Thank you for joining the webinar. The session will begin shortly.
Webinar Reminders

- Close all other applications to your computer.
- Please make sure to (mute) red your microphone and keep them muted unless otherwise instructed.
- Please ask all questions through the chat box.
- Make sure your chat box is set for “everyone”. Questions will be addressed during Q & A.
- This session will be recorded.
<table>
<thead>
<tr>
<th>Group Norms for Webinar</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Self-directed Learner</strong></td>
</tr>
<tr>
<td>Make personal connections to your position</td>
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<tr>
<td><strong>Community Contributor</strong></td>
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<tr>
<td>Honor the expertise of ALL</td>
</tr>
<tr>
<td><strong>Complex Thinker</strong></td>
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<tr>
<td>Synergize – Collective thoughts</td>
</tr>
<tr>
<td><strong>Quality Producer</strong></td>
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<td>Grow professionally</td>
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<td><strong>Effective Communicator</strong></td>
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<tr>
<td>Seek first to understand, then to be understood</td>
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<tr>
<td><strong>Effective &amp; Ethical User of Technology</strong></td>
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<tr>
<td>Remove all other distractions</td>
</tr>
</tbody>
</table>
Hawaii DOE’s Strategic Plan
July 1, 2011- June 30, 2018

Assure all students are college and career ready through effective use of standards-based education

Ensure and sustain a rich environment and culture for life long learning

Continuously improve the effectiveness, efficiency and responsiveness of the educational system

GP # 1 Assessment of and for learning drives instruction

GP # 4 Instructional leadership and professional learning

GP # 3 Aligned policies and resources across school, complex area, and state levels

GP # 2 Evidence-based instructional strategies

GP # 6 School, home, and community partnerships

GP # 5 Accountability
Webinar Information

A recording of this webinar will be posted on the Standards Toolkit website.

If there are any questions, please e-mail:
• Dewey Gottlieb, Mathematics Specialist
• Monica Mann, Acting Administrator
• Petra Schatz, Language Arts Specialist
• Derrick Tsuruda, Science Specialist
Essential Question

- How do I determine the complexity of a particular text?

- How do I use text complexity to help me select appropriately complex texts for my students?

- How will incorporating text complexity into my classroom help prepare my students for college and career success?
Desired Outcomes

Understanding of the…

- The Three Dimensions of Text Complexity
- How to Use the Dimensions to Analyze a Text: The Text Complexity Placement
College and Career Ready

Percent of Hawaii DOE Graduates Enrolled in Remediation-level Courses in the University of Hawaii system*

*Source: Hawaii P-20 Partnerships for Education “College and Career Indicators Report”
# Common Core State Standards

## Timeline

<table>
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</thead>
<tbody>
<tr>
<td><strong>Non-Tested Grades and Content Specific Courses</strong></td>
<td>Common Core State Standards (internalization and incorporation)</td>
<td>Common Core State Standards (internalization and incorporation)</td>
<td>Common Core State Standards (sustainability)</td>
<td>Common Core State Standards (sustainability)</td>
</tr>
<tr>
<td><strong>Tested Grades</strong></td>
<td>Hawaii Content and Performance Standards III (instruction and Hawaii State Assessment)</td>
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<td>Common Core State Standards (instruction and Hawaii State Assessment)</td>
</tr>
</tbody>
</table>
next slides adapted from:

The Common Core State Standards: Supporting Districts and Teachers with Text Complexity

Susan Pimentel, Co-Lead Author of Common Core State Standards for English Language Arts
Matt Copeland, Kris Shaw, and Jackie Lakin, Kansas Department of Education
Whitney Whealdon, Louisiana Department of Education
The Crisis of Text Complexity

 Complexity of texts students are expected to read is way below what is required to achieve college and career readiness:

- High school textbooks have declined in all subject areas over several decades
- Average length of sentences in K-8 textbooks has declined from 20 to 14 words
- Vocabulary demands have declined, e.g., 8th grade textbooks = former 5th grade texts; 12th grade anthologies = former 7th grade texts

 Complexity of college and careers texts has remained steady or increased, resulting in a huge gap (350L)
Should we worry about this gap?

- Too many students are reading at too low a level (<50% of graduates can read sufficiently complex texts)

- The complexity of what students can read is greatest predictor of success in college (ACT study)
  - Question type (main idea, word meanings, details) is NOT the chief differentiator
  - Question level (higher order vs. lower order; literal vs. inferential) is NOT the chief differentiator either
Recent Research Study

- Confirm and extend the preliminary research in Appendix A.
- Test and validate quantitative measures of text complexity and difficulty (led by Chuck Perfetti, U of Pitt)
- In particular, assessed the capabilities of six quantitative metrics to predict text difficulty for students on standardized tests:
  - ATOS - ATOS® (Renaissance Learning)
  - DRP - Degrees of Reading Power ®(Questar)
  - FK - Flesch Kincaid ®
  - Lexile - Lexile Framework® (MetaMetrics)
  - SR - Source Rater ©(Educational Testing Service)
  - RM - Pearson Reading Maturity Metric© (Pearson Education)
Results of Research Study

- All the metrics were reliably, and often highly, correlated with how students perform with texts on tests (No measure was better than any other in predicting text difficulty for students).

- All measures were equally good when situating informational texts on the scale (less so with respect to narrative fiction).

- No measure can yet rate drama and poetry.

- Six measures now share a common scale of text complexity that aligns to college and career readiness.

- A number of tools are now valid, transparent, user-friendly and reliable to use.
Measures of Text Complexity

- Quantitative measures stand as proxies for semantic and syntactic complexity:
  - Word difficulty (frequency, length)
  - Sentence length and syntax
  - Some newer measures also measure text cohesion and other features of vocabulary

- Qualitative measures complement quantitative measures:
  - Purpose
  - Language conventionality and clarity
  - Text structures
  - Knowledge demands
Quantitative and qualitative measures are at once useful and imperfect.

Quantitative measures are less valid for certain kinds of texts (poetry, drama, K-1 texts) but for all others can place most texts in a complexity band reliably.

Qualitative measures are on a continuum (not grade/band specific) and most useful working in conjunction with quantitative measures.
Implications for Educators

General Rule:

andelier Use any one of the quantitative analyzer tools to place text into a complexity band level.

)}) For decisions about whether to place a text at the upper, lower, or middle of a band, use qualitative analysis.

eterangan For drama and poetry, use qualitative measures.
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.
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.

Common Core Bands:

<table>
<thead>
<tr>
<th>Common Core Bands</th>
<th>ATOS</th>
<th>DRP</th>
<th>FK</th>
<th>Lexile</th>
<th>SR</th>
<th>LM</th>
</tr>
</thead>
<tbody>
<tr>
<td>2nd-3rd</td>
<td>2.75-5.14</td>
<td>42-54</td>
<td>1.98-5.34</td>
<td>420-820</td>
<td>0.05 - 2.46</td>
<td>1.53 - 6.13</td>
</tr>
<tr>
<td>4th-5th</td>
<td>4.97-7.03</td>
<td>52-60</td>
<td>4.51-7.73</td>
<td>740-1010</td>
<td>0.84 - 5.75</td>
<td>4.42 - 7.92</td>
</tr>
<tr>
<td>6th-8th</td>
<td>7.00-9.98</td>
<td>57-67</td>
<td>6.51-10.34</td>
<td>925-1185</td>
<td>4.41 - 10.60</td>
<td>7.08 - 9.37</td>
</tr>
<tr>
<td>9th-10th</td>
<td>9.67-12.01</td>
<td>62-72</td>
<td>8.32-12.12</td>
<td>1050-1335</td>
<td>9.02 - 13.93</td>
<td>8.41 - 10.81</td>
</tr>
</tbody>
</table>
Quantitative Measures Resources

- Grade Band Ranges Chart
- Internet databases for quantitative measures (Lexile and ATOS book level)
### Common Scale for Band Level Text Difficulty Ranges

<table>
<thead>
<tr>
<th>Common Core Bands:</th>
<th>Text Analyzer Tools</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ATOS</td>
</tr>
<tr>
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<tr>
<td>6th-8th</td>
<td>7.00-9.98</td>
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</table>
Quantitative Measures Resources

Lexile Analyzer:  
www.lexile.com/findabook/

AR BookFinder:  
www.arbookfind.com
Qualitative Measures Resources

- Rubric for Literary Text
- Rubric for Informational Text
### Text Complexity: Qualitative Measures Rubric

#### LITERARY TEXTS

**Text Title**

**Text Author**

### MEANING

- **Exceedingly Complex**
  - *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

- **Very Complex**
  - *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

- **Moderately Complex**
  - *Meaning*: More than one level of meaning with levels clearly distinguished from each other; theme is clear but may be conveyed with some subtlety

- **Slightly Complex**
  - *Meaning*: One level of meaning; theme is obvious and revealed early in the text

### TEXT STRUCTURE

- **Exceedingly Complex**
  - *Organisation*: 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

- **Very Complex**
  - *Organisation*: Organization may include subplots, time shifts and more complex characters
  - *Use of Graphics*: If used, a few illustrations that support the text

- **Moderately Complex**
  - *Organisation*: Organization may have two or more storylines and occasionally difficult to predict
  - *Use of Graphics*: If used, a range of illustrations that support selected parts of the text

- **Slightly Complex**
  - *Organisation*: 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

### LANGUAGE FEATURES

- **Exceedingly Complex**
  - *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

- **Very Complex**
  - *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

- **Moderately Complex**
  - *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

- **Slightly Complex**
  - *Conventionality*: Explicit, literal, straightforward, easy to understand
  - *Vocabulary*: Contemporary, familiar, conversational language
  - *Sentence Structure*: Mainly simple sentences

### KNOWLEDGE DEMANDS

- **Exceedingly Complex**
  - *Life Experiences*: Explores complex, sophisticated themes; experiences are distinctly different from the common reader
  - *Intertextuality and Cultural Knowledge*: Many references or allusions to other texts or cultural elements

- **Very Complex**
  - *Life Experiences*: Explores 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

- **Moderately Complex**
  - *Life Experiences*: Explores a single theme; experiences portrayed are common to many readers
  - *Intertextuality and Cultural Knowledge*: A few references or allusions to other texts or cultural elements

- **Slightly Complex**
  - *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
<table>
<thead>
<tr>
<th>Exceedingly Complex</th>
<th>Very Complex</th>
<th>Moderately Complex</th>
<th>Slightly Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PURPOSE</strong></td>
<td><strong>Purpose</strong>: Subtle, implied, difficult to determine; intricate, theoretical elements</td>
<td><strong>Purpose</strong>: Implied, but fairly easy to infer; more theoretical than concrete</td>
<td><strong>Purpose</strong>: Implied, but easy to identify based upon context or source</td>
</tr>
<tr>
<td><strong>TEXT STRUCTURE</strong></td>
<td><strong>Organization of Main Ideas</strong>: 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</td>
<td><strong>Organization of Main Ideas</strong>: Connections between an expanded range 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</td>
<td><strong>Organization of Main Ideas</strong>: Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential</td>
</tr>
<tr>
<td><strong>CONVENTIONALITY</strong></td>
<td><strong>Conventionality</strong>: Dense and complex; contains abstract, ironic, and/or figurative language</td>
<td><strong>Conventionality</strong>: Complex; contains some abstract, ironic, and/or figurative language</td>
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<tr>
<td><strong>VOCABULARY</strong></td>
<td><strong>Vocabulary</strong>: Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading</td>
<td><strong>Vocabulary</strong>: Somewhat complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic</td>
<td><strong>Vocabulary</strong>: Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic</td>
</tr>
<tr>
<td><strong>SENTENCE STRUCTURE</strong></td>
<td><strong>Sentence Structure</strong>: Mainly complex sentences often containing multiple concepts</td>
<td><strong>Sentence Structure</strong>: Many complex sentences with several subordinate phrases or clauses and transition words</td>
<td><strong>Sentence Structure</strong>: Simple and compound sentences, with some more complex constructions</td>
</tr>
<tr>
<td><strong>SUBJECT MATTER KNOWLEDGE</strong></td>
<td><strong>Subject Matter Knowledge</strong>: Extensive, perhaps specialized or even theoretical discipline-specific content knowledge; range of challenging abstract and theoretical concepts</td>
<td><strong>Subject Matter Knowledge</strong>: Moderate levels of discipline-specific content knowledge; some theoretical knowledge may enhance understanding; range of recognizable ideas and challenging abstract concepts</td>
<td><strong>Subject Matter Knowledge</strong>: Everyday practical knowledge and some discipline-specific content knowledge; both simple and more complicated, abstract ideas</td>
</tr>
<tr>
<td><strong>INTERTEXTUALITY</strong></td>
<td><strong>Intertextuality</strong>: Many references or allusions to other texts or outside ideas, theories, etc.</td>
<td><strong>Intertextuality</strong>: Some references or allusions to other texts or outside ideas, theories, etc.</td>
<td><strong>Intertextuality</strong>: A few references or allusions to other texts or outside ideas, theories, etc.</td>
</tr>
</tbody>
</table>
# Qualitative Measures Resources

## The Qualitative Measures Rubrics for Literary and Informational Text:

Adapted from Kansas State Department of Education


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.
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.
• Questions for Professional Reflection
Reader and Task Considerations Resources

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.

1. 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?

2. 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?

3. What supports do I need to provide so that all of my students (even those who are struggling readers) can access the text?
Questions for Professional Reflection on

Reader and Task Considerations

1. What aspects of the text will likely pose the most challenge for my students?
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3. What supports do I need to provide so that all of my students (even those who are struggling readers) can access the text?
Recommended Placement Form

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.
Determining Text Complexity: The Model in Action

For illustrative purposes, let’s choose Mark Alan Stamaty’s 1973 book *Who Needs Donuts?*
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

Lexile Text Measure: N/A
ATOS Book Level: 3.4

In which of the text complexity bands would this book fall?
<table>
<thead>
<tr>
<th>Text Complexity Grade Bands</th>
<th>Suggested Lexile Range</th>
<th>Suggested ATOS Book Level Range**</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-1</td>
<td>100L – 500L*</td>
<td>1.0 – 2.5</td>
</tr>
<tr>
<td>2-3</td>
<td>450L – 790L</td>
<td>2.0 – 4.0</td>
</tr>
<tr>
<td>4-5</td>
<td>770L – 980L</td>
<td>3.0 – 5.7</td>
</tr>
<tr>
<td>6-8</td>
<td>955L – 1155L</td>
<td>4.0 – 8.0</td>
</tr>
<tr>
<td>9-10</td>
<td>1080L – 1305L</td>
<td>4.6 – 10.0</td>
</tr>
<tr>
<td>11-CCR</td>
<td>1215L – 1355L</td>
<td>4.8 – 12.0</td>
</tr>
</tbody>
</table>

* 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/R004572117GKC46B.pdf
Step 2: Qualitative Measures

Measures such as:

- Levels of meaning
- Levels of purpose
- Structure
- Organization
- Language conventionality
- Language clarity
- Prior knowledge demands
# Text Complexity: Qualitative Measures Rubric

## LITERARY TEXTS

| Text Title | Who Needs Donuts? | Text Author | Mark Alan Stamaty |

<table>
<thead>
<tr>
<th>Exceedingly Complex</th>
<th>Very Complex</th>
<th>Moderately Complex</th>
<th>Slightly Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MEANING</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>X 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</td>
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</tr>
<tr>
<td>Use of Graphics: If used, minimal illustrations that support the text</td>
<td>X Use of Graphics: If used, a few illustrations that support the text</td>
<td></td>
<td>Use of Graphics: If used, extensive illustrations that directly support and assist in interpreting the written text</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>LANGUAGE FEATURES</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Conventionality: Dense and complex; contains abstract, ironic, and/or figurative language</td>
<td>Conventionality: Complex; contains some abstract, ironic, and/or figurative language</td>
<td>Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning</td>
<td>X Conventionality: Explicit, literal, straightforward, easy to understand</td>
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<tr>
<td>Vocabulary: Generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading</td>
<td>Vocabulary: Somewhat complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic</td>
<td>Vocabulary: Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic</td>
<td>X Vocabulary: Contemporary, familiar, conversational language</td>
</tr>
<tr>
<td>Sentence Structure: Mainly complex sentences often containing multiple concepts</td>
<td>Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words</td>
<td>Sentence Structure: Simple and compound sentences, with some more complex constructions</td>
<td>X Sentence Structure: Mainly simple sentences</td>
</tr>
</tbody>
</table>

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<tr>
<th>KNOWLEDGE DEMANDS</th>
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<tbody>
<tr>
<td>Life Experiences: Explores complex, sophisticated themes; experiences are distinctly different from the common reader</td>
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<td>X Intertextuality and Cultural Knowledge: No references or allusions to other texts or cultural elements</td>
</tr>
</tbody>
</table>
Step 2: Qualitative Measures

From examining the quantitative measures, we knew:

Lexile Text Measure: N/A
ATOS Book Level: 3.4

But after reflecting upon the qualitative measures, we believed:
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
Step 3: Reader and Task Considerations

Questions for Professional Reflection on Reader and Task Considerations

1. 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?

2. 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?

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

Based upon all the information—all three legs of the model—the final recommendation for *Who Needs Donuts* is….
Text Complexity Analysis of
Who Needs Donuts? (title)
by Mark Alan Stamaty (author)

Recommended Complexity Band:

**Qualitative Measures**

**Meaning/Purpose:** *(Briefly explain the levels of meaning (Literary Text) or purpose (Informational text.).)*
Exceedingly Complex: Subtle theme is often ambiguous – need to read the entire text to understand. Several elements of meaning (love, family, materialism, etc.)

**Text Structure:** *(Briefly describe the structure, organization, and other features of the text.)*
Organization: Moderately Complex – has more than one storyline (one dealing with love, the other with wanting vs. needing something)
Use of graphics: Very Complex – lots of words and fantasy pictures

**Language Features:** *(Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)*
Slightly Complex – easy to understand straightforward language, simple sentence structure and familiar vocabulary

**Knowledge Demands:** *(Briefly describe the knowledge demands the text requires of students.)*
Life experiences: Very Complex – Experiences of love; the need for material items may be uncommon for the reader
Intertextuality and Cultural: Slightly Complex – no cultural or intertextuality elements

**Quantitative Measure**

**Complexity Band Level** *(provide range):*
2-3 grade level band

**Lexile or Other Quantitative Measure of the Text:**
ATOS: 3.4

**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:**
Illustrations are very detailed with lots of wording and fantasy pictures.

**Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:**
2.RL.3 – Describe how characters in a story respond to major events and challenges.
3.RL.3 – Describe how characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

**Differentiation/Supports for Students:**
Read aloud; chunk story for students to focus; walk through pictures first before reading the story.

**Recommended Placement**

Briefly explain the recommended placement of the text in a particular grade band.
The recommended placement is the upper level of grade 3 band. It could also be appropriate for 4th grade band as well depending upon the purpose of reading the text. It was also discussed that the satire in the text and the political commentary in the illustrations could be effectively used in the high schools.
Important Discoveries

▫ 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 text with colleagues.
Additional Resources

- standardstoolkit.k12.hi.us
- The Hunt Institute and CCSSO Common Core Implementation Video Series
- Common Core Appendix B
- Rubric for Text Complexity
- Text Complexity Analysis Bookmarks
Questions and Answers