

Assessing Text Complexity Using the Common Core State Standards

AMERICAN READING COMPANY

Transforming School Cultures for Sustainable Reading Achievement

PreK	Kindergarten	1	2	3	4	5	6	7	8	9 & 10	11 & 12	®			
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	GI

Laura Willner

– Director of Curriculum Design
American Reading Company

Responsibilities:

- Curriculum Design
- Text Leveling
- Custom Development for District Partners
- ARC Executive Coach

PreK	Kindergarten	1	2	3	4	5	6	7	8	9 & 10	11 & 12	®			
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	GI

Assessing Text Complexity Using the Common Core State Standards

- Introduction to The Common Core and the Issue of Text Complexity
- Using a CCSS-based text complexity system
 - Walk-through: Matching students to appropriately complex text
 - Hands-on practice: Assessing the text complexity of any trade or textbook

PreK	Kindergarten	1	2	3	4	5	6	7	8	9 & 10	11 & 12	®			
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	GI

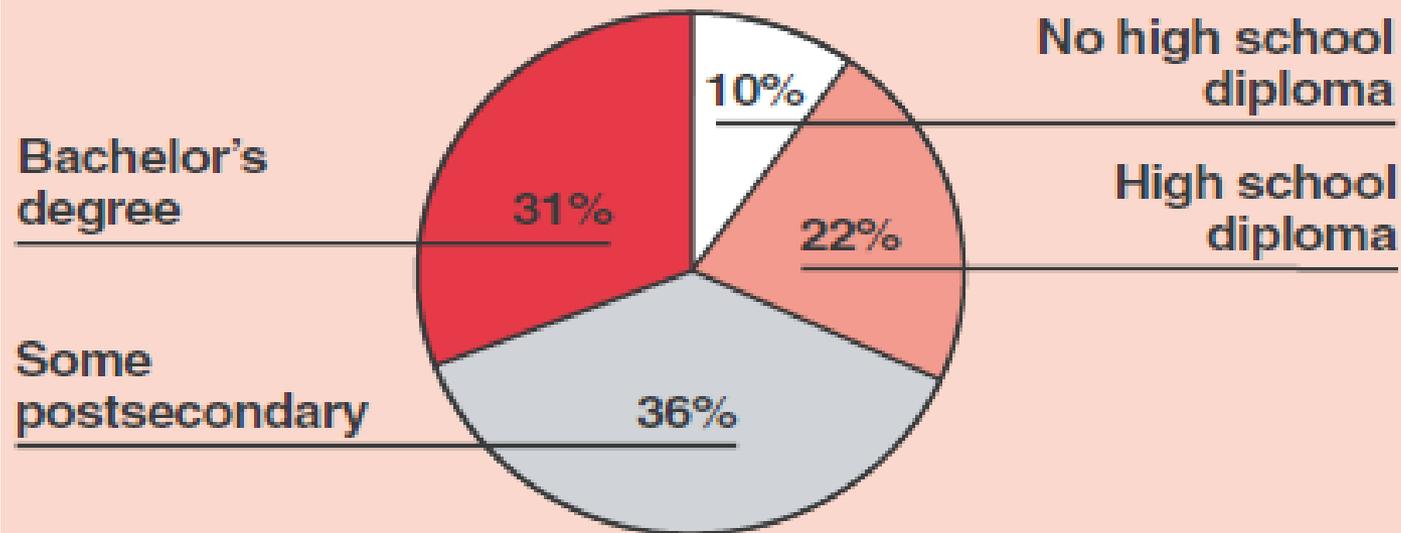
Turn to your neighbor...

- Introduce yourself
- Share where your district (school) is with implementation of the Common Core State Standards

PreK	Kindergarten	1	2	3	4	5	6	7	8	9 & 10	11 & 12	®			
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	GI

More Than Two-Thirds of New Jobs Require Some Postsecondary Education

Share of Jobs, 2000–2010



Note. The data in this chart are from *Standards for What?: The Economic Roots of K–16 Reform*, by A.P. Carnevale and D.M. Desrochers, 2003, Princeton, NJ: Educational Testing Service. Copyright 2003 by Educational Testing Service.

Common Core State Standards:

Purpose and Authors

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).

PreK	Kindergarten	1	2	3	4	5	6	7	8	9 & 10	11 & 12	®			
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	GI

Common Core State Standards:

What Are They?

English Language Arts

1. Reading

a. Anchor Standards

- i) Reading: Literature
- ii) Reading: Informational Text

b. Foundational Skills

2. Writing

3. Speaking & Listening

4. Language

Grades 6-12 Literacy in

History/Social Studies, Science & Technical Subjects

PreK	Kindergarten	1	2	3	4	5	6	7	8	9 & 10	11 & 12				
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	GI

Common Core State Standards:

What Are They?

The CCSS are not just about content – they are a call to shift instruction towards deeper reading, writing, and thinking.

3 Instructional Shifts for ELA

1. **Building knowledge** through **content-rich nonfiction**
2. Reading and writing grounded in **evidence from text**, both literary and informational
3. Regular practice with **complex text and its academic language**

PreK	Kindergarten	1	2	3	4	5	6	7	8	9 & 10	11 & 12	®			
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	GI

Why Text Complexity Matters

Reading Between the Lines:

What the ACT Reveals About College Readiness in Reading

Based on 2005 ACT-tested high school graduates, it appears that only about half of our nation's ACT-tested high school students are ready for college-level reading. What's worse, more students are on track to being ready for college-level reading in eighth and tenth grade than are actually ready by the time they reach twelfth grade.

“Performance on complex texts is the clearest differentiator in reading between students who are likely to be ready for college and those who are not. And this is true for both genders, all racial/ethnic groups, and all annual family income levels.”

http://www.act.org/research/policymakers/pdf/reading_summary.pdf

PreK	Kindergarten	1	2	3	4	5	6	7	8	9 & 10	11 & 12	®			
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	GI

Why Text Complexity Matters

In 2005, only 51% of ACT-tested high school graduates were ready for college-level reading.

In 2012, only 52% were ready.

From: *Reading Between the Lines: What the ACT Reveals About College Readiness in Reading and The Condition of College and Career Readiness 2012*



What is Text Complexity & Why Does it Matter?

- The difficulty of college textbooks, as measured by Lexile scores, has only increased since 1962. (Stenner, Koons, & Swartz, in press)
- The difficulty of K-12 texts, by contrast, has significantly decreased in that same period. (Chall, et. al, 1977; Hayes, et. al, 1996)
- The result is a 350 Lexile gap between end of HS texts and college-level texts—a gap that is more than the Lexile difference between grade 4 and grade 8 texts on the NAEP. (Williamson, 2006)

PreK	Kindergarten	1	2	3	4	5	6	7	8	9 & 10	11 & 12				
RTM	2Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	Gl

Text Complexity & the CCSS

“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).

PreK	Kindergarten	1	2	3	4	5	6	7	8	9 & 10	11 & 12	®			
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	GI

Turn to your neighbor...

- What implications related to Text Complexity are you facing in your school/district?
- Discuss a text used by your district (school) to do grade-level ELA/reading instruction.
- What level is it?
- How do you know?

PreK	Kindergarten	1	2	3	4	5	6	7	8	9 & 10	11 & 12	®			
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	GI

Text Complexity & the CCSS

CCSS R10

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

Independently = 99-100% accuracy

Proficiently = 90% comprehension

Emmett Betts, 1946; Richard Allington, 2011

PreK	Kindergarten	1	2	3	4	5	6	7	8	9 & 10	11 & 12	®			
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	GI

Successfully implementing standard 10: What we need

A standards-based leveling system for
leveling books

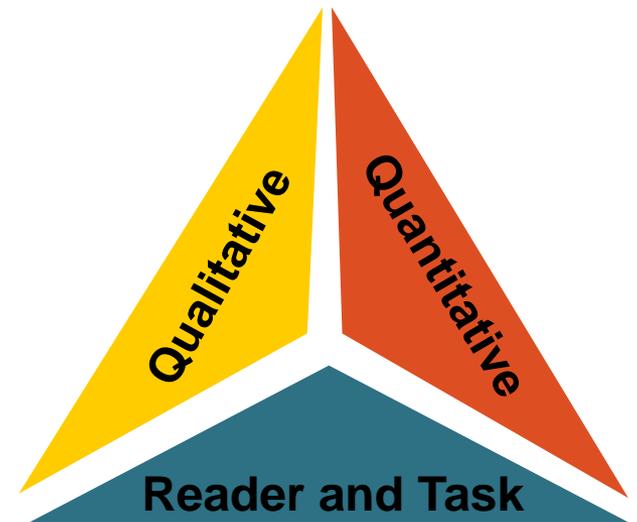
The same standards-based leveling system
for leveling readers

PreK	Kindergarten	1	2	3	4	5	6	7	8	9 & 10	11 & 12	®			
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	GI

Assessing Text Complexity

◆ **Text complexity** is determined by:

1. **Quantitative measures** – readability and other scores of text complexity often 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.



PreK	Kindergarten	1	2	3	4	5	6	7	8	9 & 10	11 & 12	®			
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	GI

	IRLA	Lexile Text Measures®	"Stretch" Lexile Band	Guided Reading (Fountas and Pinnell)	DRA (Joetta Beaver)	Reading Recovery
K	2Y (2 Yellow)	—	—	A - B	A - 2	A, B, 1 2,3
	1G (1 Green)					
1	2G (2 Green)	200L - 400L	—	C - I	3 - 16	4 - 16
	1B (1 Blue)					
	2B (2 Blue)					
2	1R (1 Red)	300L - 500L	450L - 790L	J - M	18 - 28	17 - 20
	2R (2 Red)					
3	Wt (White)	500L - 700L	770L - 980L	N - P	30 - 38	21 - 24
4	Bk (Black)	650L - 850L		Q - R	40	25 - 26
5	Or (Orange)	750L - 950L		S - V	50	27 - 28
6	Pu (Purple)	850L - 1050L	995L - 1155L	W - Y	60	29 - 30
7-8	Br (Bronze)	950L - 1100L		Z	70	31 - 44
9-10	Si (Silver)	1050L - 1200L	1080L - 1305L	—	—	—
11-12	Gl (Gold)	1100L - 1300L	1215L - 1355L	—	—	—

Matching Reader and Text Level

Turn to your neighbor...

- How will your understanding of Text Complexity, or determining Text Complexity impact your current practice?
- How can you use what you learned today?

PreK	Kindergarten	1	2	3	4	5	6	7	8	9 & 10	11 & 12	®			
RTM	1-3Y	1G	2G	1B	2B	1R	2R	Wt	Bk	Or	Pu	1Br	2Br	Si	GI