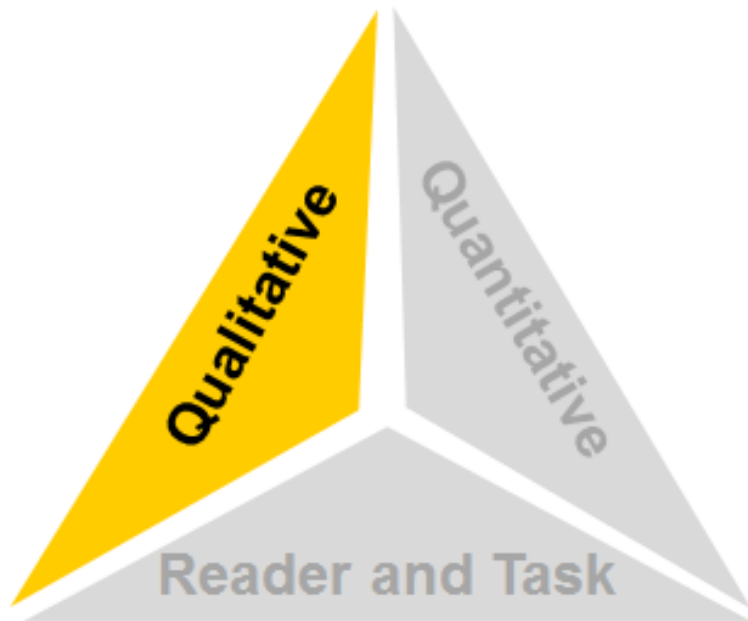


AR BookFinder:
www.arbookfind.com



Lexile Analyzer:
www.lexile.com/findabook/

Qualitative Measures-Resources



- Rubric for Literary Text
- Rubric for Informational Text



Text Complexity: Qualitative Measures Rubric

LITERARY TEXTS

Text Title _____

Text Author _____

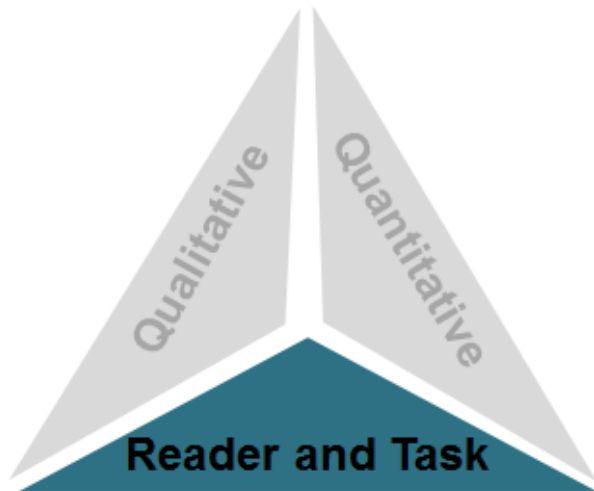
	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
MEANING	<ul style="list-style-type: none"> ○ Meaning: Several levels and competing elements of meaning that are difficult to identify, separate, and interpret; theme is implicit or subtle, often ambiguous and revealed over the entirety of the text 	<ul style="list-style-type: none"> ○ Meaning: 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 	<ul style="list-style-type: none"> ○ Meaning: More than one level of meaning with levels clearly distinguished from each other; theme is clear but may be conveyed with some subtlety 	<ul style="list-style-type: none"> ○ Meaning: One level of meaning; theme is obvious and revealed early in the text.
TEXT STRUCTURE	<ul style="list-style-type: none"> ○ Organization: Organization is intricate with regard to elements such as narrative viewpoint, time shifts, multiple characters, storylines and detail ○ Use of Graphics: If used, minimal illustrations that support the text 	<ul style="list-style-type: none"> ○ Organization: Organization may include subplots, time shifts and more complex characters ○ Use of Graphics: If used, a few illustrations that support the text 	<ul style="list-style-type: none"> ○ Organization: Organization may have two or more storylines and occasionally difficult to predict ○ Use of Graphics: If used, a range of illustrations that support selected parts of the text 	<ul style="list-style-type: none"> ○ Organization: Organization of text is clear, chronological or easy to predict ○ Use of Graphics: If used, extensive illustrations that directly support and assist in interpreting the written text
LANGUAGE FEATURES	<ul style="list-style-type: none"> ○ Conventionality: Dense and complex; contains abstract, ironic, and/or figurative language ○ Vocabulary: Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading ○ Sentence Structure: Mainly complex sentences often containing multiple concepts 	<ul style="list-style-type: none"> ○ Conventionality: Complex; contains some abstract, ironic, and/or figurative language ○ Vocabulary: Somewhat complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic ○ Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words 	<ul style="list-style-type: none"> ○ Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning ○ Vocabulary: Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic ○ Sentence Structure: Simple and compound sentences, with some more complex constructions 	<ul style="list-style-type: none"> ○ Conventionality: Explicit, literal, straightforward, easy to understand ○ Vocabulary: Contemporary, familiar, conversational language ○ Sentence Structure: Mainly simple sentences
KNOWLEDGE DEMANDS	<ul style="list-style-type: none"> ○ Life Experiences: Explores complex, sophisticated themes; experiences are distinctly different from the common reader ○ Intertextuality and Cultural Knowledge: Many references or allusions to other texts or cultural elements 	<ul style="list-style-type: none"> ○ Life Experiences: Explores themes of varying levels of complexity; experiences portrayed are uncommon to most readers ○ Intertextuality and Cultural Knowledge: Some references or allusions to other texts or cultural elements 	<ul style="list-style-type: none"> ○ Life Experiences: Explores a single theme; experiences portrayed are common to many readers ○ Intertextuality and Cultural Knowledge: A few references or allusions to other texts or cultural elements 	<ul style="list-style-type: none"> ○ Life Experiences: Explores a single theme; experiences portrayed are everyday and common to most readers ○ Intertextuality and Cultural Knowledge: No references or allusions to other texts or cultural elements



Text Complexity: Qualitative Measures Rubric for Informational Text

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

Reader and Task Considerations-Resources

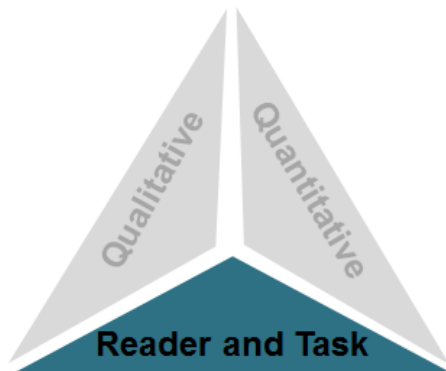


- Questions for Professional Reflection

Reader and Task Considerations-Resources

Questions for Professional Reflection on Reader & Task Considerations:

These questions are meant to spur teacher thought and reflection upon the text, students, and any tasks associated with the text.



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:

1. Determine the quantitative measures of the text.
2. Analyze the qualitative measures of the text.
3. Reflect upon the reader and task considerations.
4. Recommend placement in the appropriate text complexity band.

* *For drama & poetry, use qualitative measures*

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
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11th-CCR	11.20-14.10	67-74	10.34-14.2	1185-1385	12.30 - 14.50	9.57 - 12

Text Complexity Qualitative Measures				
Text Complexity	Qualitative Measures			
	Text Complexity	Text Complexity	Text Complexity	Text Complexity
Text Complexity	Text Complexity	Text Complexity	Text Complexity	Text Complexity
	Text Complexity	Text Complexity	Text Complexity	Text Complexity
Text Complexity	Text Complexity	Text Complexity	Text Complexity	Text Complexity
	Text Complexity	Text Complexity	Text Complexity	Text Complexity
Text Complexity	Text Complexity	Text Complexity	Text Complexity	Text Complexity
	Text Complexity	Text Complexity	Text Complexity	Text Complexity
Text Complexity	Text Complexity	Text Complexity	Text Complexity	Text Complexity
	Text Complexity	Text Complexity	Text Complexity	Text Complexity



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 Text 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?

Recommended Placement Form

The placemats help to:

- Record the text complexity grade band recommendation for a selected text
- Identify what makes the text complex
- Determine the types of support that may be needed in order for all students to access and understand the text

Text Complexity Analysis of
By
Text Type:

Text Description	Recommended Complexity Band Level

Quantitative Measure

Quantitative Measure of the Text:	Range:	Associated Band Level:

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:

Lexile® levels today and with Common Core – Rigor Increased 2-3 Grade Levels (commoncoreinstitute.org)

Current

Typical text measures
(by grade)

Grade	Text Demand Study 2009 25th percentile to 75th percentile (IQR)
1	230L to 420L
2	450L to 570L
3	600L to 730L
4	640L to 780L
5	730L to 850L
6	860L to 920L
7	880L to 960L
8	900L to 1010L
9	960L to 1110L
10	920L to 1120L
11 and 12	1070L to 1220L

Common Core

Text complexity grade bands
and associated Lexile ranges

Grade Band	Lexile (L) Range
K–1	N/A*
2–3	450–790
4–5	770–980
6–8	955–1155
9–10	1080–1305
11–CCR	1215–1355



Closing The Gap: What The Research Says

- No evidence that struggling readers catch up by gradually increasing the complexity of simpler texts
- Research links the close reading of complex text – whether the student is a struggling or advanced reader – to significant gains in reading proficiency and finds close reading to be a key component of college and career readiness (Ericcson & Kintsch, 1993).

Closing the Gap: Practical Steps

- Expose students to complex, grade-level text even if they are not reading at grade-level
- Help students understand complex texts through strategies such as close reading & use of text-dependent questions

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.

What is a Text-Dependent Question?

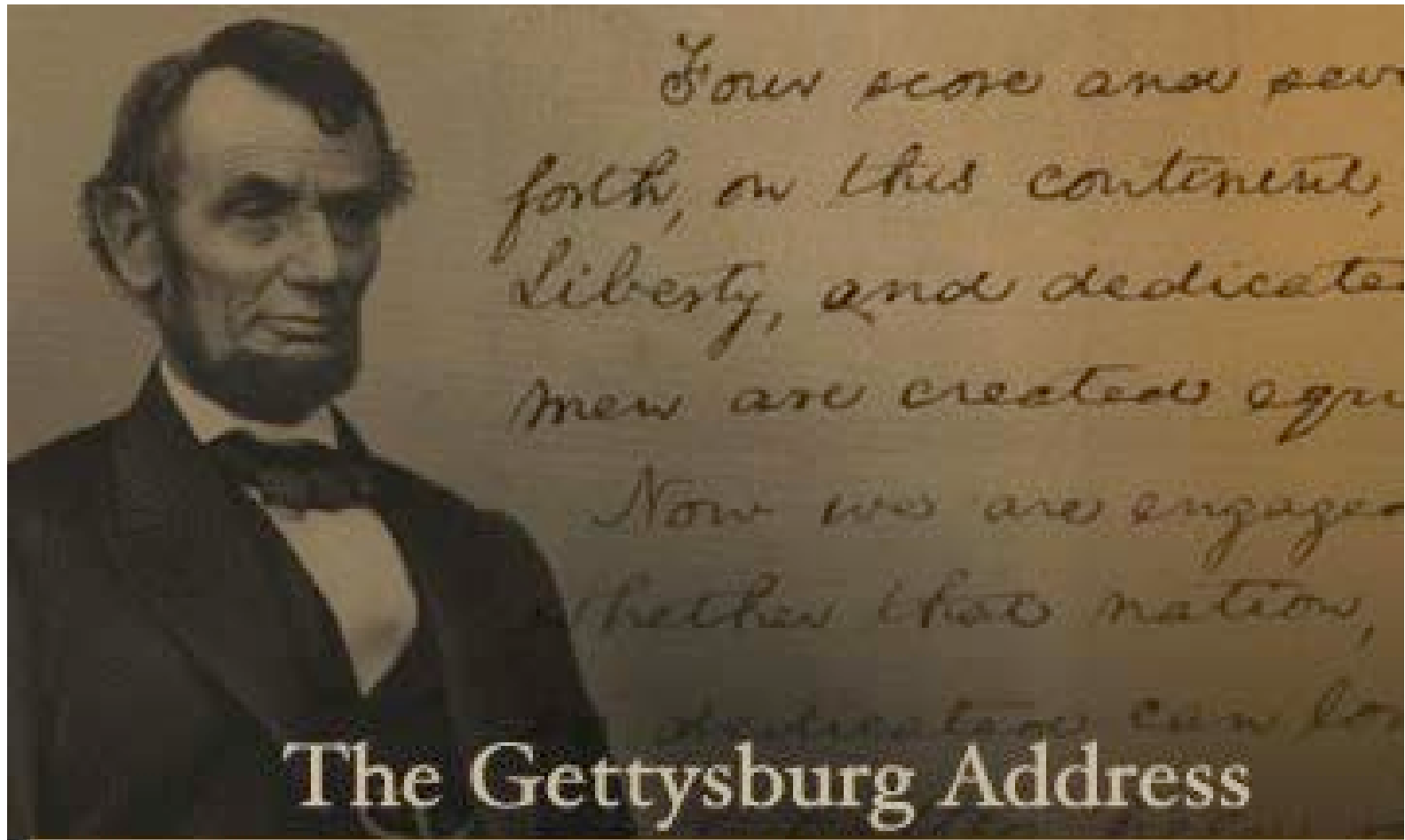
- Can only be answered by referring explicitly back to the text being read
- Does not rely on any particular background information extraneous to the text
- Does not depend on students having other experiences or knowledge



Importance of Text-Dependent Questions

- Require students to follow details of what is explicitly stated and make valid claims that square with text evidence
- 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

Let's Look At Some Samples Together...





Which are Text-Dependent?

Which are NOT Text-Dependent?



1. What are the people who are assembled at Gettysburg there to do?
Text-dependent
2. Have you ever been to a funeral?
Not text-dependent
3. What is the unfinished work that Lincoln asks those listening to commit themselves to at the end of the speech?
Text-dependent
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?
Not text-dependent
5. Did Lincoln think that the north was going to “pass the test” that the civil war posed?
Not text-dependent
6. Why did Lincoln give this speech?
Text-dependent
7. Explain the logical progression of Lincoln’s argument.
Text-dependent



Sample Lesson

<http://www.achievethecore.org/steal-these-tools/close-reading-exemplars>

- Read independently
- Listen to the passage being read aloud
- Translate the first paragraph into your own words
- Discuss the first paragraph via text-dependent questions
 - What does “four score and seven years ago” mean?
 - Who are “our fathers”?
 - According to Lincoln, what is significant about America?
 - Summarize the three ways the nation is new.
 - What happened four score and seven years ago?
- Re-write translated paragraph based on new knowledge



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

Fisher, Frey, & Lapp (2012). Text Complexity- Raising Rigor in Reading. Newark, DE: International Reading Association. p. 107-108.

Tips: Helping Students Understand Complex Texts

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

Key Points

- Students need to be able to understand complex texts in order to be successful in college & career (ACT, 2006a)
- Currently, many students are not well-prepared for college & career (Complete College America, n.d.)
- If texts we are now using are not difficult enough, we need to find texts that are more complex
- Instead of avoiding complex texts, we need to help students understand them through strategies such as close reading and using text-dependent questions



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?

REFLECTIONS



Possible Next Steps & Artifacts

1. Select 2-3 texts currently used by your department, and go through the four-step process with your colleagues to determine the text complexity of each text.
 - *Possible Artifact:* Completed text-complexity placemat
2. Review some questions for a text that you currently use to see if they are text-dependent or not.
 - *Possible Artifact:* List of questions, classified as text-dependent or not text-dependent



Commitment to Action



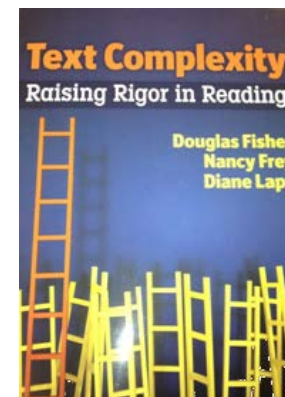
Based on your reflections, write a goal for yourself.

I will _____

by _____ (date).

Additional Resources

- standardtoolkit.k12.hi.us
- Rubrics for Text Complexity
- Text Complexity Analysis Placemats
- Common Core Appendix B
- www.achievethecore.org
- “Guide for Creating Questions for Close Analytic Reading” Handout
- The Hunt Institute and CCSSO Common Core Implementation Video Series
- “Text Complexity- Raising Rigor in Reading” (2012) by Douglas Fisher, Nancy Frey, & Diane Lapp
- Video on text-complexity (15 min) <http://vimeo.com/42791797>



PDE³ Survey Reminder:

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

Survey

You are currently viewing - Race To The Top (RTTT)

Question: 1 Rate your satisfaction level on this protocol.

Rate your satisfaction level on this protocol.

- ☐ Not at all satisfied
- ☐ Slightly satisfied
- ☐ Moderately satisfied
- ☐ Very satisfied
- ☐ Extremely satisfied

Question: 2 Rate the level of understanding learned or gained from this protocol

Rate the level of understanding learned or gained from this protocol

- ☐ Not at all
- ☐ A little
- ☐ Somewhat
- ☐ Quite a bit
- ☐ A lot

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

Rate the level of impact this protocol will have on your practice.

- ☐ Not at all
- ☐ A little
- ☐ Somewhat
- ☐ Quite a bit
- ☐ A lot

Question: 4 What other resources would be helpful?

What other resources would be helpful?

Feedback

Question: 5 Any other questions or comments about the material in this protocol.

Any other questions or comments about the material in this protocol.

Thank you for your feedback