



**Understanding
Text Complexity**

September, 2012

Missouri Department of Elementary
and Secondary Education

Reading Standard 10

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

Appendix A



COMMON CORE STATE STANDARDS FOR
**English Language Arts
&
Literacy in
History/Social Studies,
Science, and Technical Subjects**

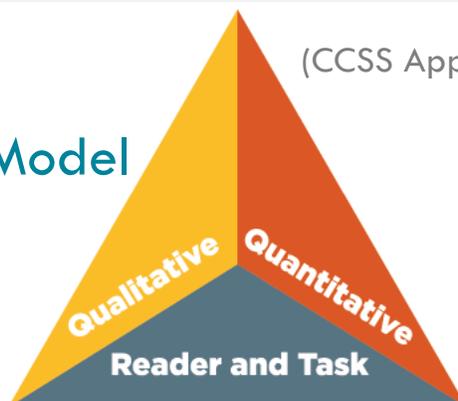
Appendix A:

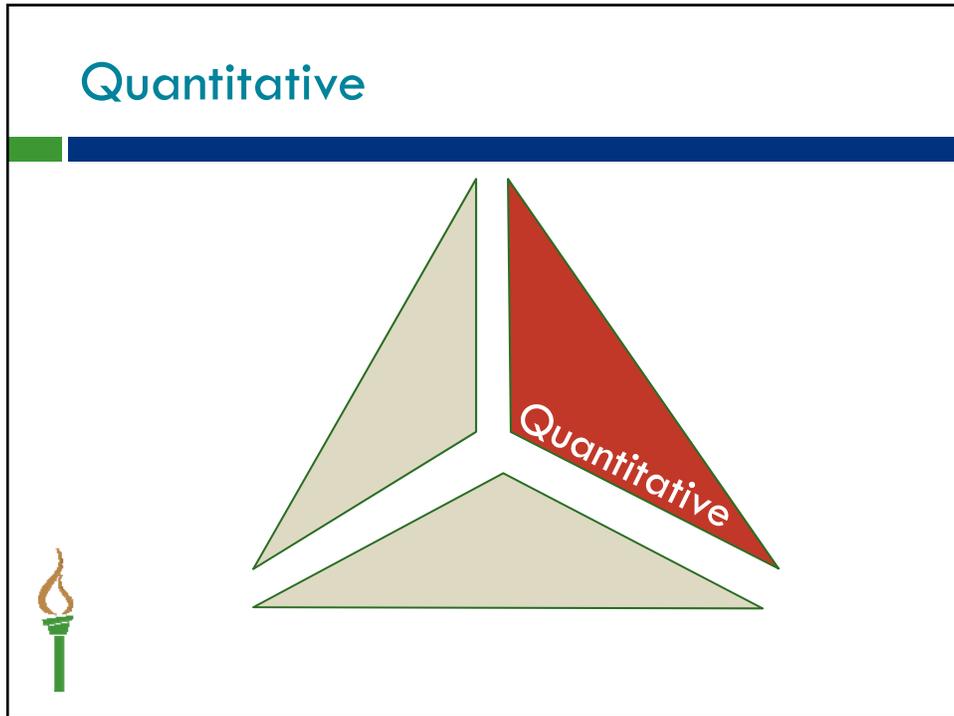
Research Supporting
Key Elements of the Standards
Glossary of Key Terms

Determining Text Complexity

(CCSS Appendix A, p. 5-7)

3 Part Model





Original Appendix A-Lexile Chart

Figure 3: Text Complexity Grade Bands and Associated Lexile Ranges (in Lexiles)

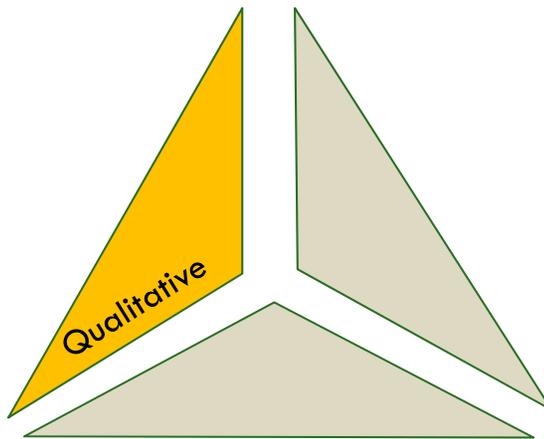
Text Complexity Grade Band in the Standards	Old Lexile Ranges	Lexile Ranges Aligned to CCR expectations
K-1	N/A	N/A
2-3	450-725	450-790
4-5	645-845	770-980
6-8	860-1010	955-1155
9-10	960-1115	1080-1305
11-CCR	1070-1220	1215-1355

New Appendix A-Lexile Chart

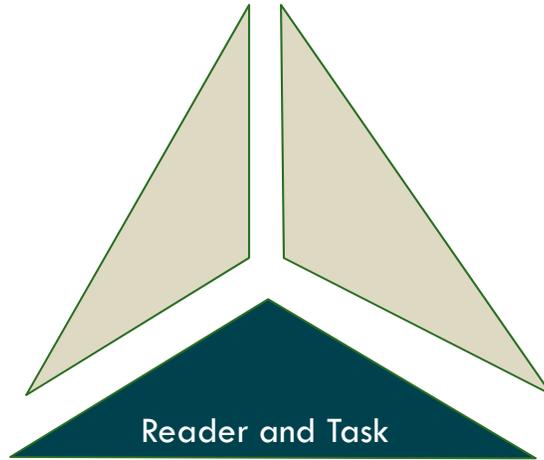
Common Core Band	ATOS	Degrees of Reading Power ⁹	Flesch-Kincaid ⁸	The Lexile Framework ⁹	Reading Maturity	SourceRater
2 nd – 3 rd	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	0.05 – 2.48
4 th – 5 th	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	0.84 – 5.75
6 th – 8 th	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	4.11 – 10.66
9 th – 10 th	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	9.02 – 13.93
11 th – CCR	11.20 – 14.10	67 – 74	10.34 – 14.2	1185 – 1385	9.57 – 12.00	12.30 – 14.50



Qualitative



Reader and Task



Determining Text Complexity – 4 Steps

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



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Text Complexity Resources

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

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



Informational Text Rubric

Text Complexity: Qualitative Measures Rubric

INFORMATIONAL TEXTS

Text Title _____	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
Purpose	<ul style="list-style-type: none"> Purpose: Subtle, implied, difficult to determine; intricate, theoretical elements 	<ul style="list-style-type: none"> Purpose: Implied, but fairly easy to infer; more theoretical than concrete 	<ul style="list-style-type: none"> Purpose: Implied, but easy to identify based upon context or source 	<ul style="list-style-type: none"> Purpose: Explicitly stated; clear, concrete with a narrow focus
Text Structure	<ul style="list-style-type: none"> Organization of Main Ideas: Connections between an extensive range of ideas or events are deep, intricate and often implicit or subtle; organization of the text is intricate or specialized for a particular discipline Text Features: If used, are essential in understanding content Use of Graphics: If used, extensive, intricate, essential integrated graphics, tables, charts, etc., necessary to make meaning of text; also may provide information not otherwise conveyed in the text 	<ul style="list-style-type: none"> Organization of Main Ideas: Connections between an expanded range of ideas, processes or events are deeper and often implicit or subtle; organization may contain multiple pathways and may exhibit traits common to a specific discipline Text Features: If used, greatly enhance the reader's understanding of content Use of Graphics: If used, essential integrated graphics, tables, charts, etc.; may occasionally be essential to understanding the text 	<ul style="list-style-type: none"> Organization of Main Ideas: Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential Text Features: If used, enhance the reader's understanding of content Use of Graphics: If used, graphics mostly supplementary to understanding of the text, such as indexes, glossaries, graphs, pictures, tables, and charts directly support the text 	<ul style="list-style-type: none"> Organization of Main Ideas: Connections between ideas, processes or events are explicit and clear; organization of text is clear or chronological or easy to predict Text Features: If used, help the reader navigate and understand content but are not essential Use of Graphics: If used, simple graphics, unnecessary to understanding the text but directly support and assist in interpreting the written text
Language Features	<ul style="list-style-type: none"> Conventationality: 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"> Conventationality: 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"> Conventationality: 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"> Conventationality: Explicit, literal, straightforward, easy to understand Vocabulary: Contemporary, familiar, conversational language Sentence Structure: Mainly simple sentences
Knowledge Demands	<ul style="list-style-type: none"> Subject Matter Knowledge: Extensive, perhaps specialized or even theoretical; disciplinary content knowledge; range of challenging abstract and theoretical concepts Intertextuality: Many references or allusions to other texts or outside ideas, theories, etc. 	<ul style="list-style-type: none"> Subject Matter Knowledge: Moderate levels of discipline-specific content knowledge; some theoretical knowledge may enhance understanding; range of recognizable ideas and challenging abstract concepts Intertextuality: Some references or allusions to other texts or outside ideas, theories, etc. 	<ul style="list-style-type: none"> Subject Matter Knowledge: Everyday practical knowledge and some discipline-specific content knowledge; both simple and more complicated, abstract ideas Intertextuality: A few references or allusions to other texts or outside ideas, theories, etc. 	<ul style="list-style-type: none"> Subject Matter Knowledge: Everyday, practical knowledge; simple, concrete ideas Intertextuality: No references or allusions to other texts, or outside ideas, theories, etc.

ASCD 2012 CCSS Text Complexity webinar handout #3

Source: www.achievethecore.org

Literary Text Rubric

Text Complexity: Qualitative Measures Rubric

LITERATURE

Text Title _____	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
Meaning	<ul style="list-style-type: none"> Meaning: Multiple competing levels 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: Multiple 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: Multiple levels of meaning 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: Is intricate with regard to such elements as point of view, time shifts, multiple characters, storylines and detail Use of Graphics: If used, illustrations or graphics are essential for understanding the meaning of the text 	<ul style="list-style-type: none"> Organization: May include subplots, time shifts and more complex characters Use of Graphics: If used, illustrations or graphics support or extend the meaning of the text 	<ul style="list-style-type: none"> Organization: May have two or more storylines and occasionally be difficult to predict Use of Graphics: If used, a range of illustrations or graphics support selected parts of the text 	<ul style="list-style-type: none"> Organization: Is clear, chronological or easy to predict Use of Graphics: If used, either illustrations or graphics directly support and assist in interpreting the text or are not necessary to understanding the meaning of the text
Language Features	<ul style="list-style-type: none"> Conventationality: Dense and complex; contains abstract, ironic, and/or figurative language Vocabulary: Complex, generally unfamiliar, archaic, subject-specific, or overly academic; language may be ambiguous or purposefully misleading Sentence Structure: Mainly complex sentences with several subordinate clauses or phrases; sentences often contain multiple concepts 	<ul style="list-style-type: none"> Conventationality: Fairly complex; contains some abstract, ironic, and/or figurative language Vocabulary: Fairly 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"> Conventationality: 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: Primarily simple and compound sentences, with some complex constructions 	<ul style="list-style-type: none"> Conventationality: Explicit, literal, straightforward, easy to understand Vocabulary: Contemporary, familiar, conversational language Sentence Structure: Mainly simple sentences
Knowledge Demands	<ul style="list-style-type: none"> Life Experiences: Explores complex, sophisticated or abstract themes; experiences portrayed are distinctly different from the common reader Intertextuality and Cultural Knowledge: Many references or allusions to other texts or cultural elements 	<ul style="list-style-type: none"> Life Experiences: Explores a range of varying levels of complexity or abstractness; experiences portrayed are uncommon to most readers Intertextuality and Cultural Knowledge: Some references or allusions to other texts or cultural elements 	<ul style="list-style-type: none"> Life Experiences: Explores several themes; experiences portrayed are common to many readers Intertextuality and Cultural Knowledge: Few references or allusions to other texts or cultural elements 	<ul style="list-style-type: none"> Life Experiences: Explores a single theme; experiences portrayed are everyday and common to most readers Intertextuality and Cultural Knowledge: No references or allusions to other texts or cultural elements

Determining Text Complexity – 4 Steps

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4. Recommend placement in appropriate complexity band



Reader and Task Questions

Do my students have background knowledge in this topic?

Might my students have an interest in this topic?



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Drilling Down to Placement

Grade Band

Grade

Time of
Year



Appendix B



COMMON CORE STATE STANDARDS FOR
**English Language Arts
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Literacy in
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Appendix B: Text Exemplars and
Sample Performance Tasks



On Track for College and Career

