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SOUTHERN NEVADA REGIONAL PROFESSIONAL DEVELOPMENT PROGRAM



TEXT COMPLEXITY

Range of Reading and Level of Text Complexity
College and Career Readiness Anchor Standard 10
Read and comprehend complex literacy and informational texts independently and proficiently

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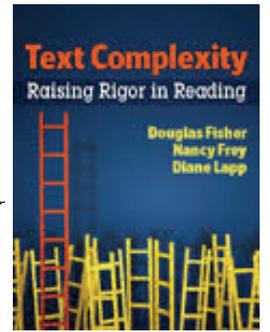
Why the push for Text Complexity?

Appendix A of the CCSS carries the research that supports the elements of the Nevada Academic Content Standards (NACS), and more specifically the “why” that is the driving force of Reading Standard 10. It establishes the expectation that students not only encounter complex text but that they can read complex texts with significantly greater independence than ever expected in the past.

What makes text complex?

It used to be that the terms *text complexity* and *readability* were used interchangeably. Readability was usually determined using quantitative indicators. Although this method served its purpose in assisting teachers in determining a rough estimate of appropriate materials for students, it is not sufficient. When determining the complexity of a text, one must take into account three factors: the quantitative measures, the qualitative measure and the reader and task considerations. **Quantitative measures** are best measured by computer software. These programs determine the readability by quantifying factors such as word length, word difficulty, sentence length and overall text length. **Qualitative measures** evaluate a text across four elements: levels of meaning and purpose, structure, language convention and clarity, and knowledge demands. The third factor of text complexity, **reader and task**, requires the teacher to consider the interaction between the reader and the text.

Check out this month’s book pick! Fisher, Frey and Lapp discuss the three “legs” of text complexity and how to assess the books we are using for instruction. Fisher, D., Frey, N., & Lapp, D. (2012) *Text complexity: Raising rigor in reading*. Newark, DE: International Reading Association



What can I do in my classroom to address text complexity?

- *Consider all three facets of text complexity as described above to choose texts that place more rigorous reading demands on your students. See links below for tools to assist you with the process.
- *Design lessons that dig deeply into the text and require close reading (Reading Standard 1).
- *Cunningham (2013) gives teachers two suggestions to address text complexity. First, he suggests we need to “monitor students’ engagement and stamina with the texts we ask them to read...If students will not read a text or only begin reading it but give up before completing it, they cannot benefit from it.” He also points out that we should monitor our students’ success with complex texts. “..no one ever learned how to be good at anything (especially reading) by doing it poorly everyday.”

RESOURCES FOR TEXT COMPLEXITY

[Article](#): This ASCD article discusses the shift in using more complex text within our classrooms and gives practical ideas for instruction.

[Video](#): Doug Fisher discusses text complexity. (Click Chapter 1, Videos, and choose video 1.1 Doug discusses text complexity)

[Lexile Analyzer \(Quantitative Measure\)](#): This online tool helps you to quickly determine the Lexile level of text .

[Qualitative Factors of Text Complexity K-2](#): A very user friendly rubric from Fisher and Frey's book [Common Core English Language Arts in a PLC at Work™, Grades K-2](#), to determine the qualitative measure of a text.

[Qualitative Factors of Text Complexity 3-5](#): A very user friendly rubric from Fisher and Frey's book [Common Core English Language Arts in a PLC at Work™, Grades 3-5](#), to determine the qualitative measure of a text.

[Collaborative Team Protocol for Determining Text Complexity](#): Use this protocol along with the Qualitative Factors Rubric with your grade level team to evaluate the qualitative measures and to discuss the reader and task considerations of a text.

FAMILY ENGAGEMENT

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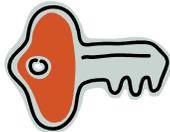
STANDARDS FOR FAMILY ENGAGEMENT

1. Welcoming all families in the school community
2. Communicating effectively
3. Supporting student success
4. Speaking up for every child
5. Sharing power
6. Collaborating with the community

The Nevada Legislature passed legislation that requires schools, administrators and teachers to more fully engage families in their children's education. The results of that legislation can be seen in the state's School Performance Plan. Action Step 1.2 requires Family Engagement be part of the school plan.

A Focus on Standard 1: Welcoming all families in the School Community

Elementary schools do a wonderful job inviting parents and families into their schools to take part in their student's education. The key to successful family engagement is giving families many opportunities to get involved .



"FAMILY ENGAGEMENT IS KEY TO STUDENT ACHIEVEMENT"

-Advisory Council on Family Engagement



The Possibilities Are Endless:

Support your PTA/PTO

Literacy & Math Nights

Recruit Parent Volunteers for: Sightword Soldiers, Computer Lab, Field Day, Carnival, Schoolwide Fitness Program

Offer Parent Workshops: Homework Help, Bullying Prevention Training, Kindergarten Readiness, Supporting Instruction in the Classroom

Some schools have embraced more creative ways to encourage family involvement in their schools.

[WATCH D.O.G.S.® \(Dads Of Great Students\)](#) a K-12 program, invites fathers, grandfathers, uncles, or other father figures to volunteer at least one day all day at their child's/student's school during the school year. Individuals sign up at a kick-off event such as a "Dads and Kids Pizza Night" or "Donuts with Dad" or in the office at any time throughout the school year. The program is overseen by a "Top Dog" volunteer who partners with the school administrator to coordinate scheduling and identify opportunities for WatchDOGS to provide assistance at the school. WatchDOG volunteers perform a variety of tasks during their volunteer day including monitoring the school entrance, assisting with unloading and loading of buses and cars, monitoring the lunch room, or helping in the classroom with a teacher's guidance by working with small groups of students on homework, flashcards, or spelling.

