



# Simplifying Text Complexity

KNOW YOUR READER

KNOW YOUR TASK

KNOW YOUR TEXT

PLAN FOR SUPPORT

## TEXT COMPLEXITY INCLUDES:



**READER**  
Characteristics of the reader utilizing the text.



**TASK**  
What the reader is tasked with doing with the text.



**QUANTITATIVE MEASURE**  
Computer-generated number (e.g. Lexile).



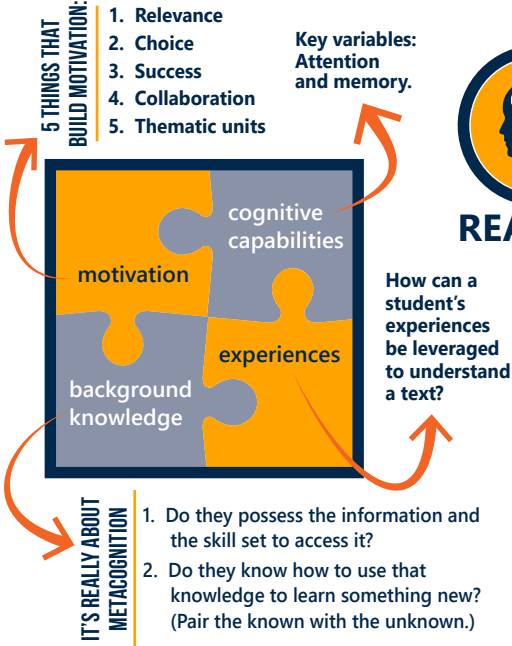
**READABILITY**  
Syntax, sentence length, vocabulary, rare words.



**QUALITATIVE MEASURE**  
Determined by teacher; multifaceted.

## A DEEPER UNDERSTANDING OF READER AND TASK

The reader is the arbiter of the text, who in turn is shaped by the tasks that accompany the text.



**READER**



**TASK**

the **BIG** question  
IN WHOSE **COMPANY**  
WILL THE TASK BE COMPLETED?



Keep in mind...



THE AUTHOR ALWAYS **assumes knowledge** OF THE READER

## QUANTITATIVE AND QUALITATIVE MEASURES



**QUANTITATIVE MEASURE**

**COMPUTER-GENERATED ANALYSIS of:**

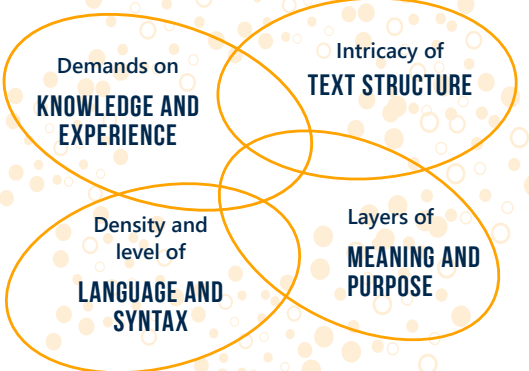
- SENTENCE LENGTH
- SYNTAX
- VOCABULARY
- # OF RARE WORDS

**IN ORDER TO DETERMINE**

**A TEXT'S GENERAL READABILITY**



**QUALITATIVE MEASURE**  
**TEACHER ANALYSIS**



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## PUTTING THE PIECES TOGETHER



Consider a text's **quantitative measure** and determine its general readability. Conduct a **qualitative analysis** of its complexity (levels of meaning and purpose; intricacy of text structure; density and level of language and syntax; demands on knowledge and experience).

Examine the complexity of the **task** required of the **reader** who is engaging with the **text**. Is the balance between task and text appropriate for the reader?

Consult KSDE's **Supporting Students with Complex Texts** for critical questions and considerations to aid in planning for scaffolding and support with the complex text.



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