

Text Complexity and the Kansas Common Core Standards

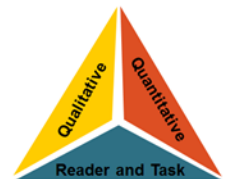
Members of the KSDE Text Complexity Team



Materials

Electronic copies of all of today's materials, including the handouts and PowerPoint, are available at the following URL:

www.ksde.org/Default.aspx?tabid=4778#TextRes



Activity #1

Ripe Figs

As a small group, read “Ripe Figs” and answer the three questions provided at the bottom of the page...



Ripe Figs

Maman-Nainaine said that when the figs were ripe Babette might go to visit her cousins down on Bayou-Lafourche, where the sugar cane grows. Not that the ripening of figs had the least thing to do with it, but that is the way Maman-Nainaine was.

It seemed to Babette a very long time to wait, for the leaves upon the trees were tender yet, and the figs were like little hard, green marbles.

But warm rains came along and plenty of strong sunshine, and though Maman-Nainaine was as patient as the statue of la Madone, and Babette as restless as a humming-bird, the first thing they both knew it was hot summer-time. Every day Babette danced out to where the fig-trees were in a long line against the fence. She walked slowly beneath them, carefully peering between the gnarled, spreading branches. But each time she came disconsolate away again. What she saw there finally was something that made her sing and dance the whole day long.

When Maman-Nainaine sat down in her stately way to breakfast, the following morning, her muslin cap standing like an aureole about her white, placid face, Babette approached. She bore a dainty porcelain platter, which she set down before her godmother. It contained a dozen purple figs, fringed around with their rich, green leaves.

“Ah,” said Maman-Nainaine, arching her eyebrows, “how early the figs have ripened this year!”

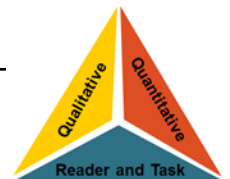
“Oh,” said Babette, “I think they have ripened very late.”

“Babette,” continued Maman-Nainaine, as she peeled the very plumpest figs with her pointed silver fruit-knife, “you will carry my love to them all down on Bayou-Lafourche. And tell your Tante Frosine I shall look for her at Toussaint—when the chrysanthemums are in bloom.”

On a scale of 1 to 10, how would you rate the overall complexity of this text?

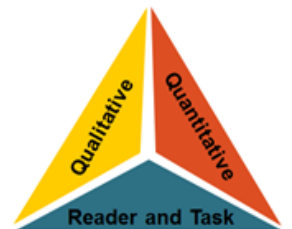
What features of this text support your rating of its complexity?

At what grade level might this text be appropriate for instruction? Why?



Discussion

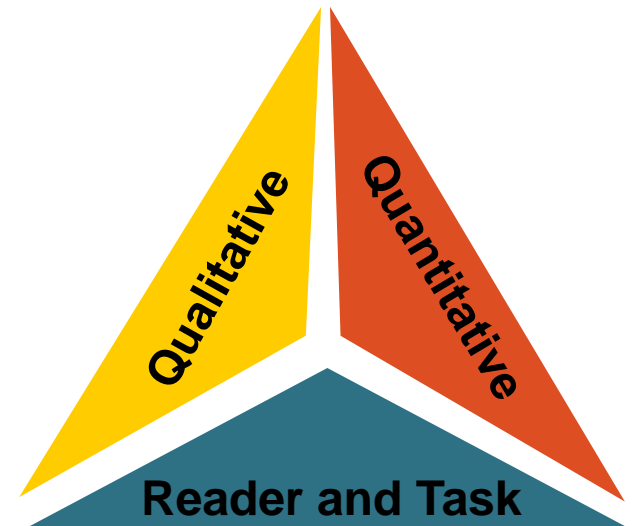
- On a scale of 1 to 10, how would you rate the overall complexity of this text?
- What features of this text support your rating of its complexity?
- At what grade level might this text be appropriate for instruction? Why?



CCSS Text Complexity Model

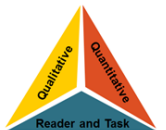
Text complexity is defined by:

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.



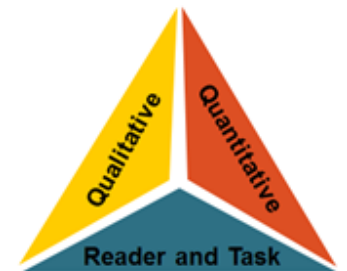
CCSS Text Complexity Model

Text Complexity Grade Bands
K-1
2-3
4-5
6-8
9-10
11-CCR

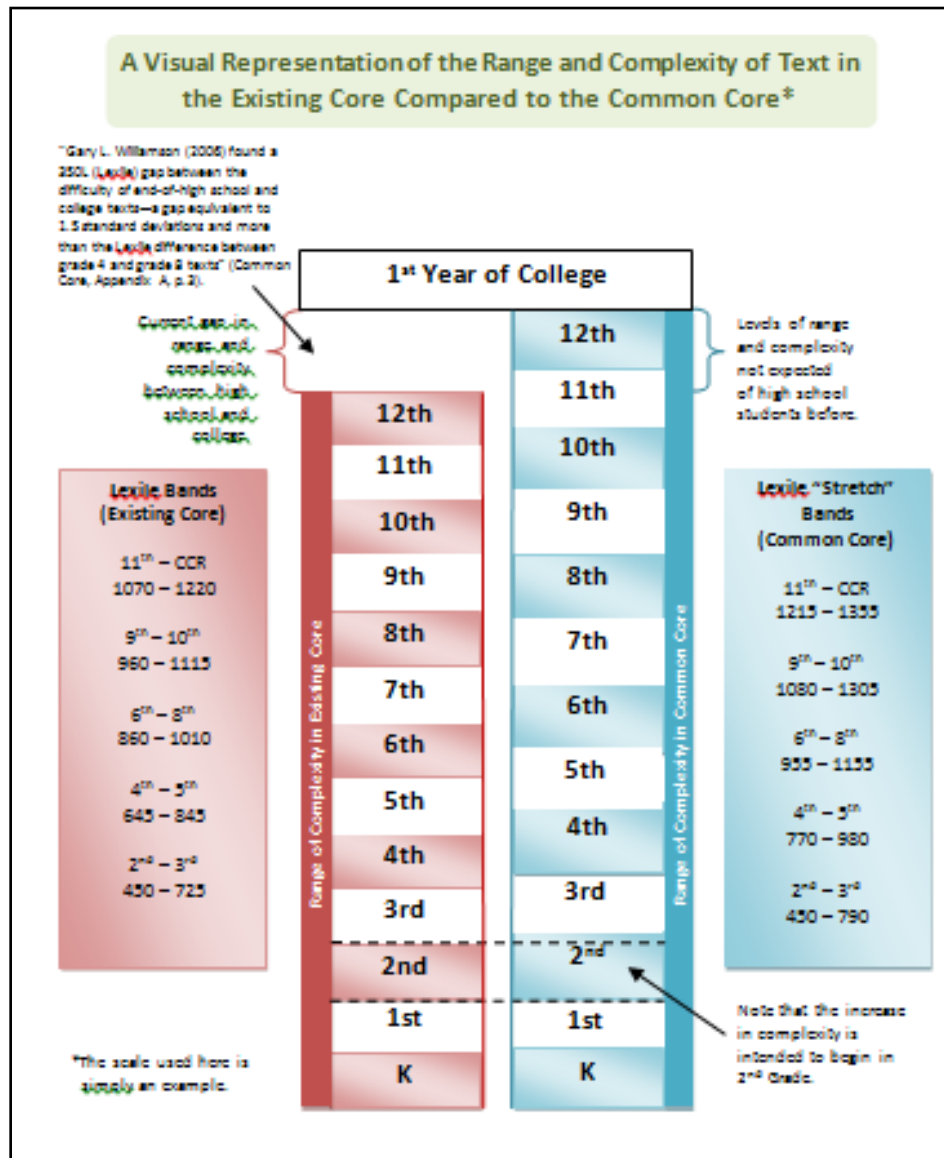


Areas of Emphasis for Instruction

1. **Building knowledge** through a balance of **literary and informational texts**
2. Reading, writing, and discussion grounded in **evidence from text**
3. Regular practice (“productive struggle”) with **complex text** and its **academic vocabulary**



How Do We Address This Gap?



Why Should We Worry about This Gap?



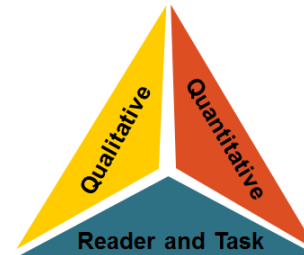
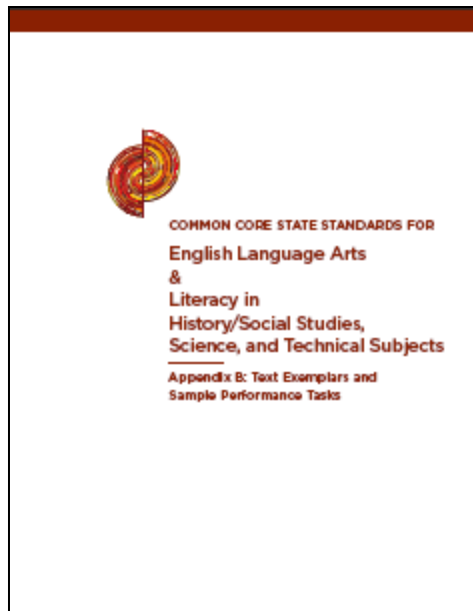
Where Do We Find Texts in the Appropriate Text Complexity Band?

We could....

Choose an excerpt of text from Appendix B:

Use available resources to determine the text complexity of other materials on our own.

or...



Text Complexity: Qualitative Measures Rubric			
LITERARY TEXT			
Qualitative	Key Elements	Qualitative	Quality Complex
READING	1. Demands that the reader understand the text's main purpose and central ideas or issues, analyzing how such ideas and issues are conveyed through the text's details.	2. Demands that the reader analyze how the text's main purpose and central ideas or issues are conveyed through the text's details.	3. Demands that the reader analyze how the text's main purpose and central ideas or issues are conveyed through the text's details.
TEXT STRUCTURE	4. Demands that the reader analyze how the text's main purpose and central ideas or issues are conveyed through the text's details.	5. Demands that the reader analyze how the text's main purpose and central ideas or issues are conveyed through the text's details.	6. Demands that the reader analyze how the text's main purpose and central ideas or issues are conveyed through the text's details.
LANGUAGE FEATURES	7. Demands that the reader analyze how the text's main purpose and central ideas or issues are conveyed through the text's details.	8. Demands that the reader analyze how the text's main purpose and central ideas or issues are conveyed through the text's details.	9. Demands that the reader analyze how the text's main purpose and central ideas or issues are conveyed through the text's details.
KNOWLEDGE DEMANDS	10. Demands that the reader analyze how the text's main purpose and central ideas or issues are conveyed through the text's details.	11. Demands that the reader analyze how the text's main purpose and central ideas or issues are conveyed through the text's details.	12. Demands that the reader analyze how the text's main purpose and central ideas or issues are conveyed through the text's details.

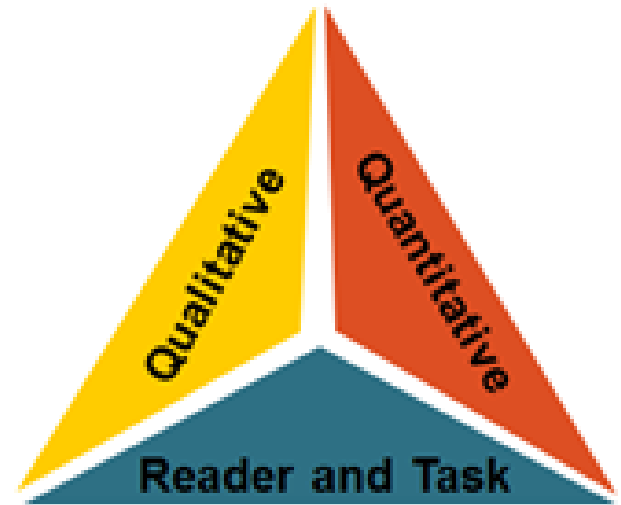
Kansas Common Core Standards Quantitative Measures Ranges for Text Complexity Grade Bands		
Text Complexity Grade Bands	Suggested Lexile Range	Suggested ATOS Book Level Range**
K-1	100L – 500L*	1.0 – 2.5
2-3	450L – 790L	2.0 – 4.0
4-5	770L – 980L	3.0 – 5.7
6-8	955L – 1155L	4.0 – 8.0
9-10	1080L – 1305L	4.6 – 10.0
11-CCR	1215L – 1355L	4.8 – 12.0

* The K-1 suggested Lexile range was not identified by the Common Core State Standards and was added by Kansas.
 ** Taken from Accelerated Reader and the Common Core State Standards, available at the following URL: <http://dx.doi.org/10.1002/9781118458488.pdf>

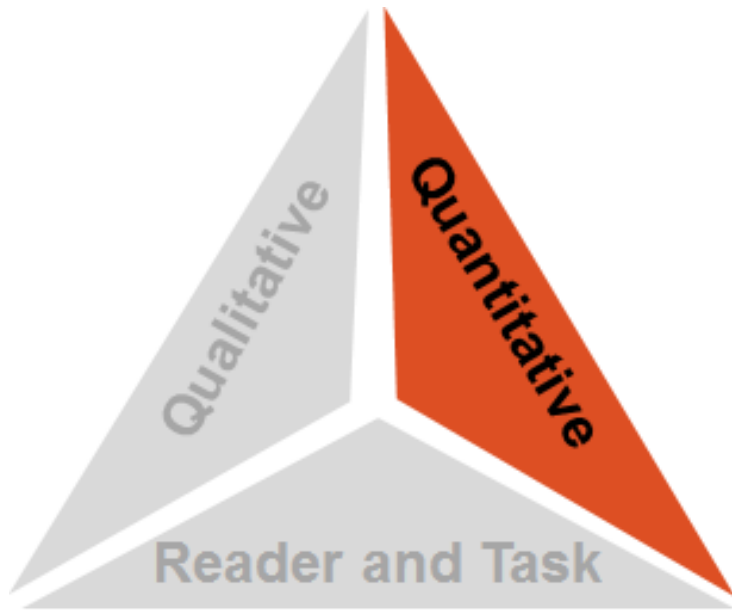
Determining Text Complexity

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.



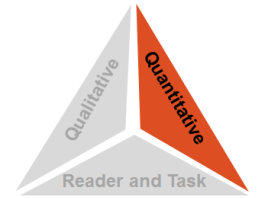
Step 1: Quantitative Measures



Measures such as:

- Word length
- Word frequency
- Word difficulty
- Sentence length
- Text length
- Text cohesion

Step 1: Quantitative Measures



The Quantitative Measures Ranges for Text Complexity:


This document outlines the suggested ranges for each of the text complexity bands using:

1. Lexile Text Measures



---or---

2. ATOS Book Levels
(Accelerated Reader)



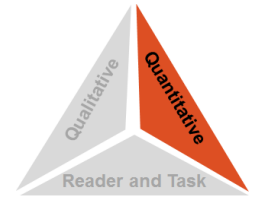
Kansas Common Core Standards
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** Taken from *Accelerated Reader and the Common Core State Standards*, available at the following URL:
<http://doc.renlearn.com/KMNet/R004572117GKC46B.pdf>

Step 1: Quantitative Measures



Resources for Accessing Quantitative Measures of Text

Lexile	ATOS Book Level (Accelerated Reader)
<p>Find a Book</p> <p>www.lexile.com/findabook/</p> <p>Allows user to search for published books in the database by title, author, keywords, or ISBN to find a Lexile measure.</p> 	<p>AR BookFinder</p> <p>www.arbookfind.com</p> <p>Allows user to search for published books in the database by author, title, or topic to find a ATOS Book Level.</p> 
<p>Lexile Analyzer</p> <p>www.lexile.com/analyzer/</p> <p>Allows user to receive an "estimated" Lexile measure for text not in the Find a Book database by copying and pasting text into the analyzer. Free registration is required. Accommodates texts up to 1000 words in length. Longer texts can be analyzed by upgrading to the Professional Lexile Analyzer—educators can upgrade to this tool for free by requesting access at the following URL: www.lexile.com/account/profile/access/</p> 	<p>The ATOS Analyzer</p> <p>www.renlearn.com/ar/overviewatos/</p> <p>Allows user to receive an ATOS Book Level for text not in the AR BookFinder database by uploading an electronic file or copying and pasting text directly. No registration is required. User can submit full-text or three 150-word samples and an estimated full-text word count.</p> 

Resources for Accessing Quantitative Measures of Text

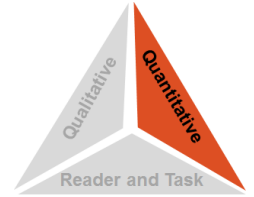
Quick handout documenting the availability of resources. Including:

- Lexile
- ATOS book level
- Additional measures
- Readability formulas

Additional Resources for Accessing Quantitative Measures of Text

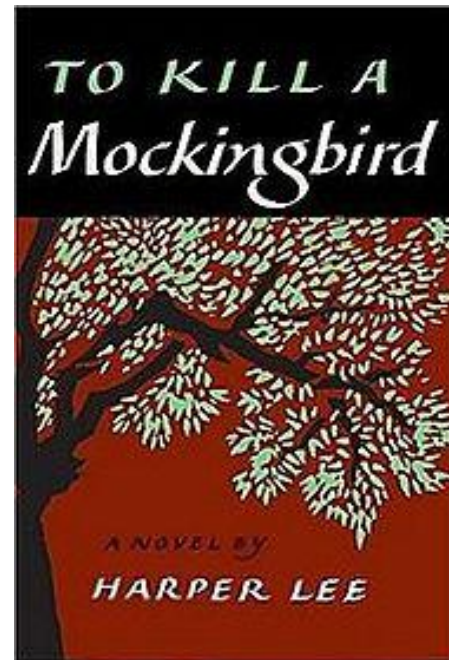
<p>Coh-Metrix Easability Tool. University of Memphis</p> <p>Beta site available at: http://141.225.42.101/cohmetrixgates/Home.aspx?Login=1</p>	<p>Readability Formulas</p> <p>The Flesch Reading Ease Readability Formula Readability Ease = $206.835 - (1.015 \times \text{average sentence length}) - (84.6 \times \text{average syllable per word})$</p> <p>The higher the number, the easier the passage: 90-100, very easy and 0-29, very confusing.</p> <p>The Flesch-Kincaid Grade Level Readability Formula Flesch-Kincaid Reading Age = $(0.39 \times \text{average sentence length}) + (11.8 \times \text{average syllable per word}) - 15.59$</p> <p>The score is given as a grade level equivalent – a score of 9.4 would be 9th grade. Flesch-Kincaid Grade Level Readability Formula is built into the MS-Word application.</p> <p>Gunning's Fog Index (or FOG) Readability Formula The FOG formula takes into consideration (1) the total number of words, (2) the number of words of three or more syllables, and (3) the total number of sentences.</p> <p>Grade Level = $0.4 (\text{Average Sentence Length} + \text{Percentage of Hard Words})$</p> <p>Hard words are defined as words with three or more syllables.</p> <p>The Dale-Chall Readability Formula Raw Score = $0.1579 \text{ Percentage of Difficult Words} + 0.0496 \text{ Average Sentence Length in words} + 3.6365$</p> <p>Raw scores convert to grade levels with scores 5.0 to 5.9 = Grades 5 - 6 and 8.0 to 8.9 = Grades 11 - 12</p> <p>Difficult words are words that do not appear on the Chall word list of over 3000 familiar words.</p>
<p>Degrees of Reading Power: DRP Analyzer—Questar Assessment, Inc.</p> <p>www.questarai.com (Contact info@questarai.com or 1-845-277-1600 with requests for DRP Text Analysis Services).</p>	
<p>Pearson Reading Maturity—Pearson Knowledge Technologies</p> <p>Beta site available at: www.readingmaturity.com</p>	
<p>REAP—Carnegie Mellon University</p> <p>www.reap.cs.cmu.edu/</p>	
<p>SourceRater Educators Testing Service</p> <p>Beta site available at: http://naeptba.ets.org/SourceRater3/</p>	

Step 1: Quantitative Measures

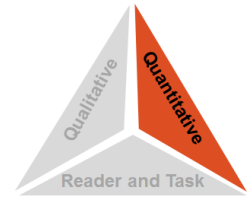


Let's imagine we want to see where a text falls on the quantitative measures "leg" of the text complexity triangle, using either the Lexile text measures or the ATOS book level (or both).

For illustrative purposes, let's choose Harper Lee's 1960 novel *To Kill a Mockingbird*.



Step 1: Quantitative Measures



Finding a Lexile Measure for Text: <http://www.lexile.com/findabook/>



The Lexile[®] Framework for Reading

Quick Book Search:

Put an exact title or author in quotes (ex: "new moon")

About Lexile Measures

Using Lexile Measures

Common Core

Lexile Tools

Lexile Training

Find the Right Book for You!

Enter your Lexile measure, select your interests, and find books you'd like to read!

Looking for Spanish books?

Pledge to read some great books this summer!

Submit your Summer Reading Pledge



Find a Book

Step 1: Enter Lexile Measure or Grade

My Lexile measure is

Lexile Measure:

 L

Lexile Range:

 L to L

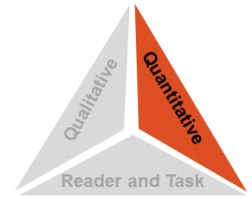
Or

I don't know my Lexile measure

My Current Grade is:

- I find the books I read for school difficult.
- I find the books I read for school just right.
- I find the books I read for school easy.

Step 1: Quantitative Measures



The Lexile® Framework for Reading

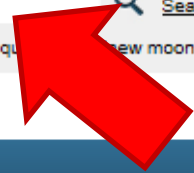
Quick Book Search:

To Kill a Mockingbird



[Advanced Search](#)

Put an exact title or author in quotes (e.g., "The Great Gatsby")



About Lexile Measures

Using Lexile Measures

Common Core

Lexile Tools

Lexile Training

Find the Right Book for You!

Enter your Lexile measure, select your interests, and find books you'd like to read!

Looking for Spanish books?

Pledge to read some great books this summer!

Submit your Summer Reading Pledge



Find a Book

Step 1: Enter Lexile Measure or Grade

My Lexile measure is

Lexile Measure:

 L

Lexile Range:

 L to L

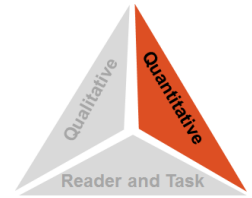
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- I find the books I read for school difficult.
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Step 1: Quantitative Measures



5 available books results per page 20 sort by Search Relevance

To Kill a Mockingbird
by: [Lee, Harper](#)
The unforgettable novel of childhood in a sleepy Southern town and the courage of a conscience ...
Pages: 384
870L
[WorldCat](#) [BUY FROM BARNES & NOBLE](#)
[I LIKE IT](#)
[Create a New Reading List](#)
ISBN13: 9780446310789

Understanding to Kill a Mockingbird
by: [Johnson, Claudia D.](#)
To Kill a Mockingbird is a novel of such profound power that it has affected the ...
Pages: 248
1210L
[WorldCat](#) [BUY FROM BARNES & NOBLE](#)
[Google Preview](#) [I LIKE IT](#)
[Create a New Reading List](#)
ISBN13: 9780313291937

Story Behind Harper Lee's To ...
by: [Giddens-White, Bryon](#)
Pages: 56
1050L
[WorldCat](#) [BUY FROM BARNES & NOBLE](#)
[I LIKE IT](#)
[Create a New Reading List](#)
ISBN13: 9780431081731

Story Behind Harper Lee's To ...
by: [Giddens-White, Bryon](#)
Pages: 56
[WorldCat](#) [BUY FROM BARNES & NOBLE](#)
[I LIKE IT](#)

Search Options

Age Range
Age(s): 0 to Adult

Lexile Filter
Lexile range: BR to 1700L

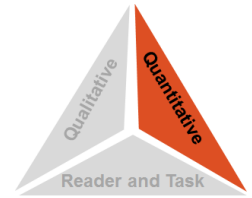
Bibliographic Filters
Keywords: [To Kill a Mockingbird](#) [\[remove\]](#)

Keywords
To Kill a Mockingbird

Book Type
 Juvenile fiction
 Juvenile nonfiction
 Fiction
 Award winners
 Books in series

Lexile Code
 AD (Adult Directed)
 GN (Graphic Novel)
 HL (High-Low)
 IG (Illustrated Guide)

Step 1: Quantitative Measures



For texts not in the Lexile database, consider using the **Lexile Analyzer**:

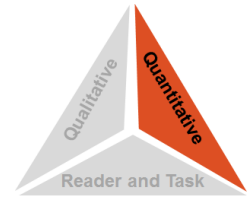
<http://www.lexile.com/analyzer/>

- Registration is required (free)
<http://www.lexile.com/account/register/>
- Allows user to receive an “estimated” Lexile score
- Accommodates texts up to 1000 words in length
- Texts of any length can be evaluated using the Professional Lexile Analyzer—educators can upgrade to this tool for free by requesting access

<http://www.lexile.com/account/profile/access/>

The screenshot shows the Lexile Framework for Reading website. At the top left is the Lexile logo and the text 'The Lexile® Framework for Reading'. To the right is a 'Quick Book Search' box with a search input field, a magnifying glass icon, and a link to 'Advanced Search'. Below the search box is a navigation bar with five tabs: 'About Lexile Measures', 'Using Lexile Measures', 'Common Core', 'Lexile Tools', and 'Lexile Training'. The main content area is titled 'Get a Lexile® Text Measure' and includes a brief description of the tool, a 'Browse...' button, and a 'Submit' button. On the left side of the page, there is an 'Online Help' section with five links: 'Step 1: What kinds of texts can be measured', 'Step 2: Prepare your text for measurement', 'Step 3: Type or scan your text', 'Step 4: Convert your text into a plain text file', and 'Step 5: Analyze your text and get results'. Below these links is a link for 'Using the Professional Analyzer®'. At the bottom of the page, there is a footer with copyright information, navigation links for 'About Us', 'Contact Us', 'Careers', 'Trademark Statement', and 'Privacy Policy', and social media icons for Twitter, YouTube, and RSS.

Step 1: Quantitative Measures



Finding a **ATOS Book Level** for Text:

<http://www.arbookfind.com/>

AR BookFinder™

Home | **English** - Español | About Us | Help

Teacher/Librarian

Quick Search | Advanced Search | Collections

AR BookBag™

Enter Keycode

Go

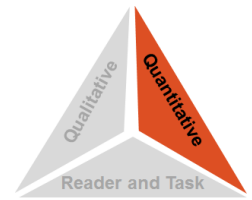
You do not need a Keycode to search. However, if your child's teacher gave you a Keycode, enter it here to search the most relevant books for your child.

You can search for book titles based on authors, topics, or titles of books. Just type what you want to search for in the blank field above and click **Go**. You will then be able to sort your search results, select book titles to add to your AR BookBag, print a list of your search results, or start a new search.

What Books Are Students in Grades 1-12 Reading?
Click here to learn more about the 2011 report that lists the top books being read by students.

Extraordinary Educators Newsletter
Get inspired. Get the latest issue now! ▶

Step 1: Quantitative Measures



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Advanced Search

Collections



AR BookBag™

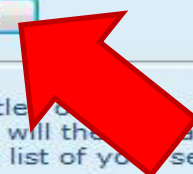
Enter Keycode

Go

You do not need a Keycode to search. However, if your child's teacher gave you a Keycode, enter it here to search the most relevant books for your child.

to kill a mockingbird

Go



You can search for book titles based on authors, topics, or titles. Just type what you want to search for in the blank field above and click **Go**. You will then be able to sort your search results, select book titles to add to your AR BookBag, print a list of your search results, or start a new search.

What Books Are Students in Grades 1–12 Reading?

Click here to learn more about the 2011 report that lists the top books being read by students.

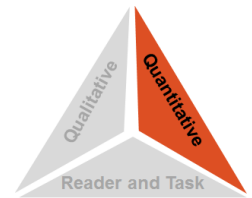


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Step 1: Quantitative Measures



Teacher/Librarian

Quick Search

Advanced Search

Collections



AR BookBag™

to kill a mockingbird

Go

Search Results

Titles 1 - 4 of 4

Print

Enter Keycode

Go

You do not need a Keycode to search. However, if your child's teacher gave you a Keycode, enter it here to search the most relevant books for your child.

Refine Your Search

Interest Level

- Middle Grades Plus (1)
- Upper Grades (3)

Fiction/Nonfiction

- Fiction (2)
- Nonfiction (2)

Language

-> English

Topic

- Adventure (1)
- Arts (1)
- Award Winners (1)
- Biographies/Autobi... (1)
- Careers (3)
- Classics (1)
- Community Life (1)
- Diaries/Journals/L... (1)
- Family Life (1)
- Mysteries (1)
- More...

< Previous

Page 1 of 1

Next >

Go to Page

Go

Sort By

Relevance



To Kill a Mockingbird

Bernard, Catherine

AR Quiz No. 73696 EN Nonfiction

IL: **UG** - BL: **8.6** - AR Pts: **4.0**

AR Quiz Types: **RP**

Rating: ★★★★★

This book is an introduction to Harper Lee's famous novel, TO KILL A MOCKINGBIRD, discussing the author's life, the historical context of the novel, its plot, themes, characters, and its significance, and pertinence for today's audiences.

+ Add to AR BookBag™



To Kill a Mockingbird

Lee, Harper

AR Quiz No. 720 EN Fiction

IL: **UG** - BL: **5.6** - AR Pts: **15.0**

AR Quiz Types: **RP, LS, VP**

Rating: ★★★★★

Two children witness the effects of racial prejudice, as their father courageously defends an innocent black man who has been accused of raping a white woman.

+ Add to AR BookBag™



In Search of Mockingbird

Ellsworth, Loretta

AR Quiz No. 114608 EN Fiction

IL: **UG** - BL: **4.2** - AR Pts: **5.0**

AR Quiz Types: **RP**

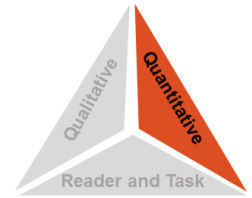
Rating: ★★★★★

On the eve of her sixteenth birthday, Erin receives her long-dead mother's diary, which reveals that she too revered Harper Lee's TO KILL A MOCKINGBIRD and wanted to be a writer. Erin impulsively decides to visit the reclusive author.

+ Add to AR BookBag™



Step 1: Quantitative Measures



For texts not in the **AR Bookfinder** database, consider using **The ATOS Analyzer**:
<http://www.renlearn.com/ar/overview/atos/>

- No registration is required (however, you must provide an email address to receive results)
- Three methods of analysis are available:
 1. **ATOS for Books** – for submitting complete text of a book
 2. **ATOS for Books with Estimated Word Count** – does not require full text, just three 150-word passages
 3. **ATOS for Text**– works well for short, full-text submissions (short stories, magazine/newspaper articles, etc.)

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ATOS Readability

Accelerated Reader
ENTERPRISE

The Immediate ATOS Analyzer

Measuring Readability Level is Now Even Easier!

The ATOS analyzer makes it easy to get an accurate and reliable measure of text complexity instantly. Simply enter a book or text passage to immediately get an ATOS level. Use that information to help match students to appropriate materials.

If you're looking to determine the ATOS readability level of a book or document that is not in our [quiz store](#) or [AR BookFinder](#), you're exactly where you need to be! Our ATOS readability analyzer makes it easy to get the answers fast.

For more information, see [these articles](#).

Determine ATOS Level for a Book

To get the most accurate ATOS analysis, use this option to submit the complete contents of a book.

I have the entire book in a text file. [Click here](#)

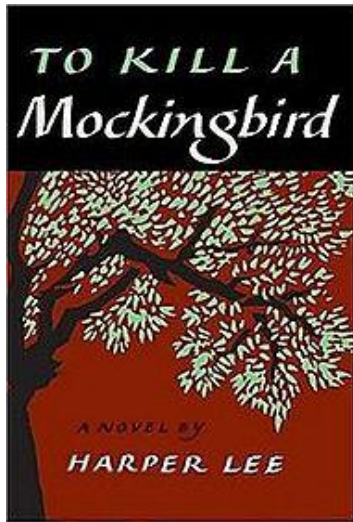
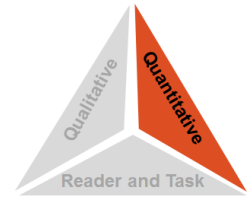
[Instructions for analyzing a book](#)

Determine ATOS Level for Text

This works best for short stories, magazine and newspaper articles, test items, and other classroom materials.

I have the desired text in a text file. [Click here](#)

Step 1: Quantitative Measures



Lexile Text Measure: **870L**



ATOS Book Level: **5.6**



In which of the text complexity bands would this novel fall?

Kansas Common Core Standards
Quantitative Measures Ranges for
Text Complexity Grade Bands

Text Complexity Grade Bands	Suggested Lexile Range	Suggested ATOS Book Level Range**
K-1	100L – 500L*	1.0 – 2.5
2-3	450L – 790L	2.0 – 4.0
4-5	770L – 980L	3.0 – 5.7
6-8	955L – 1155L	4.0 – 8.0
9-10	1080L – 1305L	4.6 – 10.0
11-CCR	1215L – 1355L	4.8 – 12.0

* The K-1 suggested Lexile range was not identified by the Common Core State Standards and was added by Kansas.
** Taken from Accelerated Reader and the Common Core State Standards, available at the following URL:
<http://doc.renlearn.com/KMNet/R0045721179K468.pdf>

Kansas Common Core Standards

Quantitative Measures Ranges for Text Complexity Grade Bands



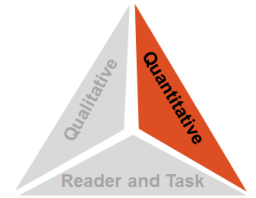
Text Complexity Grade Bands	Suggested Lexile ² Range	Suggested ATOS ³ Book Level Range
K-1	100L – 500L ¹	1.0 – 2.75 ¹
2-3	450L – 790L	2.75 – 5.14
4-5	770L – 980L	4.97 – 7.03
6-8	955L – 1155L	7.00 – 9.98
9-10	1080L – 1305L	9.67 – 12.01
11-CCR	1215L – 1355L	11.20 – 14.1

¹ The K-1 suggested ranges were not identified by the Common Core State Standards and were added by Kansas.

² Lexiles—MetaMetrics <www.lexile.com/analyzer/>

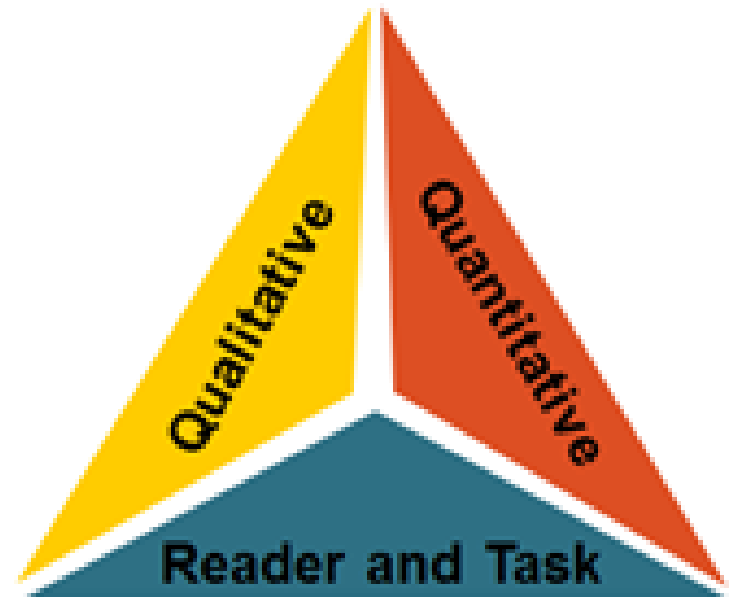
³ ATOS analyzer: Renaissance Learning <www.renlearn.com/ar/overview/atos/>

Step 1: Quantitative Measures

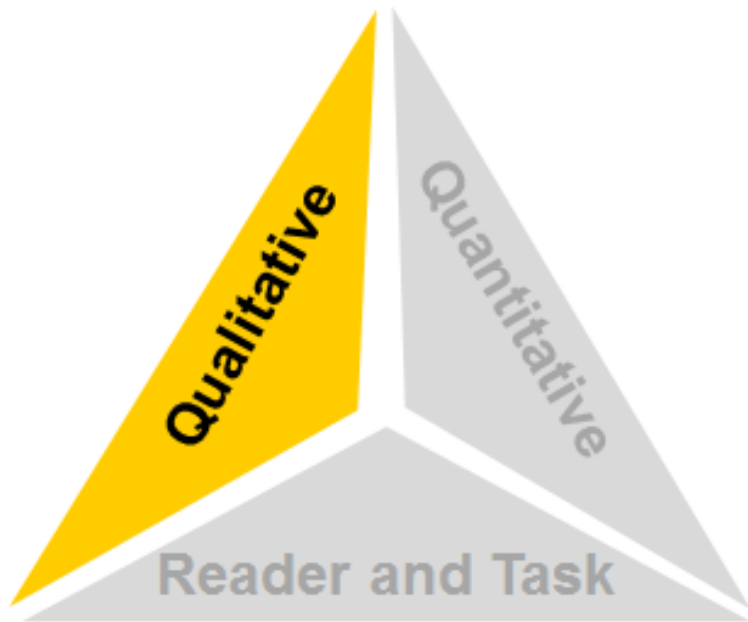


Remember, however, that the quantitative measures aspect is only the first of three “legs” of the text complexity triangle.

Our final recommendation may be validated, influenced, or even over-ruled by our examination of **qualitative measures** and the **reader and task considerations**.



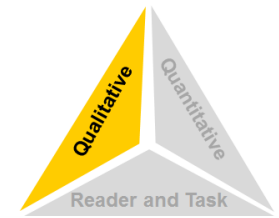
Step 2: Qualitative Measures



Measures such as:

- Levels of meaning
- Levels of purpose
- Structure
- Organization
- Language conventionality
- Language clarity
- Prior knowledge demands

Step 2: Qualitative Measures



The Qualitative Measures Rubrics for Literary and Informational Text:

The rubric for literary text and the rubric for informational text allow educators to evaluate the important elements of text that are often missed by computer software that tends to focus on more easily measured factors.

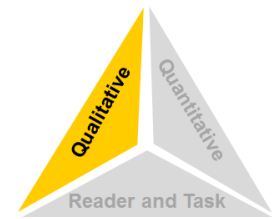
Text Complexity: Qualitative Measures Rubric
LITERARY TEXT

Text Title	Very Complex	Slightly Complex
MEANING	<ul style="list-style-type: none"> Meaning: Several levels/ayers and complex elements of meaning that are difficult to identify, describe, and interpret; theme is implicit or subtle, and ambiguous and needs to be the primary of the text 	<ul style="list-style-type: none"> Meaning: Several levels/ayers of meaning that may be difficult to identify or describe; theme is implicit or subtle and may be revealed over the entirety of the text
TEXT STRUCTURE	<ul style="list-style-type: none"> Organization: Complex and/or unconventional; many shifts in point of view and/or perspective Order of Events: Not chronological and/or many use of flashbacks Use of Graphics: If used, minimal illustrations that support the text 	<ul style="list-style-type: none"> Organization: Some complexity and/or unconventional; standard shifts in point of view and/or perspective Order of Events: Several major shifts in time, use of flashbacks Use of Graphics: If used, a few illustrations that support the text
LANGUAGE FEATURES	<ul style="list-style-type: none"> Conventionality: Dense and complex; some abstract, poetic, and/or figurative language Vocabulary: Generally unfamiliar; some, academic, or overly sophisticated language may be ambiguous or purposefully misleading Sentence Structure: Many complex sentences often containing multiple clauses 	<ul style="list-style-type: none"> Conventionality: Complex; some abstract, poetic, and/or figurative language Vocabulary: Some use of unfamiliar, academic, and/or overly sophisticated language Sentence Structure: Many complex sentences with several subordinate clauses or clauses and modifier words
KNOWLEDGE DEMANDS	<ul style="list-style-type: none"> Life Experiences: Requires many complex and abstract themes, experiences, and/or difficult to identify the connections to real-world Intertextuality and Cultural Knowledge: Many references or allusions to other texts or cultural elements Subject Matter Knowledge: requires students to use a wide range of prior content knowledge 	<ul style="list-style-type: none"> Life Experiences: Requires many themes of varying levels of abstractness; some references or allusions to other texts or cultural elements Intertextuality and Cultural Knowledge: Few references or allusions to other texts or cultural elements Subject Matter Knowledge: requires some prior content knowledge

Text Complexity: Qualitative Measures Rubric
INFORMATIONAL TEXT

Text Title	Very Complex	Slightly Complex
PURPOSE	<ul style="list-style-type: none"> Purpose: Implicit, difficult to determine; implicit, repeated elements 	<ul style="list-style-type: none"> Purpose: Implicit, but fairly easy to identify; more measured that purpose
TEXT STRUCTURE	<ul style="list-style-type: none"> Organization of Main Ideas: Complex; connections between some ideas or events are clear, but not always explicitly stated or organized in a particular fashion Text Features: If used, are essential in understanding the text Use of Graphics: If used, essential; images, tables, charts, etc., necessary to make meaning; not all critical pieces of information are clearly presented in the text 	<ul style="list-style-type: none"> Organization of Main Ideas: Complex; connections between some ideas or events are clear and often implicit or subtle; organization may seem multiple complex and/or; which may be common to a specific discipline Text Features: If used, greatly enhance the reader's understanding of the text Use of Graphics: If used, greatly enhance the reader's understanding of the text
LANGUAGE FEATURES	<ul style="list-style-type: none"> Conventionality: Dense and complex; some abstract, poetic, and/or figurative language Vocabulary: Generally unfamiliar; some, academic, or overly sophisticated language may be ambiguous or purposefully misleading Sentence Structure: Many complex sentences with several subordinate clauses or clauses and modifier words 	<ul style="list-style-type: none"> Conventionality: Complex; some abstract, poetic, and/or figurative language Vocabulary: Some that are unfamiliar, academic, and/or overly sophisticated language Sentence Structure: Many complex sentences with several subordinate clauses or clauses and modifier words
KNOWLEDGE DEMANDS	<ul style="list-style-type: none"> Subject Matter Knowledge: Requires a wide range of prior content knowledge and/or difficult to identify the connections to real-world Intertextuality and Cultural Knowledge: Many references or allusions to other texts or cultural elements Life Experiences: Requires many complex and abstract themes, experiences, and/or difficult to identify the connections to real-world 	<ul style="list-style-type: none"> Subject Matter Knowledge: Requires a wide range of prior content knowledge and/or difficult to identify the connections to real-world Intertextuality and Cultural Knowledge: A few references or allusions to other texts or cultural elements Life Experiences: Requires many complex and abstract themes, experiences, and/or difficult to identify the connections to real-world

Step 2: Qualitative Measures



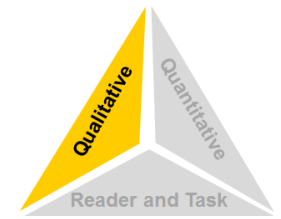
Because the factors for literary texts are different from information texts, these two rubrics contain different content. However, the formatting of each document is exactly the same. And because these factors represent continua rather than discrete stages or levels, numeric values are not associated with these rubrics. Instead, four points along each continuum are identified from slightly complex to very complex.

Text Complexity: Qualitative Measures Rubric
LITERARY TEXT

Text Title _____ Text Author _____

	Very Complex ←	→ Slightly Complex		
MEANING	<ul style="list-style-type: none"> Meanings: Several levels/ayers 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"> Meanings: Several levels/ayers 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"> Meanings: More than one level/ayer 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"> Meanings: One level/ayer of meaning; theme is obvious and revealed early in the text.
TEXT STRUCTURE	<ul style="list-style-type: none"> Narration: Complex and/or unconventional; many shifts in point of view and/or perspective. Order of Events: Not in chronological order; heavy use of flashback. Use of Graphics: If used, minimal illustrations that support the text. 	<ul style="list-style-type: none"> Narration: Some complexities and/or unconventionality; occasional shifts in point of view and/or perspective. Order of Events: Several major shifts in time, use of flashback. Use of Graphics: If used, a few illustrations that support the text. 	<ul style="list-style-type: none"> Narration: Largely simple and/or conventionally few if any, shifts in point of view and/or perspective. Order of Events: Occasional use of flashback; no major shifts in time. Use of Graphics: If used, a range of illustrations that support selected parts of the text. 	<ul style="list-style-type: none"> Narration: Simple and conventional; no shifts in point of view or perspective. Order of Events: Strictly chronological. Use of Graphics: If used, extensive illustrations that directly support and aid in interpreting the written text.
LANGUAGE FEATURES	<ul style="list-style-type: none"> Conventions: Dense and complex; contains obscure, ironic, and/or figurative language. Vocabulary: Generally unfamiliar, archaic, discipline-specific, or overly academic language; may be ambiguous or purposefully misleading. Sentence Structure: Mainly complex sentences with several subordinate phrases or clauses and transition words. 	<ul style="list-style-type: none"> Conventions: Complex; contains some obscure, ironic, and/or figurative language. Vocabulary: Some use of unfamiliar, archaic, discipline-specific, or overly academic language. Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words. 	<ul style="list-style-type: none"> Conventions: Largely explicit and easy to understand with some occasions for more complex meaning. Vocabulary: Mainly contemporary, familiar, conventional language; rarely unfamiliar or overly academic language. Sentence Structure: Simple and compound sentences; with some more complex constructions. 	<ul style="list-style-type: none"> Conventions: Explicit, clear, straightforward, easy to understand. Vocabulary: Contemporary, familiar, conventional language. Sentence Structure: Mainly simple sentences.
KNOWLEDGE DEMANDS	<ul style="list-style-type: none"> Life Experiences: Explores many complex and sophisticated themes; experiences are distinctly different from the common reader. Intellectual and Cultural Knowledge: Many references or allusions to other texts or cultural elements. Subject Matter Knowledge: requires extensive, perhaps specialized, prior content knowledge. 	<ul style="list-style-type: none"> Life Experiences: Explores many themes of varying layers of complexity; experiences portrayed are uncommon to most readers. Intellectual and Cultural Knowledge: Some references or allusions to other texts or cultural elements. Subject Matter Knowledge: requires moderate amount of prior content knowledge. 	<ul style="list-style-type: none"> Life Experiences: Explores few themes; experiences portrayed are common to many readers. Intellectual and Cultural Knowledge: Few references or allusions to other texts or cultural elements. Subject Matter Knowledge: requires some prior content knowledge. 	<ul style="list-style-type: none"> Life Experiences: Explores a single theme; experiences portrayed are everyday and common to most readers. Intellectual and Cultural Knowledge: No references or allusions to other texts or cultural elements. Subject Matter Knowledge: requires only everyday content knowledge.


Step 2: Qualitative Measures



Questions to Consider in Planning for Instructional Scaffolding

On the back side of each rubric is list of springboard questions to help educators begin thinking about the kinds of instructional scaffolding the text may also require.

Questions to Consider in Planning for Instructional Scaffolding of Literary Text:



Meaning:

- Would spending time helping students to understand the multiple layers/levels of meaning present in the text be appropriate?
- Will students know in advance what they are expected to do with the information they gain from reading this text (i.e., summarize, gather and apply details, analyze, synthesize, create)?

Text Structure:

- Would graphic organizers or other aids be appropriate in making the structure of the text visible to students?
- Would a partial plotline, cast of characters, or some other text-based aid be appropriate in deciphering the structure of the text?
- Would previewing and discussing the graphics included with the text prior to reading be appropriate?

Language Features:

- Would a review of figurative, abstract, or ironic language and a modeling of how that type of language might be interpreted be appropriate?
- Would glossing certain vocabulary (particularly multiple meaning words that extend across other subject matter content areas, i.e. Tier 2 words) prior to reading be appropriate?

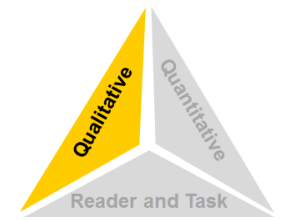
Knowledge Demands:

- What background knowledge needs to be introduced (or re-introduced) to facilitate reading success that will not supplant the actual information gained from the reading experience?
- What explicit references and/or allusions to other texts might require additional resources/opportunities for students to explore?

General:

- In what ways might collaborative groupings of students during the reading process be appropriate?

Step 2: Qualitative Measures



So...

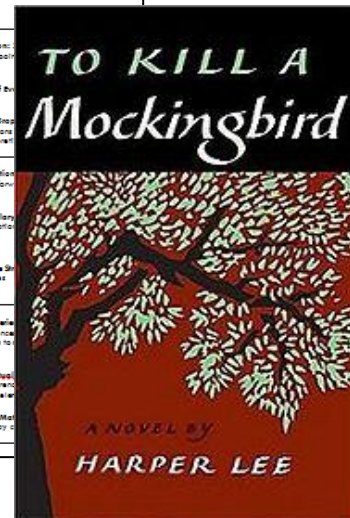
How is the rubric used?

And how would *To Kill a Mockingbird* fare when analyzed through the lens of the Literary Text Rubric?

Text Complexity: Qualitative Measures Rubric
LITERARY TEXT

Text Title _____ Text Author _____

QUALITATIVE	Very Complex ←	←	→	Slightly Complex
MEANING	<ul style="list-style-type: none"> Meanings: Several levels/ayers and competing elements of meaning that are difficult to identify, describe, and interpret; theme is implicit or subtle, often ambiguous and revealed over the entirety of the text. 	<ul style="list-style-type: none"> Meanings: Several levels/ayers of meaning that may be difficult to identify or describe; theme is implicit or subtle and may be revealed over the entirety of the text. 	<ul style="list-style-type: none"> Meanings: More than one level/ayer 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"> Meanings: One level/ayer of meaning; theme is obvious and revealed early in the text.
TEXT STRUCTURE	<ul style="list-style-type: none"> Narration: Complex and/or unconventionally many shifts in point of view and/or perspective. Order of Events: Not in chronological order; heavy use of flashback. Use of Graphics: If used, minimal illustrations that support the text. 	<ul style="list-style-type: none"> Narration: Some complexities and/or unconventionality, occasional shifts in point of view and/or perspective. Order of Events: Several major shifts in time, use of flashback. Use of Graphics: If used, a few illustrations that support the text. 	<ul style="list-style-type: none"> Narration: Logically simple and/or conventionally few, if any, shifts in point of view and/or perspective. Order of Events: Occasional use of flashback, no major shifts in time. Use of Graphics: If used, a range of illustrations that support selected parts of the text. 	<ul style="list-style-type: none"> Narration: Shifts in point of view and/or perspective. Order of Events: In chronological order. Use of Graphics: If used, illustrations that support the text.
LANGUAGE FEATURES	<ul style="list-style-type: none"> Conventionalality: Dense and complex; contains complex, ironic, and/or figurative language. Vocabulary: Generally unfamiliar, archaic, subtle-specific, or overly academic language may be ambiguous or purposefully misleading. Sentence Structure: Many complex sentences often containing multiple clauses. 	<ul style="list-style-type: none"> Conventionalality: Complex, contains some complex, ironic, and/or figurative language. Vocabulary: Some use of unfamiliar, archaic, subtle-specific, or overly academic language. Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words. 	<ul style="list-style-type: none"> Conventionalality: Logically simple and easy to understand with some occasions for more complex meaning. Vocabulary: Mostly contemporary, familiar, conventional language, may be unfamiliar or overly academic language. Sentence Structure: Simple and compound sentences, with some more complex constructions. 	<ul style="list-style-type: none"> Conventionality: Straightforward. Vocabulary: Conventional. Sentence Structure: Simple.
KNOWLEDGE DEMANDS	<ul style="list-style-type: none"> Life Experiences: Explores many complex and sophisticated themes; experiences are distinctly different from the common reader. Intertextuality and Cultural Knowledge: Many references or allusions to other texts or cultural elements. Subject Matter Knowledge: Requires extensive, specific background prior content knowledge. 	<ul style="list-style-type: none"> Life Experiences: Explores many 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. Subject Matter Knowledge: Requires moderate amount of prior content knowledge. 	<ul style="list-style-type: none"> Life Experiences: Explores few themes; experiences portrayed are common to many readers. Intertextuality and Cultural Knowledge: Few references or allusions to other texts or cultural elements. Subject Matter Knowledge: Requires some prior content knowledge. 	<ul style="list-style-type: none"> Life Experiences: Experiences are common to the common reader. Intertextuality: No references to other texts or cultural elements. Subject Matter Knowledge: Requires little to no prior content knowledge.





Text Complexity: Qualitative Measures Rubric

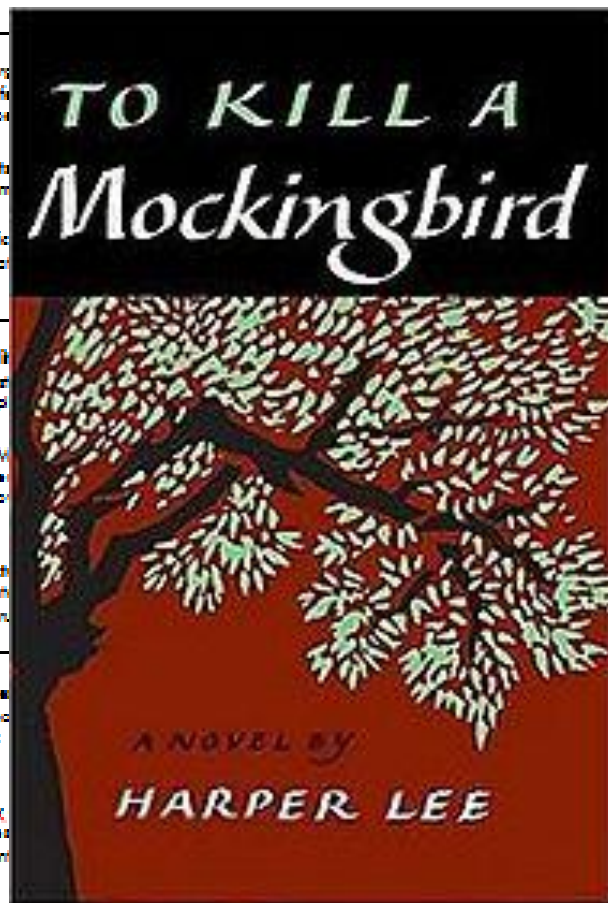
LITERARY TEXT

Text Title _____

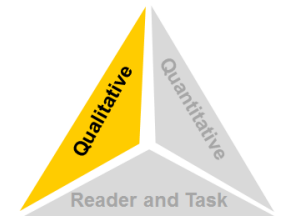
Text Author _____



QUALITATIVE	Very Complex ←		→	Slightly Complex
MEANING	<ul style="list-style-type: none"> ○ Meanings: Several level/layer and comparing 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"> ✗ Meanings: Several levels/layer 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"> ○ Meanings: More than one level/layer 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"> ○ Meanings: One level/layer of meaning; theme is obvious and revealed early in the text.
TEXT STRUCTURE	<ul style="list-style-type: none"> ○ Narrations: Complex and/or unconventional; many shifts in point of view and/or perspective ○ Order of Events: Not in chronological order; heavy use of flashback ○ Use of Graphics: If used, minimal illustrations that support the text 	<ul style="list-style-type: none"> ✗ Narrations: Some complexities and/or unconventionality; occasional shifts in point of view and/or perspective ✗ Order of Events: Several major shifts in time; use of flashback ○ Use of Graphics: If used, a few illustrations that support the text 	<ul style="list-style-type: none"> ○ Narrations: Long conventionally in view and/or perspective ○ Order of Events: flashback, no n ○ Use of Graphic: Illustrations that the 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: Mostly complex; sentences often containing multiple concepts 	<ul style="list-style-type: none"> ✗ Conventionality: Complex; contains some abstract, ironic, and/or figurative language ✗ Vocabulary: Some use of unfamiliar, archaic, subject-specific, or overly academic language ○ Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words 	<ul style="list-style-type: none"> ○ Conventionality: easy to understand for more comp ○ Vocabulary: M familiar, some unfamiliar or o ✗ Sentence Struct: compound sent complex contr 	
KNOWLEDGE DEMANDS	<ul style="list-style-type: none"> ○ Life Experiences: Explores many complex and sophisticated themes; experiences are distinctly different from the common reader ✗ Intellectuality and Cultural Knowledge: Many references or allusions to other texts or cultural elements ○ Subject Matter Knowledge: requires extensive, perhaps specialized prior content knowledge 	<ul style="list-style-type: none"> ✗ Life Experiences: Explores many themes of varying layers of complexity; experiences portrayed are uncommon to most readers ○ Intellectuality and Cultural Knowledge: Some references or allusions to other texts or cultural elements ○ Subject Matter Knowledge: requires moderate amount of prior content knowledge 	<ul style="list-style-type: none"> ○ Life Experience: experiences po many readers ○ Intellectuality: Few references cultural element ✗ Subject Matter Knowledge: requires everyday content knowledge 	



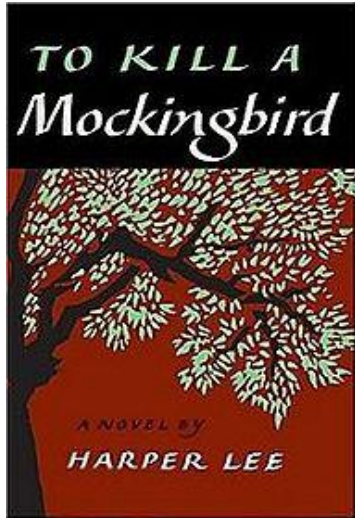
Step 2: Qualitative Measures



From examining the quantitative measures, we knew:

Lexile Text Measure: **870L**

ATOS Book Level: **5.6**



Kansas Common Core Standards
Quantitative Measures Ranges for Text Complexity Grade Bands

Text Complexity Grade Bands	Suggested Lexile Range	Suggested ATOS Book Level Range**
K-1	100L – 500L*	1.0 – 2.5
2-3	450L – 790L	2.0 – 4.0
4-5	770L – 980L	3.0 – 5.7
6-8	955L – 1155L	4.0 – 8.0
9-10	1080L – 1305L	4.6 – 10.0
11-CCR	1215L – 1355L	4.8 – 12.0

* The K-1 suggested Lexile range was not identified by the Common Core State Standards and was added by Kansas.
** Taken from Accelerated Reader and the Common Core State Standards, available at the following URL: <http://doc.kenlearn.com/KMNet/R004572117GKC468.pdf>

But after reflecting upon the qualitative measures, we believed:

Text Complexity: Qualitative Measures Rubric
LITERARY TEXT

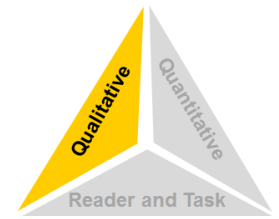
Text Title	Very Complex	Complex	Slightly Complex
MEANING	<ul style="list-style-type: none"> Meaning: Reader must infer and analyze a variety of meaning, tone and attitude in the text, including the author's purpose and the text's overall meaning. 	<ul style="list-style-type: none"> Meaning: Some connections and inferences are made about the text. 	<ul style="list-style-type: none"> Meaning: Reader must infer and analyze a variety of meaning, tone and attitude in the text, including the author's purpose and the text's overall meaning.
TEXT STRUCTURE	<ul style="list-style-type: none"> Organization: Complex and varied organization, including multiple levels of organization. Order of Events: Order of events is complex and varied. Use of Details: Use of details is complex and varied. 	<ul style="list-style-type: none"> Organization: Some connections and inferences are made about the text. Order of Events: Order of events is complex and varied. Use of Details: Use of details is complex and varied. 	<ul style="list-style-type: none"> Organization: Simple and straightforward organization. Order of Events: Order of events is straightforward. Use of Details: Use of details is straightforward.
LANGUAGE FEATURES	<ul style="list-style-type: none"> Complexity: Complex and varied language features, including figurative language, syntax, and diction. Style: Complex and varied style, including figurative language, syntax, and diction. 	<ul style="list-style-type: none"> Complexity: Some connections and inferences are made about the text. Style: Some connections and inferences are made about the text. 	<ul style="list-style-type: none"> Complexity: Simple and straightforward language features. Style: Simple and straightforward style.
KNOWLEDGE DEMANDS	<ul style="list-style-type: none"> Background: Background knowledge is complex and varied. Connections: Connections to other texts, events, and issues are complex and varied. Skills: Skills are complex and varied. 	<ul style="list-style-type: none"> Background: Background knowledge is complex and varied. Connections: Connections to other texts, events, and issues are complex and varied. Skills: Skills are complex and varied. 	<ul style="list-style-type: none"> Background: Background knowledge is straightforward. Connections: Connections to other texts, events, and issues are straightforward. Skills: Skills are straightforward.

Kansas Common Core Standards
Quantitative Measures Ranges for Text Complexity Grade Bands

Text Complexity Grade Bands	Suggested Lexile Range	Suggested ATOS Book Level Range**
K-1	100L – 500L*	1.0 – 2.5
2-3	450L – 790L	2.0 – 4.0
4-5	770L – 980L	3.0 – 5.7
6-8	955L – 1155L	4.0 – 8.0
9-10	1080L – 1305L	4.6 – 10.0
11-CCR	1215L – 1355L	4.8 – 12.0

* The K-1 suggested Lexile range was not identified by the Common Core State Standards and was added by Kansas.
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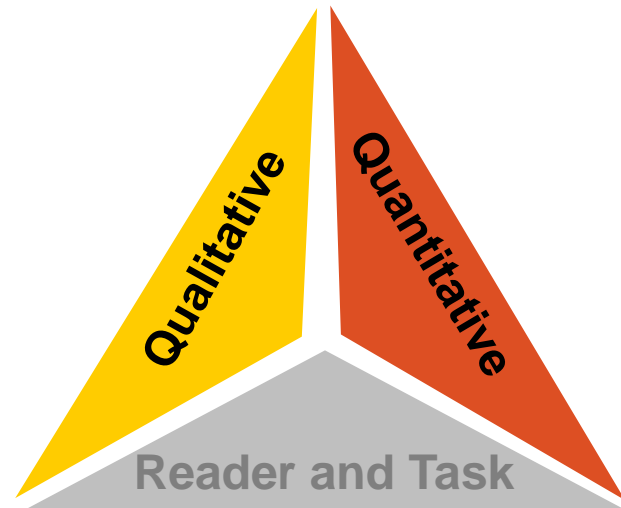
Step 2: Qualitative Measures



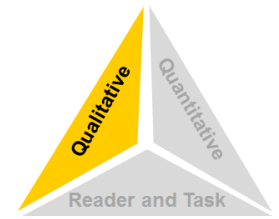
Our initial placement of *To Kill a Mockingbird* into a text complexity band changed when we examined the qualitative measures.

Remember, however, that we have completed only the first two legs of the text complexity triangle.

The **reader and task considerations** still remain.



Step 2: Qualitative Measures



Activity #2: Your Turn!

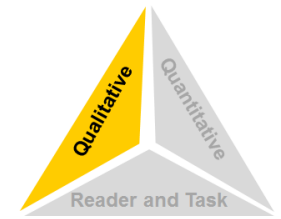
Using the rubric for literary text, analyze the qualitative measures of the following title:

- “Ripe Figs” (literary text)—1030L

Discuss your results as a small group.

You will be sharing your marked rubric with the larger group in the next activity!

Step 2: Qualitative Measures



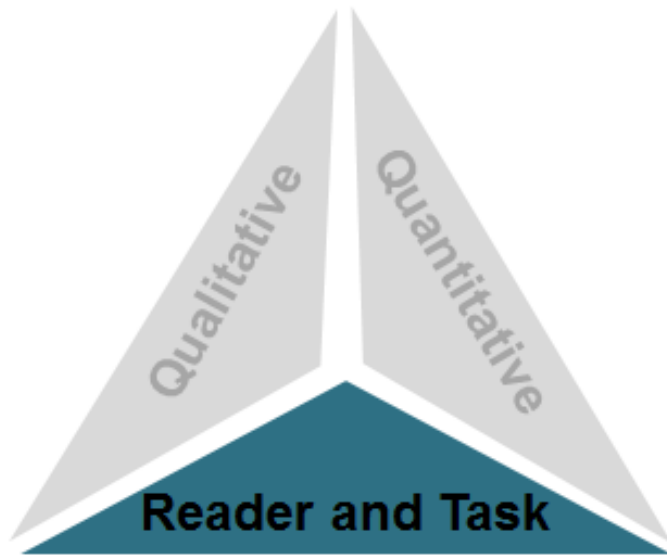
Activity #3: Gallery Walk!

After displaying your marked rubrics for the larger group, tour the room and review the marked rubrics of other groups.

Place a sticky note near those rubrics that display very similar results to your own.

Text Title: _____		Text Author: _____	
Very Complex		Slightly Complex	
MEANING	<input type="checkbox"/> Meaning: Does an aspect of the text have a meaning that is different from its literal or dictionary meaning?	<input checked="" type="checkbox"/> Meaning: Does an aspect of the text have a meaning that is different from its literal or dictionary meaning?	<input type="checkbox"/> Meaning: Does an aspect of the text have a meaning that is different from its literal or dictionary meaning?
TEXT STRUCTURE	<input type="checkbox"/> Organization: Does the text have a clear organization that helps the reader understand the text?	<input checked="" type="checkbox"/> Organization: Does the text have a clear organization that helps the reader understand the text?	<input type="checkbox"/> Organization: Does the text have a clear organization that helps the reader understand the text?
LANGUAGE FEATURES	<input type="checkbox"/> Language: Does the text use language that is effective in conveying the author's message?	<input checked="" type="checkbox"/> Language: Does the text use language that is effective in conveying the author's message?	<input type="checkbox"/> Language: Does the text use language that is effective in conveying the author's message?
KNOWLEDGE DEMANDS	<input type="checkbox"/> Knowledge Demands: Does the text require the reader to use background knowledge to understand the text?	<input checked="" type="checkbox"/> Knowledge Demands: Does the text require the reader to use background knowledge to understand the text?	<input type="checkbox"/> Knowledge Demands: Does the text require the reader to use background knowledge to understand the text?

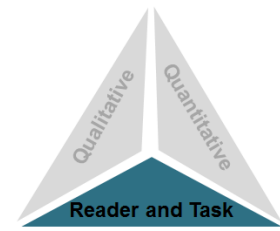
Step 3: Reader and Task Considerations



Considerations such as:

- Motivation
- Knowledge and experience
- Purpose for reading
- Complexity of task assigned regarding text
- Complexity of questions asked regarding text

Step 3: Reader and Task Considerations



Questions for Professional Reflection on Reader and Task Considerations:

The questions provided in this resource 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

Cognitive Capabilities

- Does the reader possess the necessary **attention** to read and comprehend this specific text?
- Will the reader be able to **remember and make connections** among the various details presented in this specific text?
- Does the reader possess the necessary **critical/analytic thinking skills** to understand the relationships between the main idea, purpose, and/or theme of the text and the various details used to support that main idea, purpose, and/or theme?
- Will this specific text help to develop the **attention, memory, and critical/analytic thinking skills** necessary for future reading endeavors?

Reading Skills

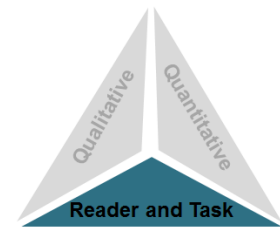
- Does the reader possess the necessary **inferencing skills** to "read between the lines" and make connections among elements that may not be explicit in this specific text?
- Does the reader possess the necessary **visualization skills** to imagine what is occurring or what is being described in this specific text?
- Does the reader possess the necessary **questioning skills** to challenge the ideas being presented in this text and consider those ideas from multiple points of view?
- Does the reader possess the necessary **comprehension strategies** to manage the material in this specific text?
- Will this specific text help to develop the **inferencing skills, visualization skills, questioning skills, and comprehension strategies** necessary for future reading endeavors?

Motivation and Engagement with Task and Text

- Will the reader **understand the purpose**—which might shift over the course of the reading experience—for reading this specific text (i.e., skimming, studying to retain content, close reading for analysis, etc.)?
- Will the reader be **interested in the content** of this specific text?



Step 3: Reader and Task Considerations



Questions for Professional Reflection on Reader and Task Considerations

Cognitive Capabilities

- Does the reader possess the necessary **attention** to read and comprehend this specific text?
- Will the reader be able to **remember and make connections** among the various details presented in this specific text?
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Reading Skills

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- Does the reader possess the necessary **comprehension strategies** to manage the material in this specific text?
- Will this specific text help to develop the **inferencing skills, visualization skills, questioning skills, and comprehension strategies** necessary for future reading endeavors?

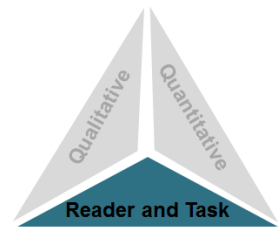
Motivation and Engagement with Task and Text

- Will the reader **understand the purpose**—which might shift over the course of the reading experience—for reading this specific text (i.e., skimming, studying to retain content, close reading for analysis, etc.)?
- Will the reader be **interested in the content** of this specific text?



The questions included here are largely open-ended questions without single, correct answers, but help educators to think through the implications of using a particular text in the classroom.

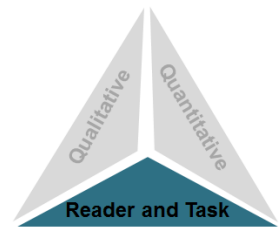
Step 3: Reader and Task Considerations



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?

Step 3: Reader and Task Considerations



What Common Core State Standards should I focus on when teaching this text?

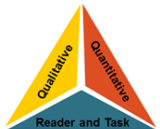
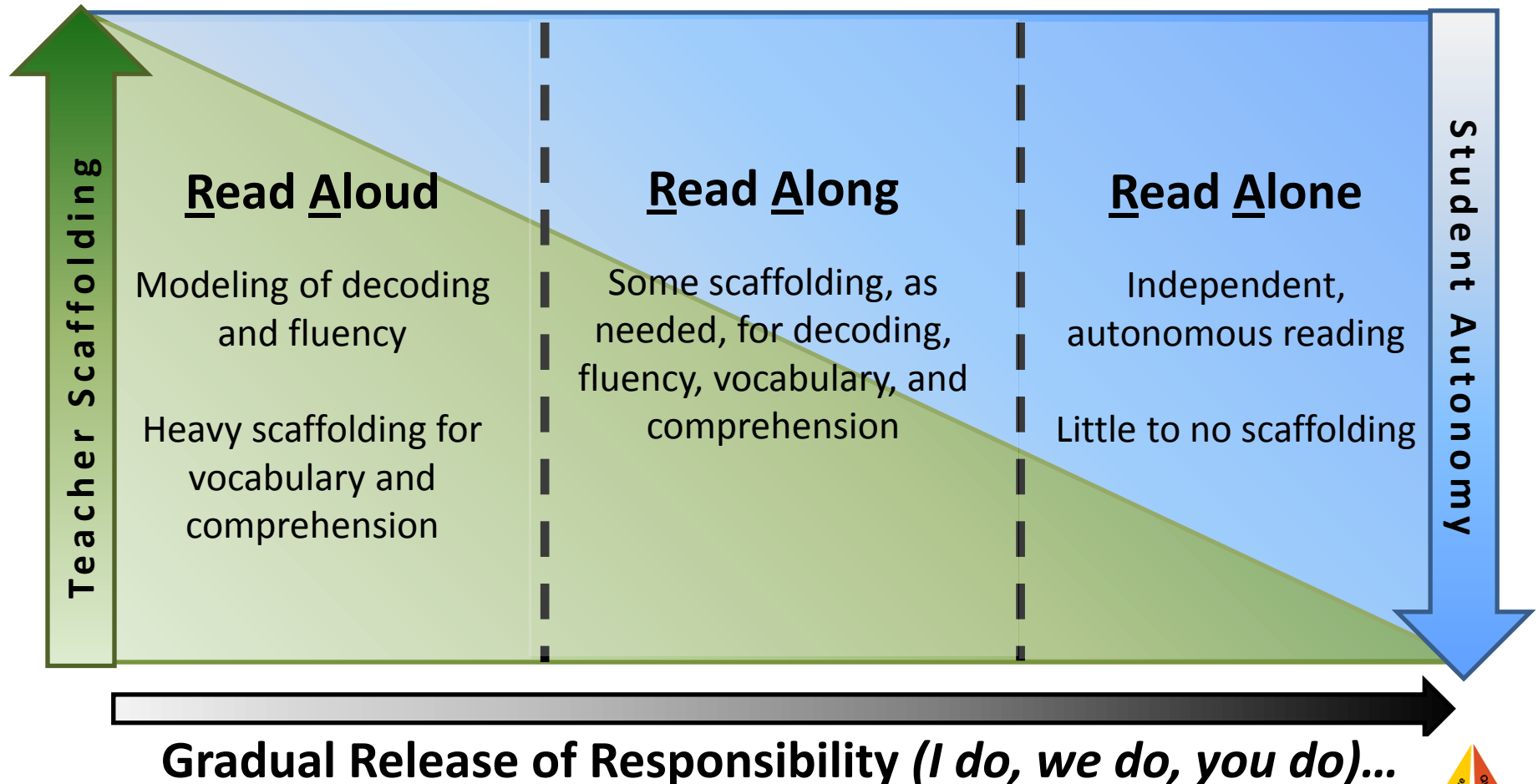
- What are natural areas of focus for this text?
- With what standards do my students need the most practice?

Will the complexity of any before, during and after reading tasks or the complexity of any questions asked about the text interfere with the reading experience?

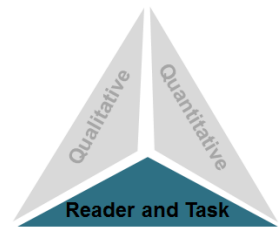
What supports do I need to provide so that all of my students (even those who are struggling readers) can access the text?

How Should Instruction Address Text Complexity?

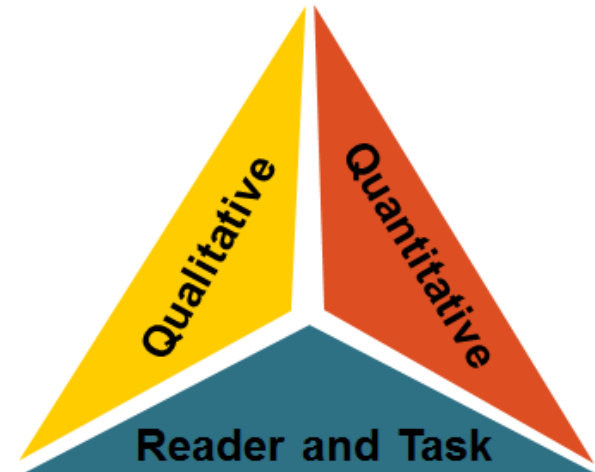
RA! RA! RA! Reading!



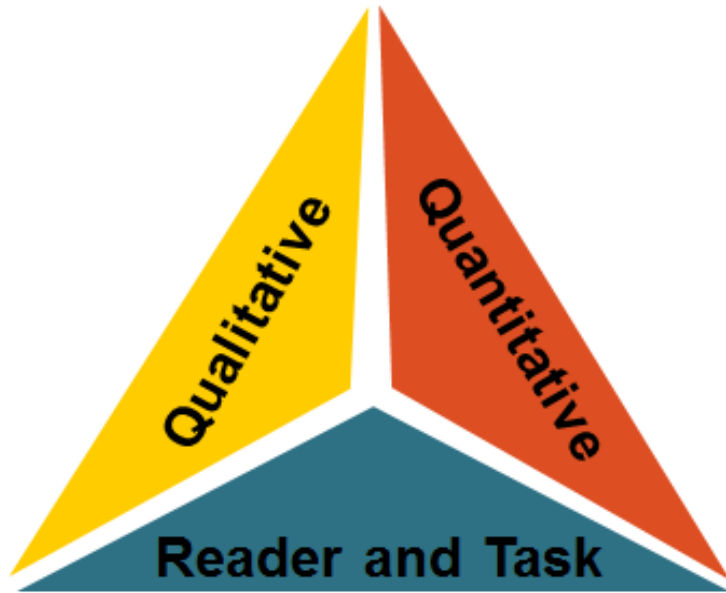
Step 3: Reader and Task Considerations



Based upon our examination of the Reader and Task Considerations, we have completed the third leg of the text complexity model and are now ready to recommend a final placement within a text complexity band.

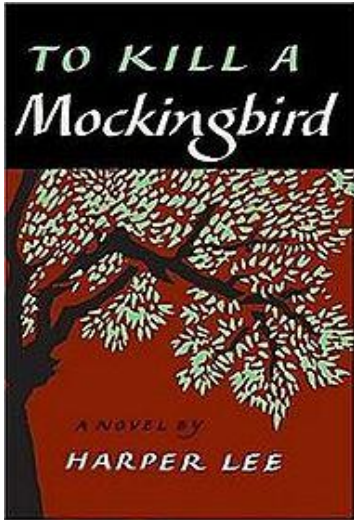
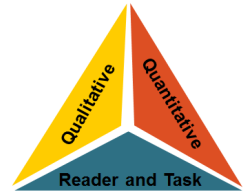


Step 4: Recommended Placement



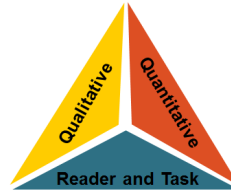
After reflecting upon all three legs of the text complexity model we can make a final recommendation of placement within a text and begin to document our thinking for future reference.

Step 4: Recommended Placement



Lexile Text Measure: **870L**

ATOS Book Level: **5.6**



Kansas Common Core Standards
Quantitative Measures Ranges for Text Complexity Grade Bands

Text Complexity Grade Bands	Suggested Lexile Range	Suggested ATOS Book Level Range**
K-1	100L – 500L*	1.0 – 2.5
2-3	450L – 790L	2.0 – 4.0
4-5	770L – 980L	3.0 – 5.7
6-8	955L – 1155L	4.0 – 8.0
9-10	1080L – 1305L	4.6 – 10.0
11-CCR	1215L – 1355L	4.8 – 12.0

* The K-1 suggested Lexile range was not identified by the Common Core State Standards and was added by Kansas.
** Taken from Accelerated Reader and the Common Core State Standards, available at the following URL: <http://doc.kenlearn.com/KMNet/R004572117GKC46B.pdf>

Text Complexity: Qualitative Measures Sub-
LITERARY TEXT

Text Title	Very Complex	Slightly Complex
MEANING	<ul style="list-style-type: none"> Identifying: Search for and analyze and compare explicit meanings that are different in connotation, and compare implicit meanings that are different in connotation to the primary meaning of the text. 	<ul style="list-style-type: none"> Identifying: Search for and analyze and compare explicit meanings that are different in connotation, and compare implicit meanings that are different in connotation to the primary meaning of the text.
TEXT STRUCTURE	<ul style="list-style-type: none"> Identify: Compare and/or distinguish text features and/or elements that are different in function or purpose. Order of Events: Compare and/or distinguish text features and/or elements that are different in function or purpose. Order of Events: Compare and/or distinguish text features and/or elements that are different in function or purpose. 	<ul style="list-style-type: none"> Identify: Compare and/or distinguish text features and/or elements that are different in function or purpose. Order of Events: Compare and/or distinguish text features and/or elements that are different in function or purpose. Order of Events: Compare and/or distinguish text features and/or elements that are different in function or purpose.
LANGUAGE FEATURES	<ul style="list-style-type: none"> Identify: Compare and/or distinguish text features and/or elements that are different in function or purpose. Identify: Compare and/or distinguish text features and/or elements that are different in function or purpose. Identify: Compare and/or distinguish text features and/or elements that are different in function or purpose. 	<ul style="list-style-type: none"> Identify: Compare and/or distinguish text features and/or elements that are different in function or purpose. Identify: Compare and/or distinguish text features and/or elements that are different in function or purpose. Identify: Compare and/or distinguish text features and/or elements that are different in function or purpose.
KNOWLEDGE DEMANDS	<ul style="list-style-type: none"> Identify: Compare and/or distinguish text features and/or elements that are different in function or purpose. Identify: Compare and/or distinguish text features and/or elements that are different in function or purpose. Identify: Compare and/or distinguish text features and/or elements that are different in function or purpose. 	<ul style="list-style-type: none"> Identify: Compare and/or distinguish text features and/or elements that are different in function or purpose. Identify: Compare and/or distinguish text features and/or elements that are different in function or purpose. Identify: Compare and/or distinguish text features and/or elements that are different in function or purpose.

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6-8	955L – 1155L	4.0 – 8.0
9-10	1080L – 1305L	4.6 – 10.0
11-CCR	1215L – 1355L	4.8 – 12.0

* The K-1 suggested Lexile range was not identified by the Common Core State Standards and was added by Kansas.
** Taken from Accelerated Reader and the Common Core State Standards, available at the following URL: <http://doc.kenlearn.com/KMNet/R004572117GKC46B.pdf>

Questions for Professional Reflection on Reader and Task Considerations

Cognitive Capabilities

- Does the reader possess the necessary attention to read and comprehend this specific text?
- Will the reader be able to remember and make connections among the various details presented in this specific text?
- Does the reader possess the necessary critical-analytic thinking skills to understand the relationships between the main idea, purpose, and/or theme of the text and the various details used to support that main idea, purpose, and/or theme?
- Will this specific text help to develop the attention, memory, and critical-analytic thinking skills necessary for future reading endeavors?

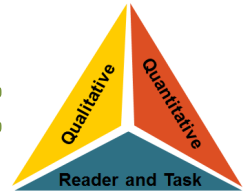
Reading Skills

- Does the reader possess the necessary inferring skills to "read between the lines" and make connections among elements that may not be explicit in this specific text?
- Does the reader possess the necessary visualization skills to imagine what is occurring or what is being described in this specific text?
- Does the reader possess the necessary questioning skills to challenge the ideas being presented in this text and consider those ideas from multiple points of view?
- Does the reader possess the necessary comprehension strategies to manage the material in this specific text?
- Will this specific text help to develop the inferring skills, visualization skills, questioning skills, and comprehension strategies necessary for future reading endeavors?

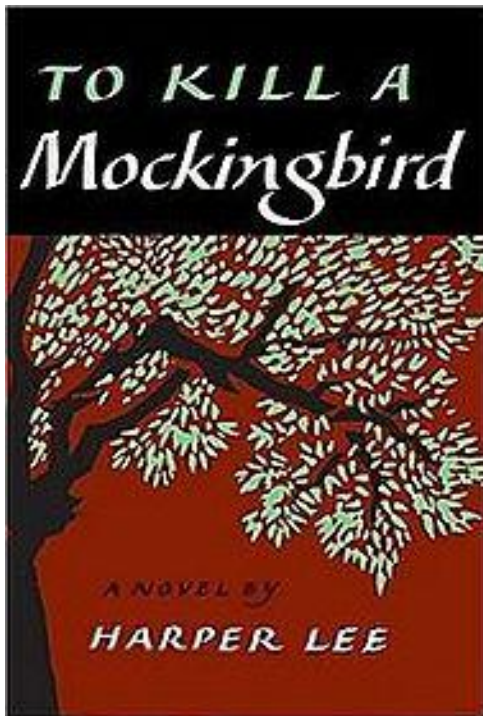
Motivation and Engagement with Text and Task

- Will the reader understand the purpose—which might shift over the course of the reading experience—for reading this specific text (i.e., skimming, studying to retain content, close reading for analysis, etc.)?
- Will the reader be interested in the content of this specific text?

Step 4: Recommended Placement

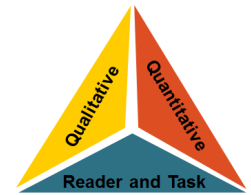


Based upon all the information—all three legs of the model—the final recommendation for *To Kill a Mockingbird*...



Text Complexity Grade Bands
K-1
2-3
4-5
6-8
9-10
11-CCR

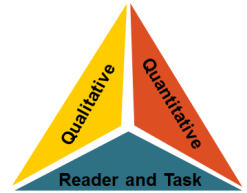
Step 4: Recommended Placement



In this instance, Appendix B confirms our evaluation of the novel. *To Kill a Mockingbird* is placed within the grade 9-10 text complexity band.

Grades 9–10 Text Exemplars	101
Stories	101
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Ovid. <i>Metamorphoses</i>	101
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De Voltaire, F. A. M. <i>Candide, Or The Optimist</i>	103
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Álvarez, Julia. <i>In the Time of the Butterflies</i>	108
Zusak, Marcus. <i>The Book Thief</i>	109


Step 4: Recommended Placement



Template for Text Complexity Analysis and Recommended Placement Form:

The one-page template provides an opportunity to record the thinking involved in recommending the placement of a specific text into a text complexity band.

Keeping a record of such analysis and thinking might be useful documentation in the case that any questions arise in the future.

Text Complexity Analysis of	
 _____ (title) by _____ (author) Recommended Complexity Band: _____	
Qualitative Measures	Text Description
Meaning/Purpose: (Briefly explain the levels of meaning (literary Text) or purpose (informational text).)	Briefly describe the text:
Text Structure: (Briefly describe the structure, organization, and other features of the text.)	Quantitative Measure
Language Features: (Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)	Complexity Band Level (provide range): Lexile or Other Quantitative Measure of the Text:
Knowledge Demands: (Briefly describe the knowledge demands the text requires of students.)	Considerations for Reader and Task
	Below are factors to consider with respect to the reader and task. (See attached guiding questions to assist each teacher in filling out this section for his or her own class):
	Potential Challenges this Text Poses:
	Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:
	Differentiation/Supports for Students:
Recommended Placement	
Briefly explain the recommended placement of the text in a particular grade band.	
Optional: Created by _____ (name, state, e-mail, date) Reviewed by _____ (name, state, e-mail, date)	



Text Complexity Analysis of

_____ (title)

by _____ (author)

Recommended Complexity Band:

Qualitative Measures

Meaning/Purpose: *(Briefly explain the levels of meaning (Literary Text) or purpose (Informational text.)*

Text Structure: *(Briefly describe the structure, organization, and other features of the text.)*

Language Features: *(Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)*

Knowledge Demands: *(Briefly describe the knowledge demands the text requires of students.)*

Text Description

Briefly describe the text:

Quantitative Measure

Complexity Band Level (provide range):

Lexile or Other Quantitative Measure of the Text:

Considerations for Reader and Task

Below are factors to consider with respect to the reader and task (See attached guiding questions to assist each teacher in filling out this section for his or her own class):

Potential Challenges this Text Poses:

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

Differentiation/Supports for Students:

Recommended Placement

Briefly explain the recommended placement of the text in a particular grade band.

Optional: Created by _____ (name, state, e-mail, date)

Reviewed by _____ (name, state, e-mail, date)

Text Complexity Analysis of *To Kill a Mockingbird* by Harper Lee

Recommended Complexity Band: 9-10



Qualitative Measures

Meaning/Purpose: (Briefly explain the levels of meaning (Literary Text) or purpose (Informational text).)

The book has multiple levels of meaning. Set in Alabama, the female main character Scout Finch struggles to understand issues of race and prejudice when her lawyer father defends a black man accused of raping a white woman.

Text Structure: (Briefly describe the structure, organization, and other features of the text.) Although the story has a largely simple structure with a straightforward writing style, several issues complicate the narration and structure. Scout's narration is as an adult reflecting back on a few pivotal years of her childhood; flashback is used throughout. And at several points it seems as though the narration is from the point of view of a less-reliable Scout still in her childhood.

Language Features: (Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.) The characters speak in easily readable, conversational language. Some slang is indicative of the time period in which the novel is set, and there is some dialect.

Knowledge Demands: (Briefly describe the knowledge demands the text requires of students.) Higher level themes of justice, prejudice, and civil rights are implied. Thinking at deeper levels is required to contemplate the personal, moral, and ethical struggles of the characters as set against the culture and society of the time period.

Recommended Placement

Briefly explain the recommended placement of the text in a particular grade band.

Although the quantitative measures suggest placement in the 4th-5th grade level text complexity band, the qualitative measures and reader and task considerations suggest that the novel is best placed at the 9th-10th grade complexity band. The Common Core Standards Text Exemplars also places the novel in the 9th-10th grade complexity band.

Text Description

Briefly describe the text:

To Kill a Mockingbird is a Pulitzer Prize winning novel set in Alabama in the 1930s; the novel explores racial injustice, moral integrity, and the destruction of innocence.

Quantitative Measure

Lexile or Other Quantitative Measure of the Text:

The ATOS formula (used with the Accelerated Reader program) identifies this title as having a book level of 5.6. A Lexile measure for this novel is 870L. Although the Lexile and ATOS levels fall in the 4th-5th grade text complexity band, the complexity of the book's theme, the issue of rape, and the length of the book would indicate that higher level reading skills are necessary, along with a consideration for the maturity level of the reader regarding the book's subject matter.

Considerations for Reader and Task

Potential Challenges this Text Poses:

These are to be determined locally with reference to such variables as a student's motivation, knowledge, and experiences as well as purpose and the complexity of the task assigned and the question posed. However, the complexity of the book's theme, the issue of rape, and the length of the book would indicate that higher level reading skills are necessary, along with a consideration for the maturity level of the reader regarding the book's subject matter.

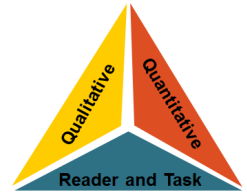
Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:

RL.9-10.2, RL.9-10.3, RL.9-10.5, RL.9-10.7

Differentiation/Supports for Students:

Educators might want to examine the following elements or issues: social and historical events of the late 50s, early 60s, and issues surrounding racial stereotyping and prejudice in the Deep South at this same time period.

Step 4: Recommended Placement



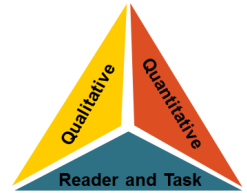
Activity #4: Your Turn!

As a small group...

- Begin documenting a rationale for the recommended placement of “Ripe Figs” on the recommended placement template.

You will be sharing your recommended placement form with the larger group in the next activity!

Step 4: Recommended Placement



Activity #5: Discussion!

As a small group...

- How might classroom teachers make use of the recommended placement forms?
- How might school librarians make use of the recommended placement forms?
- How can I apply this model in the work that I do and encourage others I work with to embrace the model as well?

Be prepared to share your thoughts...

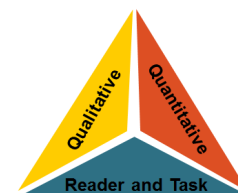
Additional Resources

- Text complexity bookmark
- “Beginner’s Guide to Text Complexity” from New York City Dept. of Education
- “Staircase to Complexity” video (15 minutes):

[Common Core in ELA/ Literacy: Shift 3 – Staircase of Complexity](#)

- Example final recommendation forms:

- | | |
|--|---------------------------------|
| • <i>The Hunger Games</i> | • <i>Candy Bomber</i> |
| • <i>How to Steal a Dog</i> | • <i>Where Things Come Back</i> |
| • <i>The Evolution of Calpurnia Tate</i> | • <i>Why We Broke Up</i> |
| • <i>A Separate Peace</i> | • <i>Moon Over Manifest</i> |
| • <i>Diamond Willow</i> | • <i>Zora and Me</i> |
| • <i>Extraordinary Mark Twain</i> | |



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