



# ***Text Complexity***

*and the*

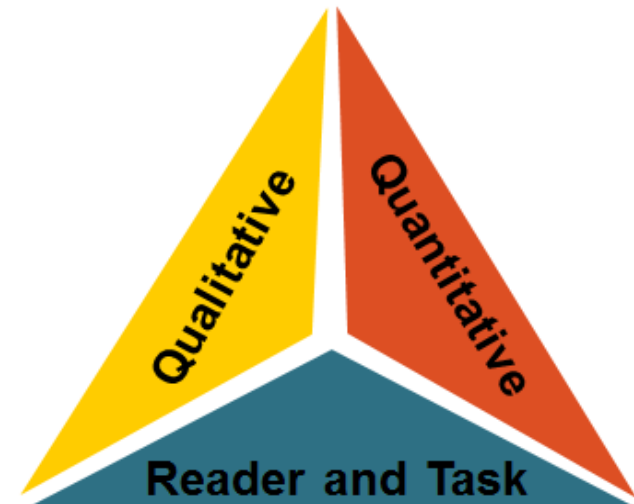
***Kansas Common Core Standards***

*for*

***English Language Arts***

*and*

***Literacy in History/Social Studies, Science,  
and Technical Subjects***



# The Common Core State Standards Initiative



Beginning in the spring of 2009, Governors and state commissioners of education from 48 states, 2 territories and the District of Columbia committed to developing a common core of state K-12 English-language arts (ELA) and mathematics standards.

The **Common Core State Standards Initiative (CCSSI)** is a state-led effort coordinated by the National Governors Association (NGA) and the Council of Chief State School Officers (CCSSO).

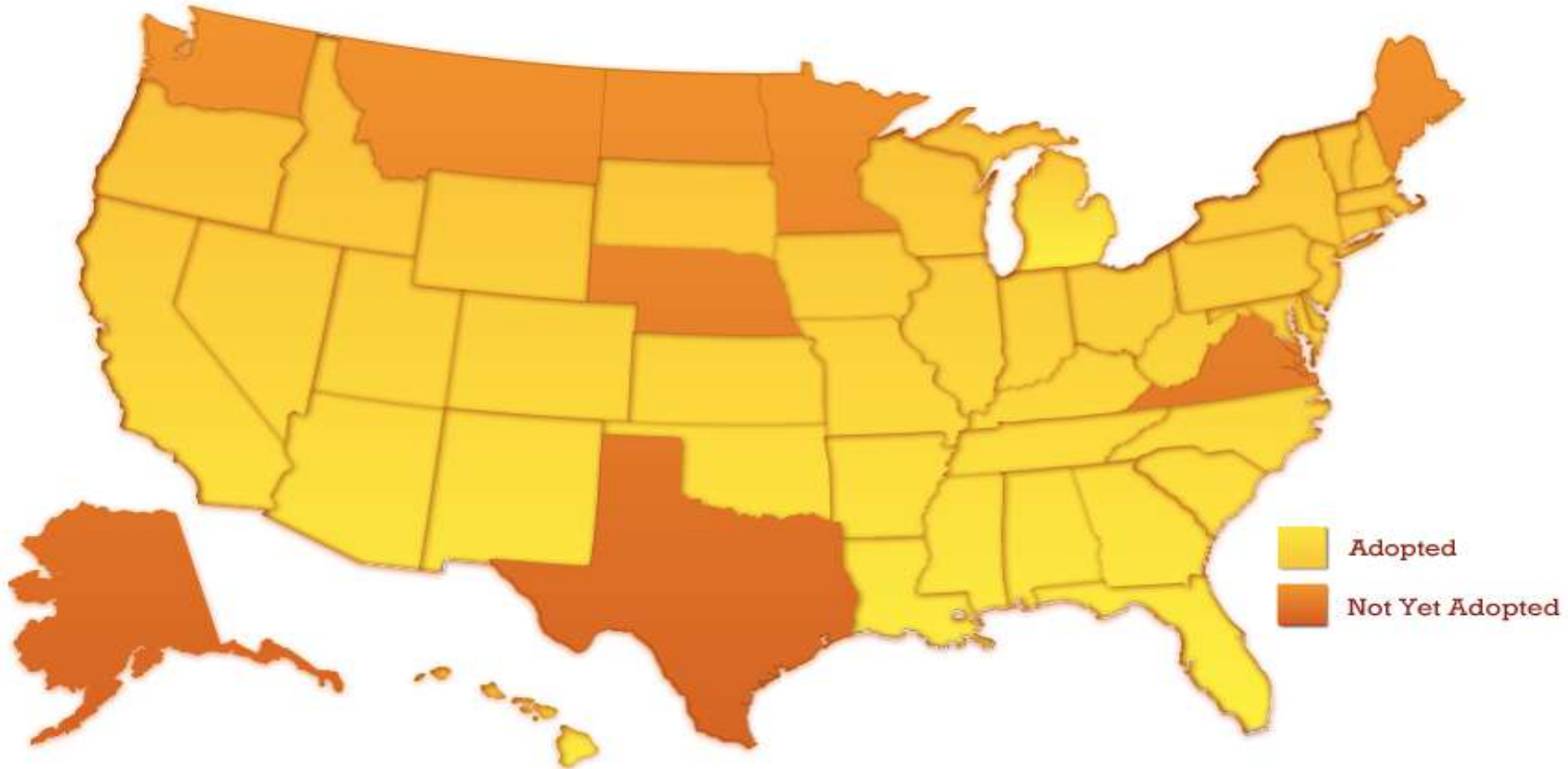
The Kansas State Board of Education formally adopted the Common Core State Standards for mathematics and English language arts on October 12, 2010.

[www.corestandards.org](http://www.corestandards.org)

[www.ksde.org/Default.aspx?tabid=4605](http://www.ksde.org/Default.aspx?tabid=4605)



# In the States



District of Columbia



Puerto Rico



Guam



American Samoa Islands



U.S. Virgin Islands



Northern Mariana Islands

# Kansas Advantages to Common Core Standards



- **A focus on college and career readiness**
- **Inclusion of the four strands of English Language Arts:**
  - Reading
  - Writing
  - Listening and speaking
  - Language
- **The benefits of an integrated literacy approach** – all Kansas educators have a *shared responsibility* for literacy instruction, regardless of discipline or content area.
- **A focus on results rather than means** – (“the *Standards* leave room for teachers, curriculum developers, and states to determine how those goals should be reached and what additional topics should be addressed” (p. 4).)
- **Efficiencies of scale** – common standards allow for greater collaboration among states in the areas of
  - Professional development
  - Resource development
  - Teaching tools



## Text Complexity



***“The Common Core Standards hinge on students encountering appropriately complex texts at each grade level in order to develop the mature language skills and the conceptual knowledge they need for success in school and life” (p. 3).***



# Text Complexity



**Specifically, within reading standard #10:**

**Anchor Standard:**

**R.CCR.10** Read and comprehend complex literary and informational texts independently and proficiently.

**Example Grade-level Standard (6<sup>th</sup> grade):**

**RI.6.10** By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.





# So...

What do the Kansas Common Core Standards mean by **text complexity**?

What is a **text complexity band**?

*and*

How do we ensure the texts our students are reading are in the appropriate **text complexity band**?

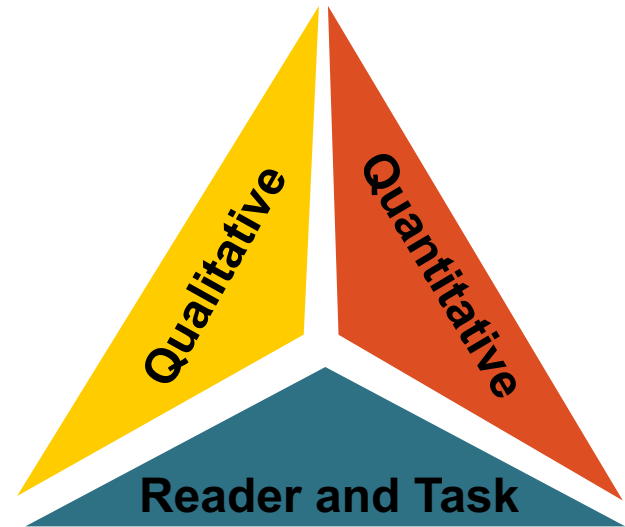


# Overview of Text Complexity



• **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.







## 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.

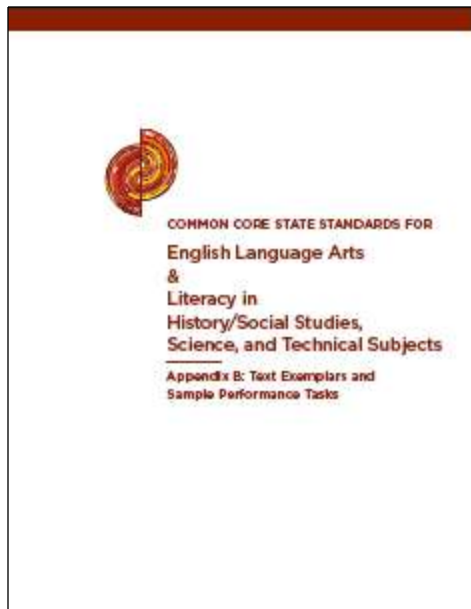
\*\* Taken from *Accelerated Reader and the Common Core State Standards*, available at the following URL:  
<http://doc.renlearn.com/KMNet/R004572117GKC46B.pdf>

# Where do we find texts in the appropriate text complexity band?



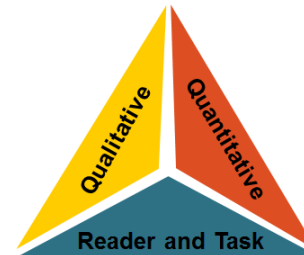
We could....

Choose an excerpt of text from Appendix B:



or...

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



TEXT COMPLEXITY QUALITATIVE MEASURES RUBRIC: INFORMATIONAL TEXTS

LEVEL OF DEMAND			
High	Medium-High	Medium-Low	Low
<ul style="list-style-type: none"> <li>1. Requires analysis beyond a surface-level reading.</li> </ul>	<ul style="list-style-type: none"> <li>2. Requires analysis on both surface and deep levels.</li> </ul>	<ul style="list-style-type: none"> <li>3. Requires analysis on both surface and deep levels.</li> </ul>	<ul style="list-style-type: none"> <li>4. Requires analysis on a surface level.</li> </ul>
ANALYTICAL SKILLS			
High	Medium-High	Medium-Low	Low
<ul style="list-style-type: none"> <li>1. Requires analysis of both ideas and details.</li> <li>2. Requires analysis of both ideas and details.</li> <li>3. Requires analysis of both ideas and details.</li> <li>4. Requires analysis of both ideas and details.</li> </ul>	<ul style="list-style-type: none"> <li>5. Requires analysis of both ideas and details.</li> <li>6. Requires analysis of both ideas and details.</li> <li>7. Requires analysis of both ideas and details.</li> <li>8. Requires analysis of both ideas and details.</li> </ul>	<ul style="list-style-type: none"> <li>9. Requires analysis of both ideas and details.</li> <li>10. Requires analysis of both ideas and details.</li> <li>11. Requires analysis of both ideas and details.</li> <li>12. Requires analysis of both ideas and details.</li> </ul>	<ul style="list-style-type: none"> <li>13. Requires analysis of both ideas and details.</li> <li>14. Requires analysis of both ideas and details.</li> <li>15. Requires analysis of both ideas and details.</li> <li>16. Requires analysis of both ideas and details.</li> </ul>
LANGUAGE COMPLEXITY AND AVAILABILITY			
High	Medium-High	Medium-Low	Low
<ul style="list-style-type: none"> <li>1. Requires analysis of both ideas and details.</li> <li>2. Requires analysis of both ideas and details.</li> <li>3. Requires analysis of both ideas and details.</li> <li>4. Requires analysis of both ideas and details.</li> </ul>	<ul style="list-style-type: none"> <li>5. Requires analysis of both ideas and details.</li> <li>6. Requires analysis of both ideas and details.</li> <li>7. Requires analysis of both ideas and details.</li> <li>8. Requires analysis of both ideas and details.</li> </ul>	<ul style="list-style-type: none"> <li>9. Requires analysis of both ideas and details.</li> <li>10. Requires analysis of both ideas and details.</li> <li>11. Requires analysis of both ideas and details.</li> <li>12. Requires analysis of both ideas and details.</li> </ul>	<ul style="list-style-type: none"> <li>13. Requires analysis of both ideas and details.</li> <li>14. Requires analysis of both ideas and details.</li> <li>15. Requires analysis of both ideas and details.</li> <li>16. Requires analysis of both ideas and details.</li> </ul>
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# Determining Text Complexity

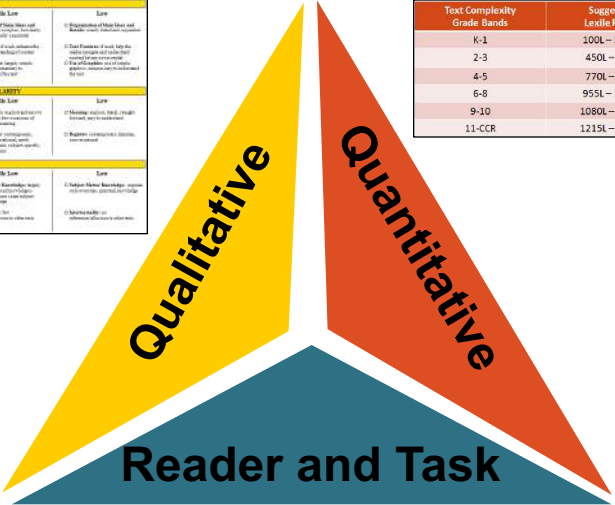


## A Four-step Process:

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.

LEVELS OF PERFORMANCES			
High	Medium High	Medium Low	Low
1. Purpose of the text is clearly defined.	1.2 Purpose of the text is clearly defined.	1.3 Purpose of the text is clearly defined.	1.4 Purpose of the text is clearly defined.
TEXT LINK			
2.1 Relationships of ideas, text, and author are clearly defined.	2.2 Relationships of ideas, text, and author are clearly defined.	2.3 Relationships of ideas, text, and author are clearly defined.	2.4 Relationships of ideas, text, and author are clearly defined.
LANGUAGE COMPLEXITY AND FLUENCY			
3.1 Analyze the text for language complexity.	3.2 Analyze the text for language complexity.	3.3 Analyze the text for language complexity.	3.4 Analyze the text for language complexity.
KNOWLEDGE DEMANDS			
4.1 Analyze the text for knowledge demands.	4.2 Analyze the text for knowledge demands.	4.3 Analyze the text for knowledge demands.	4.4 Analyze the text for knowledge demands.

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





## Step 1: Quantitative Measures

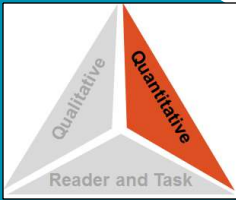


Measures such as:

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



# Step 1: Quantitative Measures



## The Quantitative Measures Ranges for Text Complexity:

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

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  
**Quantitative Measures Ranges for Text Complexity Grade Bands**

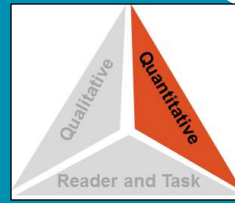


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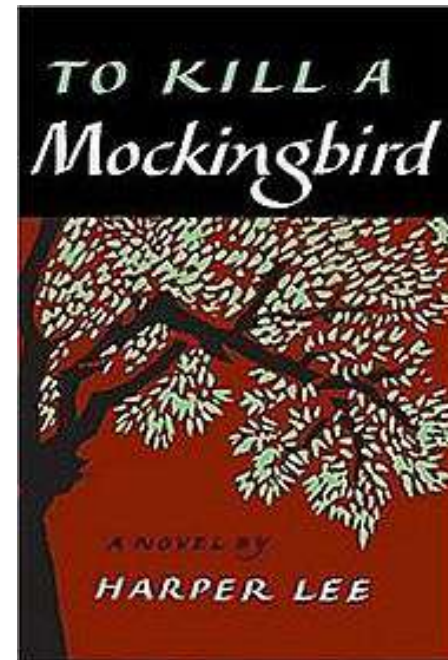
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# Step 1: Quantitative Measures

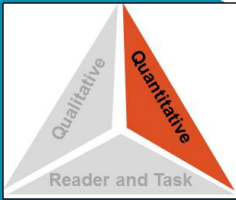


For illustrative purposes, let's choose Harper Lee's 1960 novel *To Kill a Mockingbird*.





# Step 1: Quantitative Measures



The Lexile<sup>®</sup> Framework for Reading  
Matching readers with texts

Home | My Reading List (0) | Store | Register | Login

Quick Book Search:  
   
Put an exact title or author in quotes (example: "new moon")

About Lexile Measures | Using Lexile Measures | Tools | Research | Professional Development

Enter Lexile Select Interests Search Results Reading List

## Find the right BOOK for YOU!



Enter your Lexile measure, select your interests, and find books you'd like to read! Whether you're reading for school or for pleasure, you can use this site to build a custom reading list on the subjects that interest you the most. (For more information, see [the user guide](#).)

### Look up a Book

Search for books based on title, author, keywords, and more.

**Title:**

**Author:**

**Keywords:**

**ISBN:**

[More Options](#)

#### My Lexile measure is

Please enter either a Lexile measure or range.

Measure:  L

OR

Range:  L to  L

#### I don't know my Lexile measure

Please enter your grade level and check one of the options below.

My current grade is: Kindergarten

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.

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Quick Book Search:

Title or Author

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

- About Lexile Measures
- Using Lexile Measures
- Tools
- Research
- Professional Development

Enter Lexile Select Interests Search Results Reading List

## Find the right BOOK for YOU!



Enter your Lexile measure, select your interests, and find books you'd like to read! Whether you're reading for school or for pleasure, you can use this site to build a custom reading list on the subjects that interest you the most. (For more information, see [the user guide](#))

### My Lexile measure is

Please enter either a Lexile measure or range.

Measure:  L

OR

Range:  L to  L

### I don't know my Lexile measure

Please enter your grade level and check one of the options below.

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.

### Look up a Book

Search for books based on title, author, keywords, and more.

Title:

Author:

Keywords:

ISBN:

[More Options](#)





# Step 1: Quantitative Measures



The Lexile® Framework for Reading  
Matching readers with texts

Home | My Reading List (0) | Store | Register | Login

Quick Book Search:  
   
Put an exact title or author in quotes (example: "new moon")

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Research

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Enter Lexile   Select Interests

Results per page: 20  Sorting: Search Relevance

Found 5 books

[Add all to My Reading List](#)



### To Kill A Mockingbird

Author: [Lee, Harper](#)  
Summary: THE UNCONDITIONAL WISDOM AND UNCONDITIONAL WISDOM CHILDREN IS SHOWN TO BE SUPREMACY THIS STORY OF ...

**870L**  
Pages: 281



ADD TO MY Reading List  
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### Story Behind Harper Lee's To ...

Author: [Giddens-White, Bryon](#)

**1050L**  
Pages: 56  
Ages: 8 to 12  
Series: [History in Literature Ser.](#)

ADD TO MY Reading List  
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### Story Behind Harper Lee's To ...

Author: Giddens-White, Bryon

**1050L**  
Pages: 56

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## Look up a Book

Search for books based on title, author, keywords, and more.

Title:   
Author:   
Keywords:   
ISBN:   
Publisher:   
Series:   
Copyright:   
Language: English

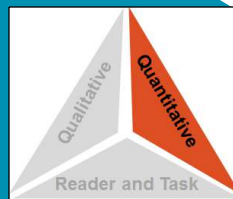
## Refine your results

For more information see [the user guide](#).

Move the sliders to adjust your search results by age-appropriateness and Lexile range.

Age(s): 0 to Adult

# 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/>

Home | My Reading List | Store | Profile | Logout

**LEXILE** The Lexile® Framework for Reading  
Matching readers with texts

Quick Book Search:  
Title or Author    
Put an exact title or author in quotes (example: 'new moon') [Advanced Search](#)

About Lexile Measures | Using Lexile Measures | Tools | Research | Professional Development

### Get a Lexile® Text Measure

You can use our online tools to determine the estimated Lexile® measure of edited, conventional prose text. Just follow our guidelines for preparing a text; upload it, and the Lexile measure will be displayed.

Online help and user guides

The help links to the right detail how to use either the [English Lexile Analyzer](#) or [Spanish Lexile Analyzer](#) to get an instructionally useful estimated Lexile measure. You may also view the user guide [here](#).

#### Online Help

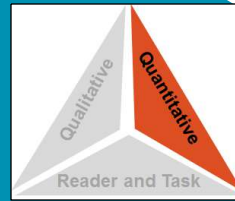
- [Step 1: What kinds of texts can be measured](#)
- [Step 2: Prepare your text for measurement](#)
- [Step 3: Type or scan your text](#)
- [Step 4: Convert your text into a plain text file](#)
- [Step 5: Analyze your text and get results](#)
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# Step 1: Quantitative Measures



- Overview video

<http://www.lexile.com/about-lexile/lexile-video/>

- “What Does the Lexile Measure Mean?”

<http://lexile.com/m/uploads/downloadablepdfs/WhatDoesTheLexileMeasureMean.pdf>

- “Lexile Measures and the Common Core State Standards”

<http://www.lexile.com/using-lexile/lexile-measures-and-the-ccssi/>

- KSDE Lexile Resource Page

<http://www.ksde.org/Default.aspx?tabid=3670>

- Kansas Lexile Map

<http://www.ksde.org/LinkClick.aspx?fileticket=LoE9gJxEzAc%3d&tabid=3670&mid=8721>



# Step 1: Quantitative Measures



Finding a **ATOS Book Level** for Text: <http://www.arbookfind.com/>



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Teacher/Librarian

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Enter Keycode

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.



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# Step 1: Quantitative Measures



Teacher/Librarian

Quick Search   Advanced Search   Collections



Enter Keycode

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. 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.

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# Step 1: Quantitative Measures



Teacher/Librarian

Quick Search | Advanced Search | Collections



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...

to kill a mockingbird

Search Results Titles 1 - 4 of 4

< 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: ★★★★★

+ Add to AR BookBag™

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, symbolism, racism, and pertinence for today's audiences.



**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: ★★★★★

+ Add to AR BookBag™

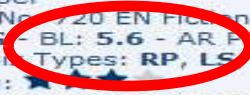
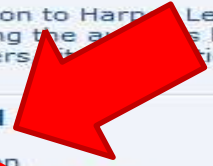
Two children witness the effects of racial prejudice, as their father courageously defends an innocent black man who has been accused of raping a white woman.



**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: ★★★★★

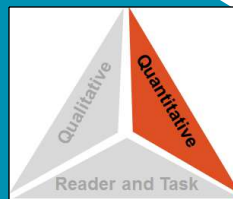
+ Add to AR BookBag™

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.





# 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.)

**Renaissance Learning™**  
Advanced Technology for Data-Driven Schools™

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**Accelerated Reader™**  
ENTERPRISE

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- **Overview**
- Research
- Case Study
- Recognition
- Response to Intervention
- Funding Info
- Get Started

**Quick Links**

- Order Quizzes
- Suggest Quizzes
- Certification
- Technical Support
- Contact Us

How it Works | Renaissance Home Connect | **ATOS Readability** | System Requirements

## A Breakthrough in Measuring Readability: ATOS™ Readability Formula

Guiding students to appropriate-level books is now much easier and more accurate than ever before because Accelerated Reader Enterprise uses the **ATOS Readability Formula for Books**. ATOS is the first formula to include statistics from actual student book-reading (over 30,000 students, reading nearly 1,000,000 books), not just data based on short text passages.

Note: You need **Adobe Reader** to view the article below. If you do not have this free software, [visit the Adobe website](#) and download it.

For more information, see this article: [Using Readability Levels to Guide Students to Books](#)

### The ATOS Analyzer

The ATOS analyzer provides an ATOS reading level for text you submit for analysis. Submitting text for analysis is quick and easy. First, determine which ATOS option will work the best for the text you want analyzed. There are three different options. Select one of the choices below that best matches your needs.

#### ATOS for Books

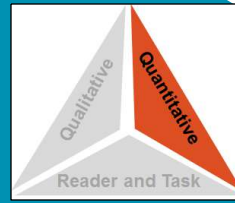
The **ATOS Readability Formula for Books** is designed to provide a reading level based on the complete contents of a book. It requires submission of the complete text from a book, and will provide the most accurate ATOS level.

#### ATOS for Books with Estimated Word Count

This variation of the ATOS Readability Formula for Books does not require the entire text of a book. It requires submission of three 150-word samples from different sections of a book, and an estimated word count. ([Instructions for estimating word count.](#))



# Step 1: Quantitative Measures



## Additional Resources for ATOS Book Level Measures:

- Accelerated Reader Website

<http://www.renlearn.com/ar/>

- “Accelerated Reader and the Common Core State Standards”

<http://doc.renlearn.com/KMNet/R004572117GKC46B.pdf>

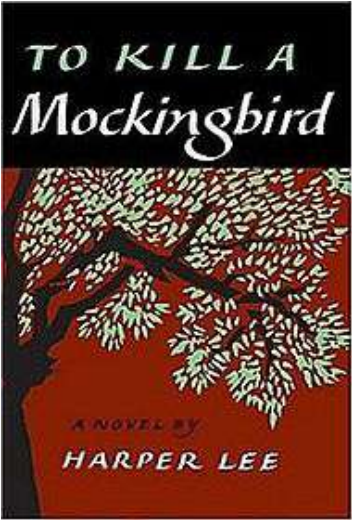
- Kansas All Books Connect Website

<http://kansas.bookconnect.com/default.aspx>





# 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.kenleam.com/KMWeb/RI0457211TGK488.pdf>





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/R004572117GKC46B.pdf>

# Step 1: Quantitative Measures



Remember, however, that the quantitative measures 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

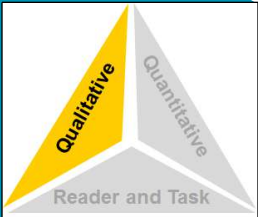


Measures such as:

- 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:

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

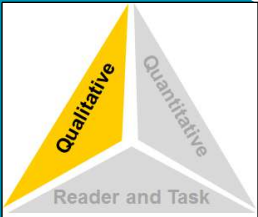
The rubric for literary text and the rubric for informational text allow educators to evaluate the important elements of text that are often missed by computer software that tends to focus on more easily measured factors.

TEXT COMPLEXITY: QUALITATIVE MEASURES RUBRIC LITERARY TEXTS			
LEVELS OF MEANING			
High	Middle High	Middle Low	Low
<ul style="list-style-type: none"> <li>Multiple Levels of Complex Meaning</li> </ul>	<ul style="list-style-type: none"> <li>Multiple Levels of Meaning</li> </ul>	<ul style="list-style-type: none"> <li>Single Level of Complex Meaning</li> </ul>	<ul style="list-style-type: none"> <li>Single Level of Simple Meaning</li> </ul>
STRUCTURE			
High	Middle High	Middle Low	Low
<ul style="list-style-type: none"> <li>Narrative Structure: complex, implicit, and unconventional</li> <li>Narration: many shifts in point of view</li> <li>Order of Events: not in chronological order</li> <li>Use of Graphics: sophisticated graphics, essential to understanding the text, may also provide information not otherwise conveyed in the text</li> </ul>	<ul style="list-style-type: none"> <li>Narrative Structure: some complexity, more explicit than explicit, some known/unusually</li> <li>Narration: occasional shifts in point of view</li> <li>Order of Events: several major shifts in time, use of flashback</li> <li>Use of Graphics: some sophisticated graphics, may occasionally be essential to understanding the text</li> </ul>	<ul style="list-style-type: none"> <li>Narrative Structure: largely simple structure, more explicit than implicit, largely conventional</li> <li>Narration: few, if any, shifts in point of view</li> <li>Order of Events: occasional use of flashback, no major shifts in time</li> <li>Use of Graphics: largely simple graphics, supplementary to understanding of the text</li> </ul>	<ul style="list-style-type: none"> <li>Narrative Structure: simple, explicit, conventional, no shifts in point of view</li> <li>Narration: no shifts in point of view</li> <li>Order of Events: chronological</li> <li>Use of Graphics: use of simple graphics, unnecessary to understand the text</li> </ul>
LANGUAGE CONVENTIONALITY AND CLARITY			
High	Middle High	Middle Low	Low
<ul style="list-style-type: none"> <li>Meaning: implicit or inferred meaning, heavy use of figurative or ironic language, may be purposefully ambiguous or misleading at times</li> <li>Register: generally unfamiliar, archaic, domain-specific, or overly academic</li> </ul>	<ul style="list-style-type: none"> <li>Meaning: some implicit or inferred meaning, use of figurative or ironic language</li> <li>Register: occasionally unfamiliar, archaic, domain-specific, or overly academic</li> </ul>	<ul style="list-style-type: none"> <li>Meaning: largely explicit and literal meaning, subtle use of figurative or ironic language</li> <li>Register: largely contemporary, familiar, conversational, rarely unfamiliar, archaic, domain-specific, or overly academic</li> </ul>	<ul style="list-style-type: none"> <li>Meaning: explicit and literal meaning, little or no use of figurative or ironic language</li> <li>Register: contemporary, familiar, conversational</li> </ul>
KNOWLEDGE DEMANDS			
High	Middle High	Middle Low	Low
<ul style="list-style-type: none"> <li>Life Experiences: explores complex, sophisticated, multiple themes; experiences portrayed are not fantasy but are distinctly different from the common reader</li> <li>Cultural/Literary Knowledge: many references allusions to other texts (intertextuality) and cultural elements</li> <li>Subject Matter Knowledge: requires extensive, perhaps specialized content knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Life Experiences: explores multiple themes; experiences portrayed are not fantasy but are uncommon to most readers</li> <li>Cultural/Literary Knowledge: some references allusions to other texts (intertextuality) and cultural elements</li> <li>Subject Matter Knowledge: requires moderate levels of content knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Life Experiences: explores a single theme; experiences portrayed are common to many readers or are clearly fantasy</li> <li>Cultural/Literary Knowledge: few references allusions to other texts (intertextuality) and cultural elements</li> <li>Subject Matter Knowledge: requires some content knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Life Experiences: explores a single theme; experiences portrayed are everyday and common or are clearly fantasy</li> <li>Cultural/Literary Knowledge: no references allusions to other texts (intertextuality) and cultural elements</li> <li>Subject Matter Knowledge: requires only everyday content knowledge</li> </ul>

TEXT COMPLEXITY: QUALITATIVE MEASURES RUBRIC INFORMATIONAL TEXTS			
LEVELS OF PURPOSE			
High	Middle High	Middle Low	Low
<ul style="list-style-type: none"> <li>Purpose: subtle, implicit, difficult to determine</li> </ul>	<ul style="list-style-type: none"> <li>Purpose: implicit, but fairly easy to infer</li> </ul>	<ul style="list-style-type: none"> <li>Purpose: implicit, but easy to identify based upon content or source</li> </ul>	<ul style="list-style-type: none"> <li>Purpose: explicitly stated</li> </ul>
STRUCTURE			
High	Middle High	Middle Low	Low
<ul style="list-style-type: none"> <li>Organization of Main Ideas and Details: highly complex; not explicit; must be inferred by the reader</li> <li>Text Features: if used, are essential in understanding content</li> <li>Use of Graphics: sophisticated graphics, essential to understanding the text, may also provide information not otherwise conveyed in the text</li> </ul>	<ul style="list-style-type: none"> <li>Organization of Main Ideas and Details: complex but largely explicit; may exhibit both cohesion to a specific subject or disjointed</li> <li>Text Features: if used, greatly enhance the reader's understanding of content</li> <li>Use of Graphics: some sophisticated graphics, may occasionally be essential to understanding the text</li> </ul>	<ul style="list-style-type: none"> <li>Organization of Main Ideas and Details: clearly stated and sequential</li> <li>Text Features: if used, enhance the reader's understanding of content</li> <li>Use of Graphics: largely simple graphics, supplementary to understanding of the text</li> </ul>	<ul style="list-style-type: none"> <li>Organization of Main Ideas and Details: clearly stated and sequential</li> <li>Text Features: if used, help the reader navigate and understand content but are not essential</li> <li>Use of Graphics: use of simple graphics, unnecessary to understand the text</li> </ul>
LANGUAGE CONVENTIONALITY AND CLARITY			
High	Middle High	Middle Low	Low
<ul style="list-style-type: none"> <li>Meaning: dense and complex; may be abstract, ironic, and/or figurative; language may be purposefully ambiguous or misleading</li> <li>Register: generally unfamiliar, archaic, subject-specific, or overly academic</li> </ul>	<ul style="list-style-type: none"> <li>Meaning: somewhat complex; may occasionally be abstract, ironic, and/or figurative</li> <li>Register: largely unfamiliar, archaic, subject-specific, or overly academic</li> </ul>	<ul style="list-style-type: none"> <li>Meaning: largely explicit and easy to understand with few occasions of more complex meaning</li> <li>Register: largely contemporary, familiar, conversational, rarely unfamiliar, archaic, subject-specific, or overly academic</li> </ul>	<ul style="list-style-type: none"> <li>Meaning: explicit, literal, straightforward, easy to understand</li> <li>Register: contemporary, familiar, conversational</li> </ul>
KNOWLEDGE DEMANDS			
High	Middle High	Middle Low	Low
<ul style="list-style-type: none"> <li>Subject Matter Knowledge: requires extensive, perhaps specialized or area theoretical subject-specific knowledge</li> <li>Intertextuality: many references allusions to other texts</li> </ul>	<ul style="list-style-type: none"> <li>Subject Matter Knowledge: requires moderate levels of subject-specific knowledge, some theoretical knowledge may enhance understanding</li> <li>Intertextuality: some references allusions to other texts</li> </ul>	<ul style="list-style-type: none"> <li>Subject Matter Knowledge: largely everyday; practical knowledge is necessary, requires some subject-specific knowledge</li> <li>Intertextuality: few references allusions to other texts</li> </ul>	<ul style="list-style-type: none"> <li>Subject Matter Knowledge: requires only everyday, practical knowledge</li> <li>Intertextuality: no references allusions to other texts</li> </ul>



# 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.

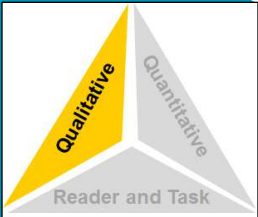
And because these factors represent continua rather than discrete stages or levels, numeric values are not associated with these rubrics. Instead, four points along each continuum are identified: high, middle high, middle low, and low.

LEVELS OF MEANING			
High	Middle High	Middle Low	Low
<ul style="list-style-type: none"> <li>Multiple Levels of Complex Meaning</li> </ul>	<ul style="list-style-type: none"> <li>Multiple Levels of Meaning</li> </ul>	<ul style="list-style-type: none"> <li>Single Level of Complex Meaning</li> </ul>	<ul style="list-style-type: none"> <li>Single Level of Simple Meaning</li> </ul>
STRUCTURE			
High	Middle High	Middle Low	Low
<ul style="list-style-type: none"> <li>Narrative Structure: complex, implicit, and unconventional</li> <li>Narration: many shifts in point of view</li> <li>Order of Events: not in chronological order</li> <li>Use of Graphics: sophisticated graphics, essential to understanding the text, may also provide information not otherwise conveyed in the text</li> </ul>	<ul style="list-style-type: none"> <li>Narrative Structure: some complexities, more implicit than explicit, some unconventionality</li> <li>Narration: occasional shifts in point of view</li> <li>Order of Events: several major shifts in time, use of flashback</li> <li>Use of Graphics: some sophisticated graphics, may occasionally be essential to understanding the text</li> </ul>	<ul style="list-style-type: none"> <li>Narrative Structure: largely simple structure, more explicit than implicit, largely conventional</li> <li>Narration: few, if any, shifts in point of view</li> <li>Order of Events: occasional use of flashback, no major shifts in time</li> <li>Use of Graphics: largely simple graphics, supplementary to understanding of the text</li> </ul>	<ul style="list-style-type: none"> <li>Narrative Structure: simple, explicit, conventional, no shifts in point of view</li> <li>Narration: no shifts in point of view</li> <li>Order of Events: chronological</li> <li>Use of Graphics: use of simple graphics, unnecessary to understand the text</li> </ul>
LANGUAGE CONVENTIONALITY AND CLARITY			
High	Middle High	Middle Low	Low
<ul style="list-style-type: none"> <li>Meaning: implicit or inferred meaning, heavy use of figurative or ironic language, may be purposefully ambiguous or misleading at times</li> <li>Register: generally unfamiliar, archaic, domain-specific, or overly academic</li> </ul>	<ul style="list-style-type: none"> <li>Meaning: some implicit or inferred meaning, use of figurative or ironic language</li> <li>Register: occasionally unfamiliar, archaic, domain-specific, or overly academic</li> </ul>	<ul style="list-style-type: none"> <li>Meaning: largely explicit and literal meaning, subtle use of figurative or ironic language</li> <li>Register: largely contemporary, familiar, conversational, rarely unfamiliar, archaic, domain-specific, or overly academic</li> </ul>	<ul style="list-style-type: none"> <li>Meaning: explicit and literal meaning, little or no use of figurative or ironic language</li> <li>Register: contemporary, familiar, conversational</li> </ul>
KNOWLEDGE DEMANDS			
High	Middle High	Middle Low	Low
<ul style="list-style-type: none"> <li>Life Experiences: explores complex, sophisticated, multiple themes; experiences portrayed are not fantasy but are distinctly different from the common reader</li> <li>Cultural/Literary Knowledge: many references/allusions to other texts (intertextuality) and cultural elements</li> <li>Subject Matter Knowledge: requires extensive, perhaps specialized content knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Life Experiences: explores multiple themes of varying levels of complexity; experiences portrayed are not fantasy but are uncommon to most readers</li> <li>Cultural/Literary Knowledge: some references/allusions to other texts (intertextuality) and cultural elements</li> <li>Subject Matter Knowledge: requires moderate levels of content knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Life Experiences: explores a single complex theme; experiences portrayed are common to many readers or are clearly fantasy</li> <li>Cultural/Literary Knowledge: few references/allusions to other texts (intertextuality) and cultural elements</li> <li>Subject Matter Knowledge: requires some content knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Life Experiences: explores a single theme; experiences portrayed are everyday and common or are clearly fantasy</li> <li>Cultural/Literary Knowledge: no references/allusions to other texts (intertextuality) and cultural elements</li> <li>Subject Matter Knowledge: requires only everyday content knowledge</li> </ul>





# Step 2: Qualitative Measures

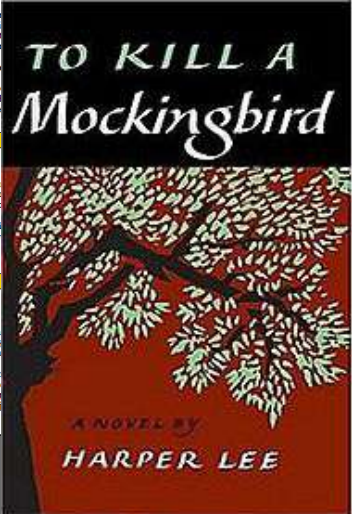


So...

How is the rubric used?

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

LITERARY TEXTS			
LEVELS OF MEANING			
High	Middle High	Middle Low	Low
<input type="checkbox"/> Multiple Levels of Complex Meaning	<input type="checkbox"/> Multiple Levels of Meaning	<input type="checkbox"/> Single Level of Complex Meaning	<input type="checkbox"/> Single Level of Simple Meaning
STRUCTURE			
High	Middle High	Middle Low	Low
<input type="checkbox"/> Narrative Structure: complex, implicit, and unconventional <input type="checkbox"/> Narration: many shifts in point of view <input type="checkbox"/> Order of Events: not in chronological order <input type="checkbox"/> Use of Graphics: sophisticated graphics, essential to understanding the text, may also provide information not otherwise conveyed in the text	<input type="checkbox"/> Narrative Structure: some complexities, more implicit than explicit, some unconventionality <input type="checkbox"/> Narration: occasional shifts in point of view <input type="checkbox"/> Order of Events: several major shifts in time, use of flashback <input type="checkbox"/> Use of Graphics: some sophisticated graphics, may occasionally be essential to understanding the text	<input type="checkbox"/> Narrative Structure: largely simple structure, more explicit than implicit, largely conventional <input type="checkbox"/> Narration: few, if any, shifts in point of view <input type="checkbox"/> Order of Events: occasional use of flashback, no major shifts in time <input type="checkbox"/> Use of Graphics: largely simple graphics, supplementary to understanding of the text	<input type="checkbox"/> Narrative Structure: simple point of view <input type="checkbox"/> Narration: few shifts in point of view <input type="checkbox"/> Order of Events: no major shifts in time <input type="checkbox"/> Use of Graphics: no graphics
LANGUAGE CONVENTIONALITY AND CLARITY			
High	Middle High	Middle Low	Low
<input type="checkbox"/> Meaning: implicit or inferred meaning, heavy use of figurative or ironic language, may be purposefully ambiguous or misleading at times <input type="checkbox"/> Register: generally unfamiliar, archaic, domain-specific, or overly academic	<input type="checkbox"/> Meaning: some implicit or inferred meaning, subtle use of figurative or ironic language <input type="checkbox"/> Register: occasionally unfamiliar, archaic, domain-specific, or overly academic	<input type="checkbox"/> Meaning: largely explicit and literal meaning, subtle use of figurative or ironic language <input type="checkbox"/> Register: largely contemporary, familiar, conversational, rarely unfamiliar, archaic, domain-specific, or overly academic	<input type="checkbox"/> Meaning: explicit and literal meaning <input type="checkbox"/> Register: conversational, familiar
KNOWLEDGE DEMANDS			
High	Middle High	Middle Low	Low
<input type="checkbox"/> Life Experiences: explores complex, sophisticated, multiple themes, experiences portrayed are not fantasy but are distinctly different from the common reader <input type="checkbox"/> Cultural/Literary Knowledge: many references allusions to other texts (intertextuality) and cultural elements <input type="checkbox"/> Subject Matter Knowledge: requires extensive, perhaps specialized content knowledge	<input type="checkbox"/> Life Experiences: explores multiple themes of varying levels of complexity, experiences portrayed are not fantasy but are uncommon to most readers <input type="checkbox"/> Cultural/Literary Knowledge: some references allusions to other texts (intertextuality) and cultural elements <input type="checkbox"/> Subject Matter Knowledge: requires moderate levels of content knowledge	<input type="checkbox"/> Life Experiences: explores a single complex theme, experiences portrayed are common to many readers or are clearly fantasy <input type="checkbox"/> Cultural/Literary Knowledge: few references allusions to other texts (intertextuality) and cultural elements <input type="checkbox"/> Subject Matter Knowledge: requires some content knowledge	<input type="checkbox"/> Life Experiences: explores a single theme, experiences portrayed are common to most readers or are clearly fantasy <input type="checkbox"/> Cultural/Literary Knowledge: no references allusions to other texts (intertextuality) and cultural elements <input type="checkbox"/> Subject Matter Knowledge: requires only





# TEXT COMPLEXITY: QUALITATIVE MEASURES RUBRIC LITERARY TEXTS



## LEVELS OF MEANING

### High

- Multiple Levels of Complex Meaning

### Middle High

- Multiple Levels of Meaning

### Middle Low

- Single Level of Complex Meaning

### Low

- Single Level of Simple Meaning

## STRUCTURE

### High

- Narrative Structure: complex, implicit, and unconventional
- Narration: many shifts in point of view
- Order of Events: not in chronological order
- Use of Graphics: sophisticated graphics, essential to understanding the text, may also provide information not otherwise conveyed in the text

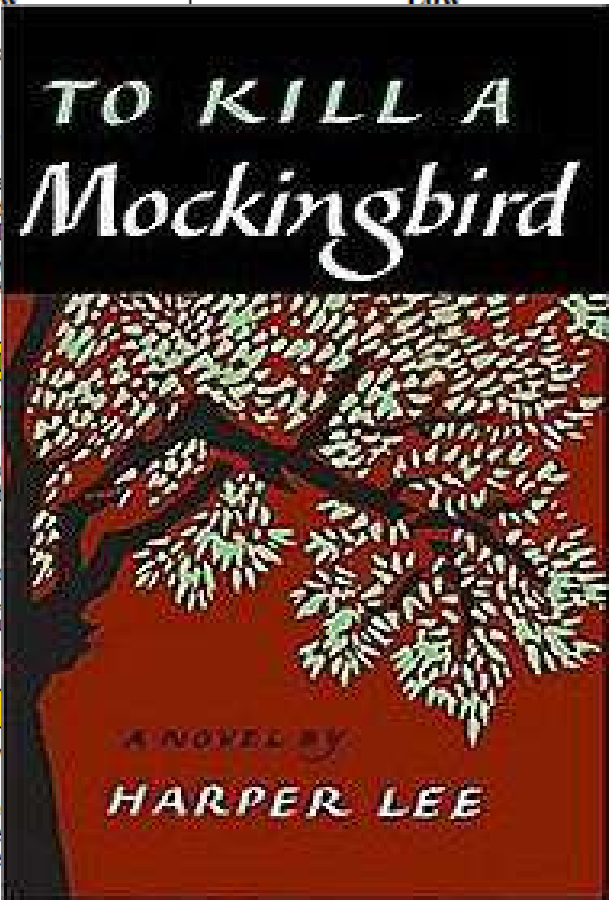
### Middle High

- Narrative Structure: some complexities, more implicit than explicit, some unconventionality
- Narration: occasional shifts in point of view
- Order of Events: several major shifts in time, use of flashback
- Use of Graphics: some sophisticated graphics, may occasionally be essential to understanding the text

### Middle Low

- Narrative Structure: largely conventional
- Narration: few, if any, shifts in point of view
- Order of Events: occasional flashback, no major shifts
- Use of Graphics: large graphics, supplementary to understanding of the text

### Low



## LANGUAGE CONVENTIONALITY AND CLARITY

### High

- Meaning: implicit or inferred meaning, heavy use of figurative or ironic language, may be purposefully ambiguous or misleading at times
- Register: generally unfamiliar, archaic, domain-specific, or overly academic

### Middle High

- Meaning: some implicit or inferred meaning, use of figurative or ironic language
- Register: occasionally unfamiliar, archaic, domain-specific, or overly academic

### Middle Low

- Meaning: largely explicit meaning, subtle use of figurative or ironic language
- Register: largely conventional, familiar, conversational, not overly unfamiliar, archaic, domain-specific, or overly academic

## KNOWLEDGE DEMANDS

### High

- Life Experiences: explores complex, sophisticated, multiple themes; experiences portrayed are not fantasy but are distinctly different from the common reader
- Cultural/Literary Knowledge: many references/allusions to other texts (intertextuality) and cultural elements
- Subject Matter Knowledge: requires extensive, perhaps specialized content knowledge

### Middle High

- Life Experiences: explores multiple themes of varying levels of complexity; experiences portrayed are not fantasy but are uncommon to most readers
- Cultural/Literary Knowledge: some references/allusions to other texts (intertextuality) and cultural elements
- Subject Matter Knowledge: requires moderate levels of content knowledge

### Middle Low

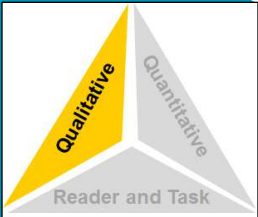
- Life Experiences: explores complex theme; experiences are common to many readers
- Cultural/Literary Knowledge: few references/allusions to other texts (intertextuality) and cultural elements
- Subject Matter Knowledge: requires some content knowledge

### Low

- Cultural/Literary Knowledge: no references/allusions to other texts (intertextuality) and cultural elements
- Subject Matter Knowledge: requires only everyday content knowledge



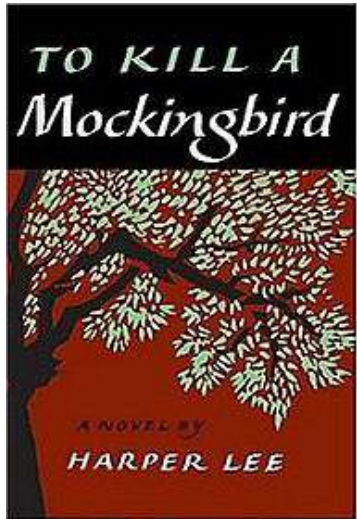
# Step 2: Qualitative Measures



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**
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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/RO045721176K468.pdf>

But after reflecting upon the qualitative measures, we believed:

TEXT COMPLEXITY: QUALITATIVE MEASURES RUBRIC  
LITERARY TEXTS

LEVELS OF MEANING			
High	Middle High	Middle Low	Low
<ul style="list-style-type: none"> <li>Multiple Levels of Complex Meaning</li> </ul>	<ul style="list-style-type: none"> <li>Multiple Levels of Meaning</li> </ul>	<ul style="list-style-type: none"> <li>Single Level of Complex Meaning</li> </ul>	<ul style="list-style-type: none"> <li>Single Level of Simple Meaning</li> </ul>
STRUCTURE			
<ul style="list-style-type: none"> <li>Narrative Structure: complex, implicit, and interconnected</li> <li>Narrative uses shifts in point of view</li> <li>Order of Events: not in chronological order</li> <li>Use of Graphics: explanatory graphics, essential to understanding the text, may also provide information not otherwise conveyed in the text</li> </ul>	<ul style="list-style-type: none"> <li>Narrative Structure: some explanation, more explicit than explicit, some interconnected</li> <li>Narrative: occasional shifts in point of view</li> <li>Order of Events: several major shifts in the use of flashback</li> <li>Use of Graphics: some explanatory graphics, may occasionally be essential to understanding the text</li> </ul>	<ul style="list-style-type: none"> <li>Narrative Structure: largely simple structure, more explicit than implicit, largely interconnected</li> <li>Narrative: few, if any, shifts in point of view</li> <li>Order of Events: occasional use of flashback, no major shifts in time</li> <li>Use of Graphics: largely simple graphics, explanatory to understanding of the text</li> </ul>	<ul style="list-style-type: none"> <li>Narrative Structure: simple, explicit, interconnected, no shifts in point of view</li> <li>Narrative: no shifts in point of view</li> <li>Order of Events: chronological</li> <li>Use of Graphics: use of simple graphics, unnecessary to understand the text</li> </ul>
LANGUAGE CONVENTIONALITY AND CLARITY			
<ul style="list-style-type: none"> <li>Meaning: explicit or inferred meaning, heavy use of figurative or other language, may be personally ambiguous or misleading at times</li> <li>Register: generally informal, social, domain-specific, or overly academic</li> </ul>	<ul style="list-style-type: none"> <li>Meaning: some explicit or inferred meaning, use of figurative or other language</li> <li>Register: occasionally informal, social, domain-specific, or overly academic</li> </ul>	<ul style="list-style-type: none"> <li>Meaning: largely explicit and literal meaning, only use of figurative or other language</li> <li>Register: largely conventional, fairly predictable, social, domain-specific, or overly academic</li> </ul>	<ul style="list-style-type: none"> <li>Meaning: explicit and literal meaning, little to no use of figurative or other language</li> <li>Register: contemporary, familiar, conventional</li> </ul>
KNOWLEDGE DEMANDS			
<ul style="list-style-type: none"> <li>Life Experiences: explains complex, sophisticated, multiple issues; experiences portrayed are not fairly but are directly different from the common reader</li> <li>Cultural/Literary Knowledge: many references allusions to other texts (literary/cultural) and cultural elements</li> <li>Subject Matter Knowledge: requires extensive, perhaps specialized, domain knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Life Experiences: explains multiple issues of varying levels of complexity; experiences portrayed are not fairly but are uncommon to most readers</li> <li>Cultural/Literary Knowledge: some references allusions to other texts (literary/cultural) and cultural elements</li> <li>Subject Matter Knowledge: requires some domain knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Life Experiences: explains a single issue of varying levels of complexity; experiences portrayed are common to many readers to an easily fairly</li> <li>Cultural/Literary Knowledge: few references allusions to other texts (literary/cultural) and cultural elements</li> <li>Subject Matter Knowledge: requires some domain knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Life Experiences: explains a single issue; experiences portrayed are common to many readers to an easily fairly</li> <li>Cultural/Literary Knowledge: no references allusions to other texts (literary/cultural) and cultural elements</li> <li>Subject Matter Knowledge: requires only everyday common knowledge</li> </ul>

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/RO045721176K468.pdf>



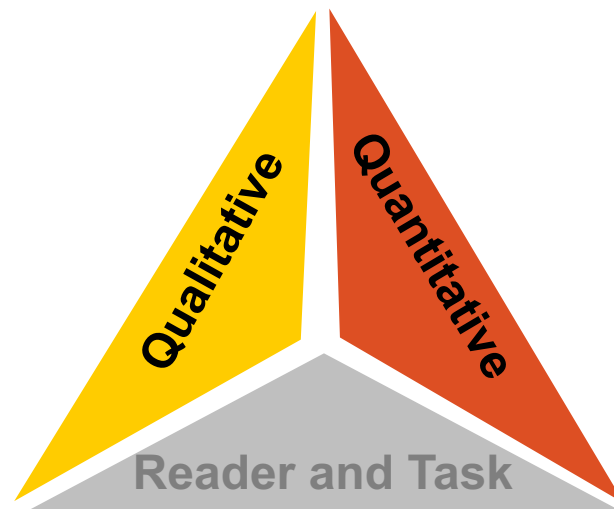
## Step 2: Qualitative Measures



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

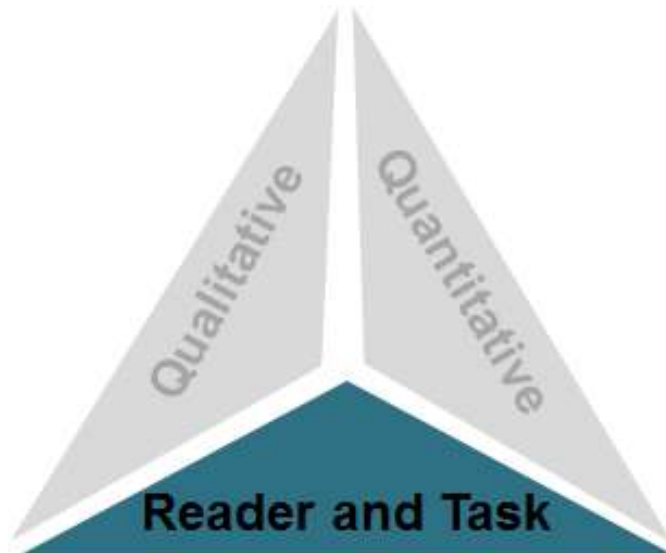
Remember, however, that we have completed only the first two legs of the text complexity triangle.

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





## Step 3: Reader and Task

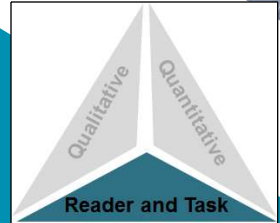


Considerations such as:

- 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:

<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 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

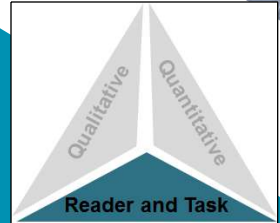
- Does the reader possess the necessary **inferencing skills** to "read between the lines" and make connections among elements that may not be explicit in this specific text?
- Does the reader possess the necessary **visualization skills** to imagine what is occurring or what is being described in this 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?
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### Motivation and Engagement with Task and Text

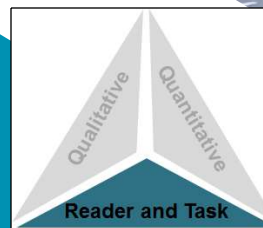
- Will the reader **understand the purpose**—which might shift over the course of the reading experience—for reading this specific text (i.e., skimming, studying to retain content, close reading for analysis, etc.)?
- Will the reader be **interested in the content** of this specific text?



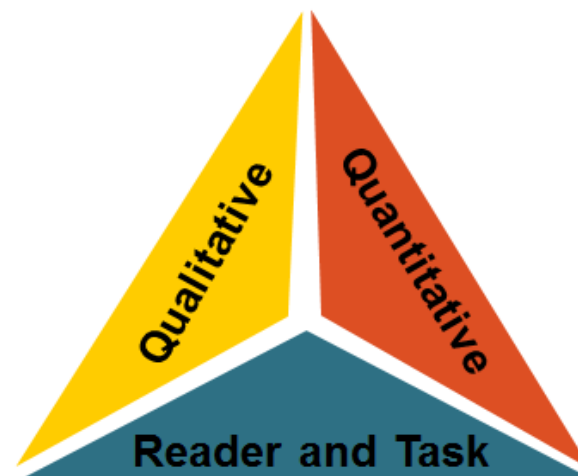
The questions included here are largely open-ended questions without single, correct answers, but help educators to think through the implications of using a particular text in the classroom.



## Step 3: Reader and Task Considerations



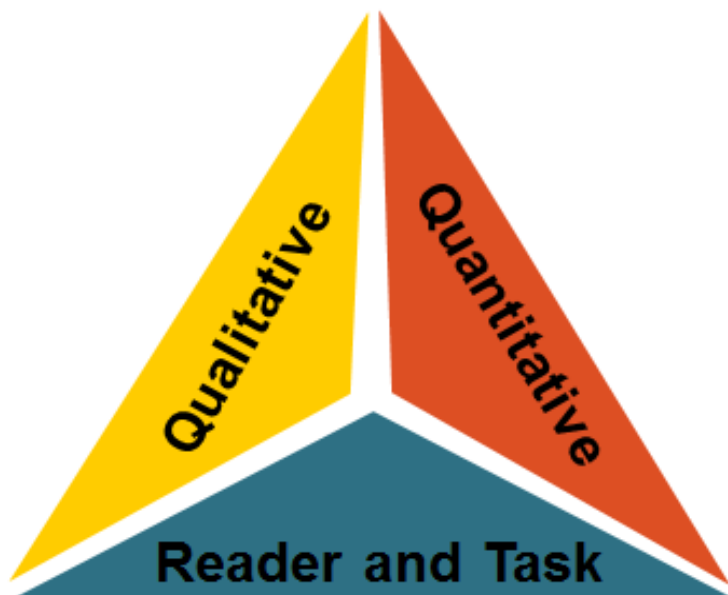
Based upon our examination of the Reader and Task Considerations, we have completed the third leg of the text complexity model and are now ready to recommend a final placement within a text complexity band.



## Step 4: Recommended Placement



## Step 4: Recommended Placement

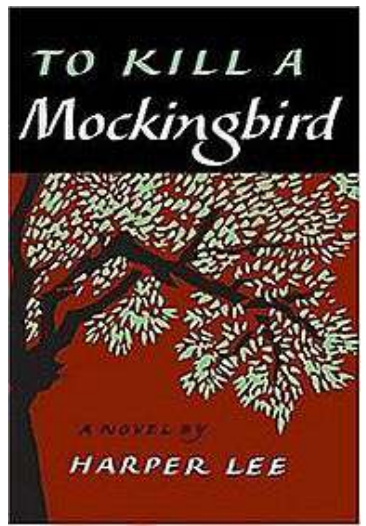
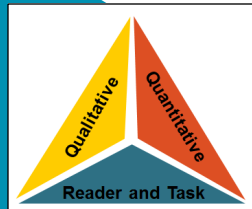


After reflecting upon all three legs of the text complexity model we can make a final recommendation of placement within a text and begin to document our thinking for future reference.



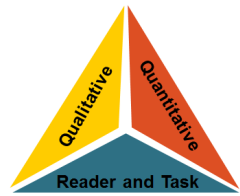


# Step 4: Recommended Placement



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
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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://doe.renlearn.com/KMNet/RO045721176K/468.pdf>

TEXT COMPLEXITY: QUALITATIVE MEASURES RUBRIC  
LITERARY TEXTS

LEVELS OF MEANING			
High	Middle High	Middle Low	Low
Multiple Levels of Complex Meaning	Multiple Levels of Meaning	Single Level of Complex Meaning	Single Level of Simple Meaning
STRUCTURE			
Narrative Structure: complex, implicit, and non-traditional	Narrative Structure: more complex than explicit than implicit, largely non-traditional	Narrative Structure: largely simple explicit, conventional, no shifts in point of view	Narrative Structure: simple explicit, conventional, no shifts in point of view
LANGUAGE CONVENTIONALITY AND CLARITY			
Meaning: explicit and inherent	Meaning: some explicit and inherent	Meaning: largely explicit and limited	Meaning: explicit and limited
KNOWLEDGE DEMANDS			
Life Experiences: explicit, complex, sophisticated, multiple sources	Life Experiences: explicit multiple	Life Experiences: explicit a single	Life Experiences: explicit a single

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
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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 task 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 task help to develop the inferring skills, visualization skills, questioning skills, and comprehension strategies necessary for future reading endeavors?

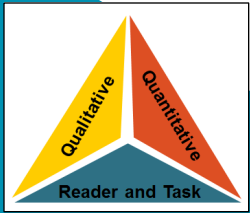
**Motivation and Engagement with Task and Text**

- 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?

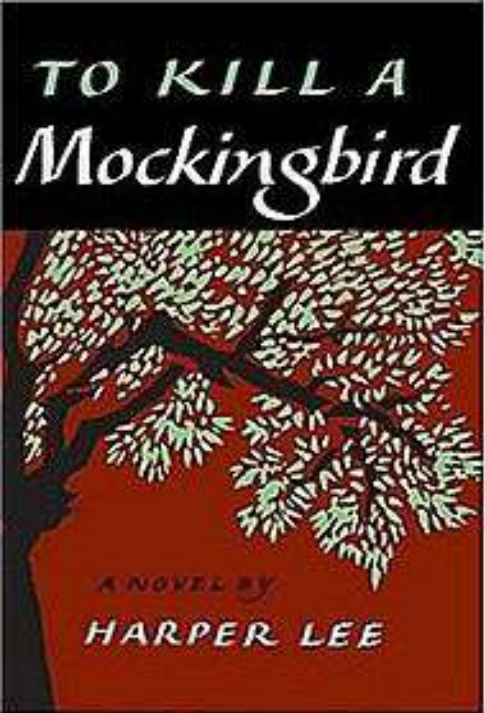




# Step 4: Recommended Placement



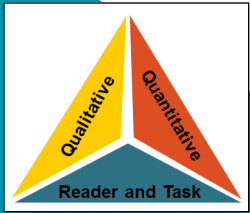
Based upon all the information—all three legs of the model—the final recommendation for *To Kill a Mockingbird* is....



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

Homer. *The Odyssey*..... 101

Ovid. *Metamorphoses*..... 101

Gogol, Nikolai. “The Nose.” .....102

De Voltaire, F. A. M. *Candide, Or The Optimist* ..... 103

Turgenev, Ivan. *Fathers and Sons*..... 104

Henry, O. “The Gift of the Magi.” ..... 104

Kafka, Franz. *The Metamorphosis*..... 105

Steinbeck, John. *The Grapes of Wrath*..... 105

Bradbury, Ray. *Fahrenheit 451* ..... 106

Olsen, Tillie. “I Stand Here Ironing.” ..... 106

Achebe, Chinua. *Things Fall Apart* .....107

Lee, Harper. *To Kill A Mockingbird*.....107

Shaara, Michael. *The Killer Angels*..... 108

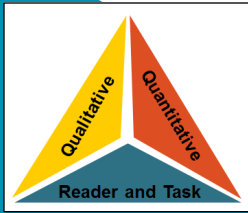
Tan, Amy. *The Joy Luck Club* ..... 108

Álvarez, Julia. *In the Time of the Butterflies* ..... 108

Zusak, Marcus. *The Book Thief*..... 109



# Step 4: Recommended Placement



## Template for Text Complexity Analysis and Recommended Placement Form:

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

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

<b>Qualitative Measures</b>	<b>Quantitative Measures</b>
Levels of Meaning/Purpose:	
Structure:	<b>Reader-Task Considerations</b>
Language Conventinality and Clarity:	
Knowledge Demands:	
<b>Recommended Placement</b>	



# Text Complexity Analysis of

**Qualitative Measures**

**Quantitative Measures**

Levels of Meaning/Purpose:

Structure:

**Reader-Task Considerations**

Language Conventionalilty and Clarity:

Knowledge Demands:



**Recommended Placement**

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

## Qualitative Measures

### Levels of Meaning/Purpose:

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.

### Structure:

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 Conventionalty and Clarity:

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:

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.

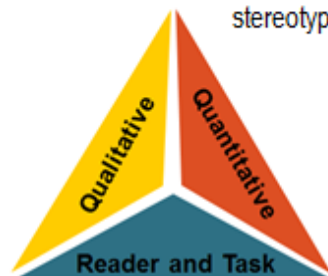
## Quantitative Measures

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 4<sup>th</sup>-5<sup>th</sup> 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.

## 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. 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.

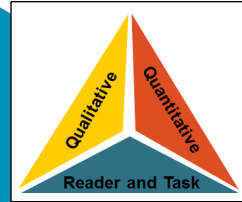
Here in Kansas, educators might want to examine the following elements or issues: social and historical events of the late 50s, early 60s, and issues surrounding racial stereotyping and prejudice in the Deep South at this same time period.



## Recommended Placement

*To Kill a Mockingbird* is a Pulitzer prize winner. It is a classic, and many teaching resources are available online at various websites. Although the quantitative measures suggest placement in the 4<sup>th</sup>-5<sup>th</sup> grade level text complexity band, the qualitative measures and reader and task considerations suggest that the novel is best placed at the **9<sup>th</sup>-10<sup>th</sup> grade complexity band**. The Common Core Standards Text Exemplars also places the novel in the 9<sup>th</sup>-10<sup>th</sup> grade complexity band.

# Additional Resources for Text Complexity




## Text Complexity Bookmarks

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

## Additional Examples of Completed Final Recommendations


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

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

Qualitative Measures	Quantitative Measures
<p><b>Levels of Meaning/Purpose:</b> 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 rape who was wrongfully convicted.</p> <p><b>Structure:</b> Although the story has a largely simple structure with a straightforward writing style, several scenes complicate the reader and viewer. Scout's recollections as an adult reflecting back on the prejudices of her childhood, flashback scenes throughout, and a macroscopic focus on thought the reader sees from the point of view with less-visible Scout still in her childhood.</p> <p><b>Language Conventonality and Clarity:</b> The characters speak in easily readable, conversational language. Some slang is included in the first period in which the novel is set, and there is some dialect.</p> <p><b>Knowledge Demands:</b> Higher-level themes of justice, prejudice, and civil rights are implied. Thinking at those levels requires contextualizing the personal, social, and cultural background of the characters as well as the culture and society of the time period.</p>	<p>The ATOS formula (used with the Accelerated Reader program) identifies the title as having a book level of 5.4. A Lexile measure for the novel is 100L. Although the Lexile and ATOS levels fall in the 4<sup>th</sup>-5<sup>th</sup> grade band, complexity based on the complexity of the book theme, the level of topic, and the length of the book indicates that higher-level reading skills are necessary, along with a consideration for the maturity level of the reader regarding the book's subject matter.</p> <p><b>Reader-Task Considerations:</b> These are to be determined locally with reference to such variables as a student's motivation, knowledge, and experiences as well as previous and/or the complexity of the task assigned and the question posed. However, the complexity of the book's theme, the issue of race, 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.</p> <p>Here in Kansas, educators might want to examine the following elements or issues: social and historical context of the late 1900s, early 1900s, and issues surrounding racial stereotypes and prejudice in the Deep South at the same time period.</p>
 <p><b>Recommended Placement</b></p>	

©2014 by a Mississippi State Public agency. This is a classic, and many teaching resources are available online at various websites. Although the quantitative measures suggest placement in the 4<sup>th</sup>-5<sup>th</sup> grade band, complexity based on the qualitative measures and reader and task considerations suggest that the novel be placed at the 9<sup>th</sup>-10<sup>th</sup> grade complexity band. The Common Core Standards for Language also places the novel in the 9<sup>th</sup>-10<sup>th</sup> grade complexity band.

- *Diamond Willow*
- *Hunger Games*
- *How to Steal a Dog*
- *Countdown*



Book Title: \_\_\_\_\_

**Qualitative Measures**

**Levels of Meaning:**

**Structure:**


**Language Conventonality and Clarity:**

**Knowledge Demands:**  
Life  
Culture

**Quantitative Measures**

**Reader-Task Considerations**

**Recommended Placement**



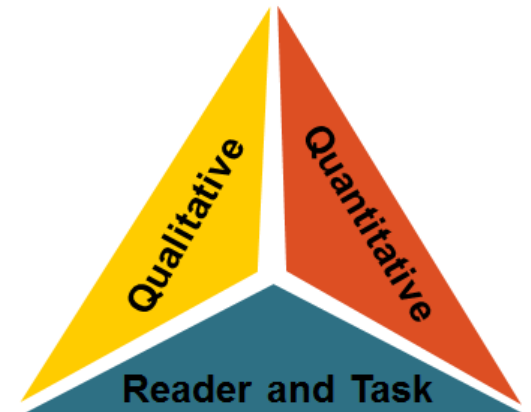




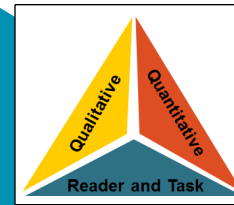


## Additional Ideas for Extending the Utility of the Text Complexity Model

- Involving students in analyzing text complexity
- Connecting text complexity to MTSS initiatives



# For more information:



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