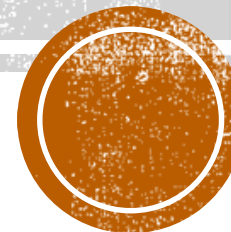




Text Complexity

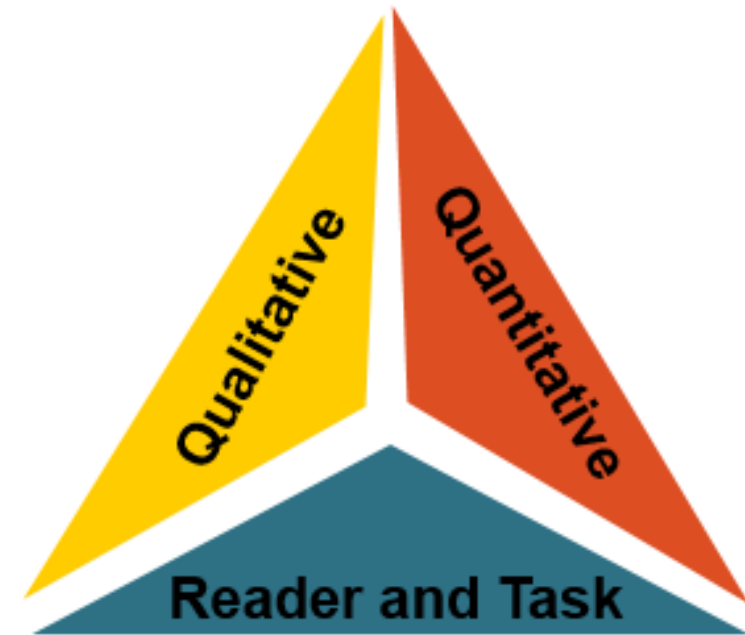
**Connecticut State Department of Education
Performance Office
2019**



Text Complexity Model

Text complexity is determined by:

- Quantitative Measures
- Qualitative Measures
- Reader and Task Consideration





Determining Text Complexity

Four Steps:

- Find the quantitative measure of the text.
- Complete the qualitative measure rubric.
- Reflect on the reader and task considerations.
- Recommend placement in the appropriate text complexity band.





CCS Text Complexity Bands

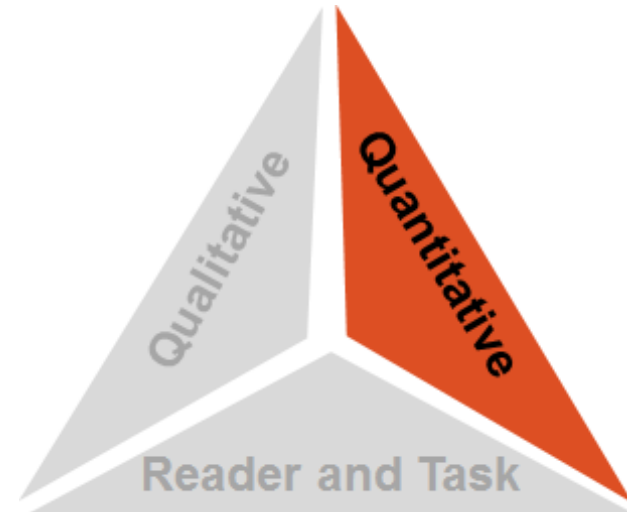
Text Complexity Grade Bands
K-1
2-3
4-5
6-8
9-10
11-CCR



Step-By-Step

Step 1. Quantitative Measures

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



Using Multiple Measures

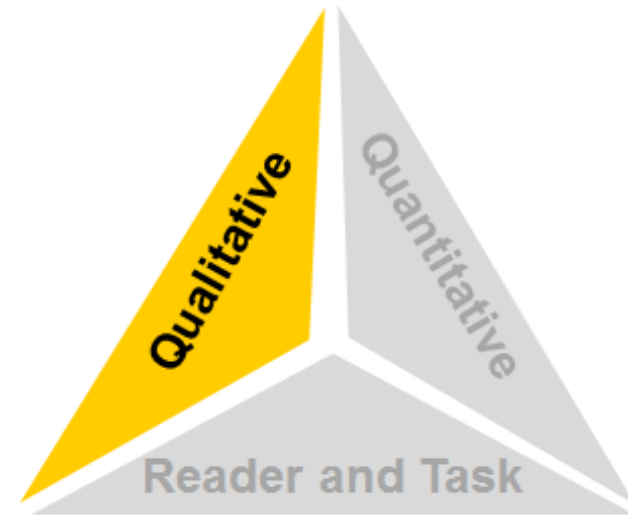
Common Core Band	ATOS	Degrees of Reading Power®	Flesch-Kincaid ²	The Lexile Framework®	Reading Maturity	Text Evaluator
2 nd – 3 rd	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	100 – 590
4 th – 5 th	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	405 – 720
6 th – 8 th	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	550 – 940
9 th – 10 th	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	750 – 1125
11 th – CCR	11.20 – 14.10	67 – 74	10.34 – 14.2	1185 – 1385	9.57 – 12.00	890-1360



Step-By-Step

Step 2. Qualitative Measures

- Levels of meaning
- Structure
- Text features
- Subject-specific vocabulary
- Prior subject matter knowledge demands
- Intertextuality



Rubrics

Text Complexity: Qualitative Measures Rubric				
INFORMATIONAL TEXTS				
Text Title _____		Text Author _____		
	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
PURPOSE	○ Purpose: Subtle, implied, difficult to determine; intricate, theoretical elements	○ Purpose: Implied, but fairly easy to infer; more theoretical than concrete	○ Purpose: Implied, but easy to identify based upon context or source	○ Purpose: with a n
TEXT STRUCTURE	○ Organization of Main Ideas: Connections between an extensive range of ideas or events are deep, intricate and often implicit or subtle; organization of the text is intricate or specialized for a particular discipline	○ Organization of Main Ideas: Connections between some ideas or events are deeper and often implicit or subtle; organization may contain multiple pathways and may exhibit traits common to a specific discipline	○ Organization of Main Ideas: Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential	○ Organiza
	○ Text Features: If used, are essential in understanding content	○ Text Features: If used, greatly enhance the reader's understanding of content	○ Text Features: If used, enhance the reader's understanding of content	○ Text Fea
	○ Use of Graphics: If used, extensive, intricate, essential integrated graphics, tables, charts, etc., necessary to make meaning of text; also may provide information not otherwise conveyed in the text	○ Use of Graphics: If used, essential integrated graphics, tables, charts, etc.; may occasionally be essential to understanding the text	○ Use of Graphics: If used, graphics mostly supplementary to understanding of the text, such as indexes, glossaries; graphs, pictures, tables, and charts directly support the text	○ Use of G
LANGUAGE FEATURES	○ Conventuality: Dense and complex; contains abstract, ironic, and/or figurative language	○ Conventuality: Complex; contains some abstract, ironic, and/or figurative language	○ Conventuality: Largely explicit and easy to understand with some occasions for more complex meaning	○ Convent
	○ Vocabulary: Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading	○ Vocabulary: Somewhat complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic	○ Vocabulary: Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic	○ Vocabul
	○ Sentence Structure: Mainly complex sentences often containing multiple concepts	○ Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words	○ Sentence Structure: Simple and compound sentences, with some more complex constructions	○ Sentence
KNOWLEDGE DEMANDS	○ Subject Matter Knowledge: Extensive, perhaps specialized or even theoretical discipline-specific content knowledge; range of challenging abstract and theoretical concepts	○ Subject Matter Knowledge: Moderate levels of discipline-specific content knowledge; some theoretical knowledge may enhance understanding; range of recognizable ideas and challenging abstract concepts	○ Subject Matter Knowledge: Everyday practical knowledge and some discipline-specific content knowledge; both simple and more complicated, abstract ideas	○ Subject
	○ Intertextuality: Many references or allusions to other texts or outside ideas, theories, etc.	○ Intertextuality: Some references or allusions to other texts or outside ideas, theories, etc.	○ Intertextuality: A few references or allusions to other texts or outside ideas, theories, etc.	○ Intertextuality: No references or allusions to other texts, or outside ideas, theories, etc.

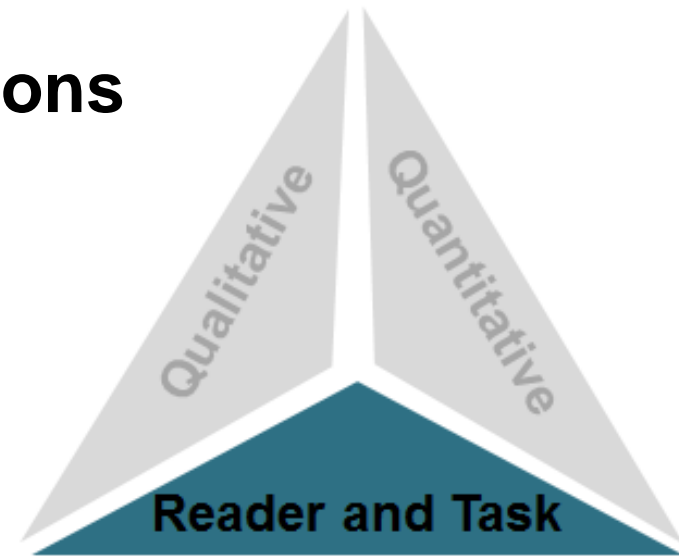
Text Complexity: Qualitative Measures Rubric				
LITERARY TEXTS				
Text Title _____		Text Author _____		
	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
MEANING	○ Meaning: Several levels and competing elements of meaning that are difficult to identify, separate, and interpret; theme is implicit or subtle, often ambiguous and revealed over the entirety of the text	○ Meaning: Several levels of meaning that may be difficult to identify or separate; theme is implicit or subtle and may be revealed over the entirety of the text	○ Meaning: More than one level of meaning with levels clearly distinguished from each other; theme is clear but may be conveyed with some subtlety	○ Meaning: One level of meaning; theme is obvious and revealed early in the text.
TEXT STRUCTURE	○ Organization: Organization is intricate with regard to elements such as narrative viewpoint, time shifts, multiple characters, storylines and detail	○ Organization: Organization may include subplots, time shifts and more complex characters	○ Organization: Organization may have two or more storylines and occasionally be difficult to predict	○ Organization: Organization of text is clear, chronological or easy to predict
	○ Use of Graphics: If used, minimal illustrations that support the text, or Graphics are present and are essential for understanding the meaning of the text	○ Use of Graphics: If used, a few illustrations that support the text, or Graphics are present and extend the meaning of the text	○ Use of Graphics: If used, a range of illustrations that support selected parts of the text, or A few graphics are present that support the meaning of the text	○ Use of Graphics: If used, extensive illustrations that directly support and assist in interpreting the written text, or Graphics may be present but are not necessary to understanding the meaning of the text
LANGUAGE FEATURES	○ Conventuality: Dense and complex; contains abstract, ironic, and/or figurative language	○ Conventuality: Complex; contains some abstract, ironic, and/or figurative language	○ Conventuality: Largely explicit and easy to understand with some occasions for more complex meaning	○ Conventuality: Explicit, literal, straightforward, easy to understand
	○ Vocabulary: Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading	○ Vocabulary: Somewhat complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic	○ Vocabulary: Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic	○ Vocabulary: Contemporary, familiar, conversational language
KNOWLEDGE DEMANDS	○ Life Experiences: Experiences and/or ideas are distinctly different from the common reader	○ Life Experiences: Experiences and/or ideas are uncommon to most readers	○ Life Experiences: Experiences and/or ideas portrayed are common to many readers	○ Life Experiences: Experiences and/or ideas portrayed are everyday and common to most readers
	○ Intertextuality and Cultural Knowledge: Many references or allusions to other texts or cultural elements	○ Intertextuality and Cultural Knowledge: Some references or allusions to other texts or cultural elements	○ Intertextuality and Cultural Knowledge: A few references or allusions to other texts or cultural elements	○ Intertextuality and Cultural Knowledge: No references or allusions to other texts or cultural elements



Step-By-Step

Step 3. Reader and Task Considerations

- Motivation
- Knowledge
- Experience
- Complexity of assigned task
- Complexity of questions





Considering the Reader

- What aspects of the text will likely pose the most challenge for students?
- Content or theme concerns or challenges?
- Text structure challenges?
- Language feature challenges?
- Knowledge and experience demands?
- What supports can I provide to make this text accessible to my students?





Considering the Reader

- How will this text help my students build knowledge about the world?
- What Connecticut Core Standards should I focus on when using this text in an assessment?
- What are natural areas of focus for this text?





Potential Challenges

- Accessible for most students
- Sentence and text structures
- Archaic language, slang, idioms
- Background knowledge
- Bias and sensitivity concerns
- Word count





Next Steps

- Develop a pool of annotated texts
- The texts and the annotations accompanying them can be used to help select appropriate materials.



Step-By-Step

Step 4. Placemat

- Complete and keep a record of analysis

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



Text Complexity in Action: Step 1

Quantitative Measures

Various readability measures of *The Hunger Games* agree that it is of appropriate complexity for Grades 7-adult.

The ATOS formula (used with the Accelerated Reader program) identifies this title as having a book level of 5.3.

The Lexile measure for this novel is 810L.



Text Complexity in Action: Step 2

	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
MEANING	<ul style="list-style-type: none"> ○ Meaning: Several levels and competing elements of meaning that are difficult to identify, separate, and interpret; theme is implicit or subtle, often ambiguous and revealed over the entirety of the text 	<ul style="list-style-type: none"> ○ Meaning: Several levels of meaning that may be difficult to identify or separate; theme is implicit or subtle and may be revealed over the entirety of the text 	<ul style="list-style-type: none"> ○ Meaning: More than one level of meaning with levels clearly distinguished from each other; theme is clear but may be conveyed with some subtlety 	<ul style="list-style-type: none"> ○ Meaning: One level of meaning; theme is obvious and revealed early in the text.
TEXT STRUCTURE	<ul style="list-style-type: none"> ○ Organization: Organization is intricate with regard to elements such as narrative viewpoint, time shifts, multiple characters, storylines and detail ○ Use of Graphics: If used, minimal illustrations that support the text, or Graphics are present and are essential for understanding the meaning of the text 	<ul style="list-style-type: none"> ○ Organization: Organization may include subplots, time shifts and more complex characters ○ Use of Graphics: If used, a few illustrations that support the text, or Graphics are present and extend the meaning of the text 	<ul style="list-style-type: none"> ○ Organization: Organization may have two or more storylines and occasionally be difficult to predict ○ Use of Graphics: If used, a range of illustrations that support selected parts of the text, or A few graphics are present that support the meaning of the text 	<ul style="list-style-type: none"> ○ Organization: Organization of text is clear, chronological or easy to predict ○ Use of Graphics: If used, extensive illustrations that directly support and assist in interpreting the written text, or Graphics may be present but are not necessary to understanding the meaning of 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: Mainly complex sentences often containing multiple concepts 	<ul style="list-style-type: none"> ○ Conventionality: Complex; contains some abstract, ironic, and/or figurative language ○ Vocabulary: Somewhat complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic ○ Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words 	<ul style="list-style-type: none"> ○ Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning ○ Vocabulary: Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic ○ Sentence Structure: Simple and compound sentences, with some more complex constructions 	<ul style="list-style-type: none"> ○ Conventionality: Explicit, literal, straightforward, easy to understand ○ Vocabulary: Contemporary, familiar, conversational language ○ Sentence Structure: Mainly simple sentences
KNOWLEDGE DEMANDS	<ul style="list-style-type: none"> ○ Life Experiences: Experiences and/or ideas are distinctly different from the common reader ○ Intertextuality and Cultural Knowledge: Many references or allusions to other texts or cultural elements 	<ul style="list-style-type: none"> ○ Life Experiences: Experiences and/or ideas are uncommon to most readers ○ Intertextuality and Cultural Knowledge: Some references or allusions to other texts or cultural elements 	<ul style="list-style-type: none"> ○ Life Experiences: Experiences and/or ideas portrayed are common to many readers ○ Intertextuality and Cultural Knowledge: A few references or allusions to other texts or cultural elements 	<ul style="list-style-type: none"> ○ Life Experiences: Experiences and/or ideas portrayed are everyday and common to most readers ○ Intertextuality and Cultural Knowledge: No references or allusions to other texts or cultural elements





Text Complexity in Action:

Step 2

Qualitative Measures

Levels of Meaning:

The novel has a multiple levels of meaning. Literally, the story centers around Katniss, who lives in the not-too-distant future in the remains of what was once North America. As her home district's representative to the annual Hunger games, she competes for survival. The book is also a social commentary on reality television and social issues.

Structure:

The structure is simple and is a story told in the first person by a narrator using foreshadowing and flashback. The book does require the reader to picture a future world with events and customs that may be unfamiliar.

Language Conventionalty and Clarity:

Vivid description, figurative language, and imagery are used to help the reader picture this world in the not-too-distant future. The voice of the narrator is conversational, familiar, and contemporary.

Knowledge Demands:

The story includes higher-level themes of moral dilemma, social criticism, government control, war, and hunger. Events of the novel are unique to Katniss's world of the future and require a deeper level of thinking on the part of the reader.





Text Complexity in Action: Step 3

Reader-Task Considerations

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.

Here in Kansas, educators might want to examine the following elements or issues: the consequences of hunger, people's Constitutional rights, and links to other books such as 1984, The Giver, Fahrenheit 451, and others for student learning differentiation purposes.





Text Complexity in Action: Step 4

Recommended Placement

The Hunger Games is the 2010 Heartland Award winner in Kansas. Both the qualitative and quantitative measures support the novel's placement in the Grades 7 and higher text complexity band. This book also ties into social studies and some science standards.



Text Complexity Analysis of *The Hunger Games* by Suzanne Collins

Qualitative Measures

Levels of Meaning:

The novel has a multiple levels of meaning. Literally, the story centers around Katniss, who lives in the not-too-distant future in the remains of what was once North America. As her home district's representative to the annual Hunger games, she competes for survival. The book is also a social commentary on reality television and social issues.

Structure:

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Recommended Placement

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Benefits of Text Analysis

- The text complexity analysis process gives teachers a method for becoming more purposeful in their text selection.
- The process expects teachers at all grade levels to be confident in their content knowledge and to read and analyze a text before they teach it.
- The process encourages teachers to engage in meaningful discussions about a text with colleagues.





Resources: Text Placemats

- CSDE web site: [Smarter Balanced Related Resources](#)
- Achieve the Core: <https://achievethecore.org>
 - Find Classroom Resources
 - Choose ELA/Literacy Lessons
- Cooperative Children's Book Center (CCBC)
<https://ccbc.education.wisc.edu/books/detailListBooks.asp?idBookLists=549>
- Kansas Department of Education
 - ELA Standards: Text Complexity
 - <https://community.ksde.org/Default.aspx?tabid=5575>





Resources: Quantitative

- The Lexile Framework for Reading: <https://fab.lexile.com>
- The Hub: <https://hub.lexile.com/sign-in>
- CSDE web site: [Smarter Balanced Related Resources](#)
- Scholastic for Educators:
http://teacher.scholastic.com/education/guidedreading/leveling_chart.htm





Questions or Concerns

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