

Serving the professional development needs of extraordinary educators.

SDE

Expect Extra-ordinary

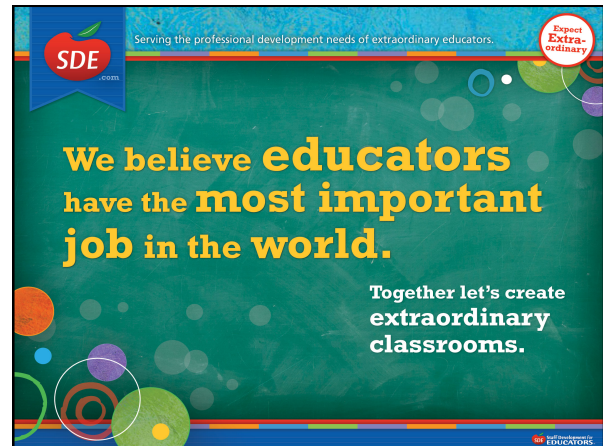
**C11 Text Complexity and
How to Address It**

Katie McKnight, Ph.D.

**Together let's create
extraordinary
classrooms.**

Please note video and audio recording on any device is not permitted in accordance with permission and copyright law. With the express permission of the presenter, you are allowed to take still photos.

EDUCATORS



Serving the professional development needs of extraordinary educators.

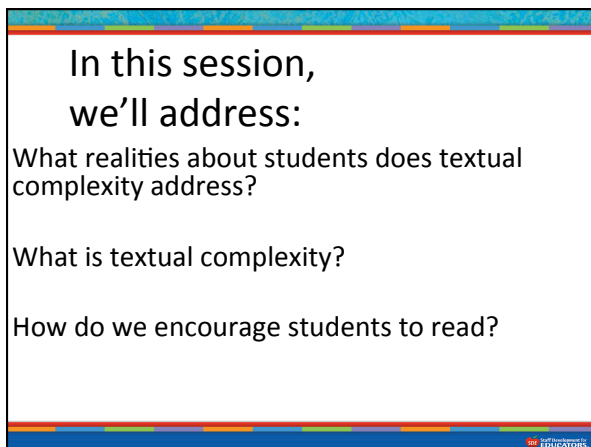
SDE

Expect Extra-ordinary

**We believe educators
have the most important
job in the world.**

**Together let's create
extraordinary
classrooms.**

EDUCATORS



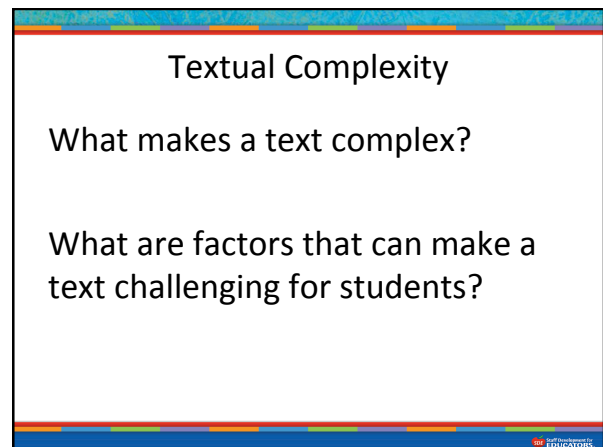
**In this session,
we'll address:**

What realities about students does textual complexity address?

What is textual complexity?

How do we encourage students to read?

EDUCATORS



Textual Complexity

What makes a text complex?

What are factors that can make a text challenging for students?

EDUCATORS

Determining Textual Complexity is focused on these three areas:

QUANTITATIVE MEASURES:

QUALITATIVE DIMENSIONS:

READER and TASK CONSIDERATIONS:

QUANTITATIVE MEASURES

...and factors are those aspects that are difficult or impossible for a person to evaluate efficiently.

Examples include word length or frequency, sentence length, and text cohesion. These are typically measured by computer software.

Qualitative Measures

Levels of Meaning (literary texts) or Purpose (informational texts)

Structure

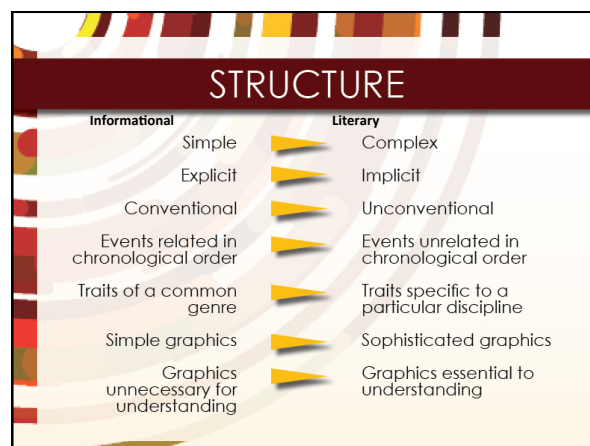
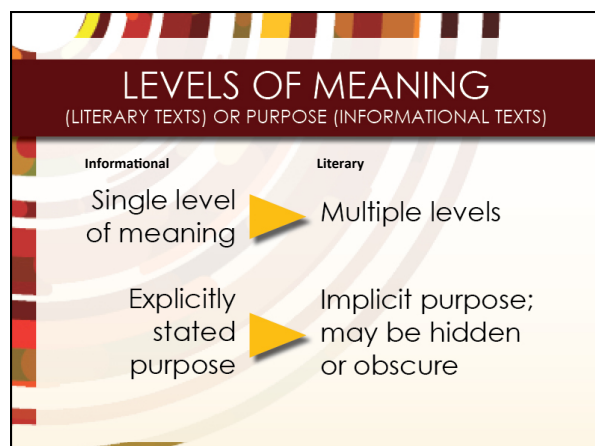
Language Conventionality and Clarity

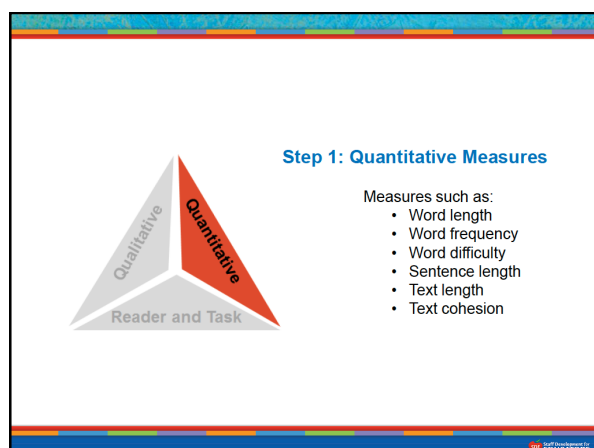
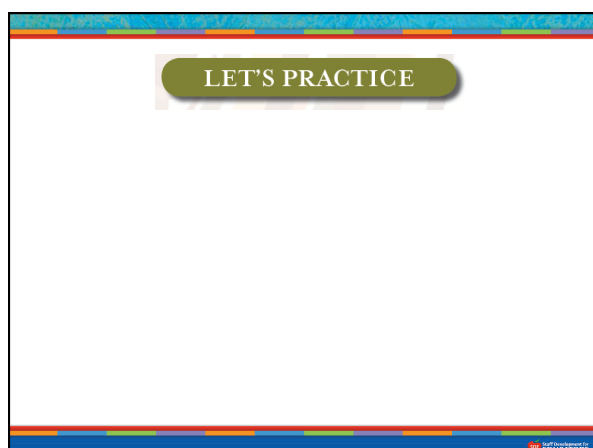
Knowledge Demands

READER AND TASK CONSIDERATIONS

Include motivation, knowledge, and experiences, while tasks to be considered take into account purpose, complexity, and questions.

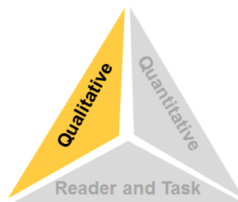
Assessments made on reader and task considerations are best done by the teacher who understands the student's knowledge and experiences.





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

Step 2: Qualitative Measures



Measures such as:

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

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.

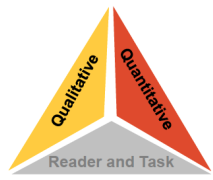
And because these factors represent continua rather than discrete stages or levels, numeric values are not associated with these rubrics. Instead, four points along each continuum are identified: high, middle high, middle low, and low.

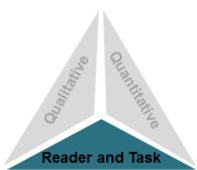
TEXT COMPLEXITY: QUALITATIVE MEASURES RUBRIC			
LITERARY TEXTS			
High	Middle High	Middle Low	Low
STRUCTURE			
High	Middle High	Middle Low	Low
High	Middle High	Middle Low	Low
LANGUAGE CONVENTIONALITY AND CLARITY			
High	Middle High	Middle Low	Low
High	Middle High	Middle Low	Low
KNOWLEDGE DEMANDS			
High	Middle High	Middle Low	Low
High	Middle High	Middle Low	Low

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 3: Reader and Task

Considerations such as:

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

EDUTHEMATIC EDUCATORS

Here's an Example

Questions for Professional Reflection on Reader and Task Considerations:

<http://www.ksde.org/Default.aspx?tabid=4605>

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 Considerations

- Does the reader possess the necessary attention to read and comprehend a particular text?
- Will the reader be able to remember and make connections amongst various details presented in a text?
- Does the reader possess the necessary critical thinking skills to understand the relationship between the explicit, implicit, and inferred information in a text?
- Will this specific text help to connect the reader, writer, or community to the world?

Reading Skills

- Does the reader possess the necessary reading skills to read between the lines and make connections amongst various details presented in a text?
- Does the reader possess the necessary reading skills to understand the relationship between the explicit, implicit, and inferred information in a text?
- Does the reader possess the necessary reading skills to understand the relationship between the explicit, implicit, and inferred information in a text?
- Does the reader possess the necessary reading skills to understand the relationship between the explicit, implicit, and inferred information in a text?

Motivation and Engagement with Text and Task

- Will the reader understand the purpose of the text and use the text to make a decision or take action?
- Will the reader be motivated to read the text and use the text to make a decision or take action?
- Will the reader be engaged in the text and use the text to make a decision or take action?

EDUTHEMATIC EDUCATORS

Questions for Professional Reflection on Reader and Task Considerations

Cognitive Considerations

- Does the reader possess the necessary attention to read and comprehend a particular text?
- Will the reader be able to remember and make connections amongst various details presented in a text?
- Does the reader possess the necessary critical thinking skills to understand the relationship between the explicit, implicit, and inferred information in a text?
- Will this specific text help to connect the reader, writer, or community to the world?

Reading Skills

- Does the reader possess the necessary reading skills to read between the lines and make connections amongst various details presented in a text?
- Does the reader possess the necessary reading skills to understand the relationship between the explicit, implicit, and inferred information in a text?
- Does the reader possess the necessary reading skills to understand the relationship between the explicit, implicit, and inferred information in a text?
- Does the reader possess the necessary reading skills to understand the relationship between the explicit, implicit, and inferred information in a text?

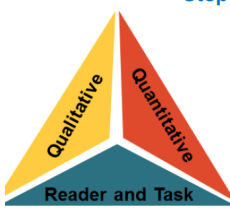
Motivation and Engagement with Text and Task

- Will the reader understand the purpose of the text and use the text to make a decision or take action?
- Will the reader be motivated to read the text and use the text to make a decision or take action?
- Will the reader be engaged in the text and use the text to make a decision or take action?

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.

EDUTHEMATIC EDUCATORS

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.

EDUTHEMATIC EDUCATORS

SDE Supporting Diverse Educators

Serving the professional development needs of extraordinary educators.

Expect Extraordinary

Extraordinary educators need flexibility and variety in accessing professional development...

...that's why SDE provides multiple formats to fit how you learn best.

PD Events

- Single-Topic Workshops
- Multi-Topic Workshops
- National and Regional Conferences
- Unconference Facilitation
- In-Depth Institutes
- Train-the-Trainer Institutes

Onsite PD

- Single-Topic Workshops
- Multi-Topic Workshops
- Customized Conferences
- In-Depth Institutes
- Train-the-Trainer Institutes
- Co-Teaching
- Professional Learning Communities
- Modeling/Observation

Web-Based PD

- Webinars
- Online Courses
- Flipped Workshops
- Blended Learning

PD Resources

- Books
- Tablettop Games
- Manipulatives
- Digital Games
- e-Books
- Apps

1-877-388-2054 | www.SDE.com

Supporting Diverse Educators



How to Reach Me:

Email: Katie@KatherineMcKnight.com

Website: www.KatherineMcKnight.com

Twitter: [@literacyworld](https://twitter.com/literacyworld)

Facebook: [Katie McKnight Literacy](https://www.facebook.com/KatieMcKnightLiteracy)

See my blog at www.KatherineMcKnight.com



Supporting Diverse Educators