



## NATIONAL MATH + SCIENCE INITIATIVE

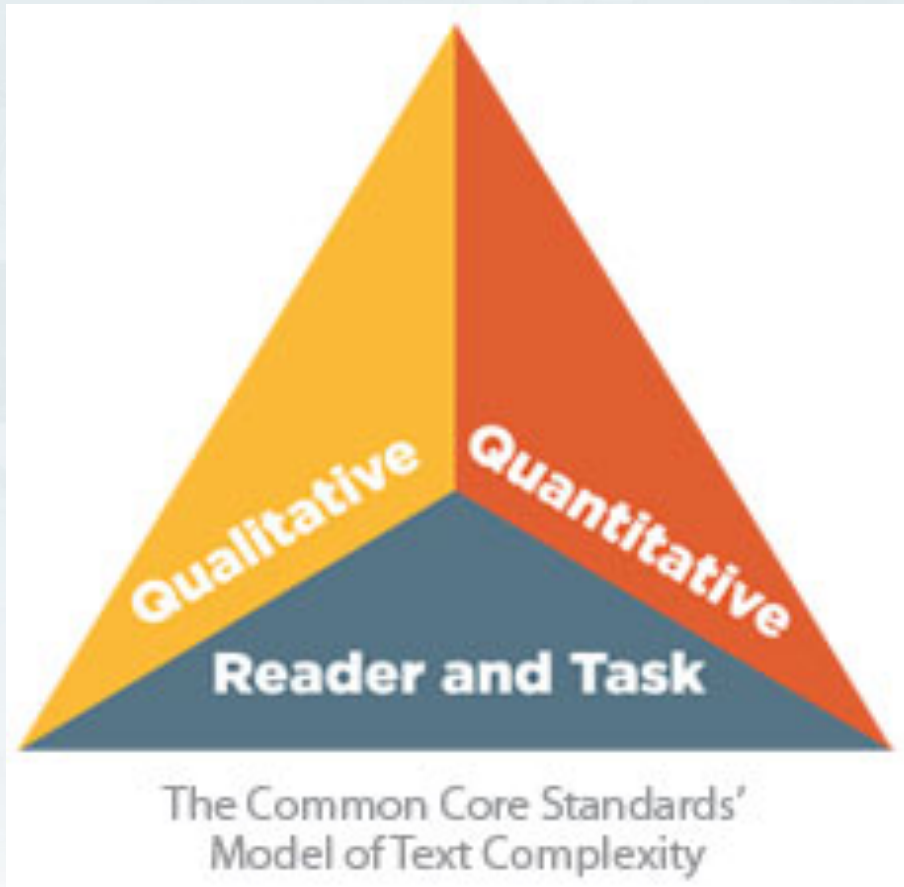
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# CCSS Chart for determining Text Complexity



# Quantitative Measures

Includes considerations such as word length, word frequency, sentence length, text cohesion (Usually measured by computer software and found from an “outside” source such as Lexile, ATOS, or other readability measures).

# Lexile Bands and CCSS

Grade(s)	Lexile	Reading Standard 10 (Individual text types omitted)
K		Actively engage in group reading activities with purpose and understanding.
1	<b>N/A</b>	With prompting and support, read prose and poetry [informational texts] of appropriate complexity for grade 1.
2	<b>450-790</b>	By the end of the year, read and comprehend literature [informational texts] in the grades 2-3 text complexity band proficiently, with scaffolding as needed at the high end of the range.
3		By the end of the year, read and comprehend literature [informational texts] at the high end of the grades 2-3 text complexity band independently and proficiently.
4	<b>770-980</b>	By the end of the year, read and comprehend literature [informational texts] in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
5		By the end of the year, read and comprehend literature [informational texts] at the high end of the grades 4-5 text complexity band independently and proficiently.
6	<b>955-1155</b>	By the end of the year, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
7		By the end of the year, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
8		By the end of the year, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 6-8 text complexity band independently and proficiently.
9-10	<b>1080-1305</b>	By the end of grade 9, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
		By the end of grade 10, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 9-10 text complexity band independently and proficiently.
11-12	<b>1215-1355</b>	By the end of grade 11, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
		By the end of grade 12, read and comprehend literature [informational texts, history/social studies texts, science/technical texts] at the high end of the grades 11-CCR text complexity band independently and proficiently.

# Qualitative Measures

Measurable by an attentive human reader—includes considerations such as: levels of meaning or purpose, structure of the text, language conventionality and clarity and knowledge demands

# Type of Text

**Literary** (fictional genres such as novels, short stories, poetry, or drama)

or **Informational** (nonfiction texts such as newspaper/magazine articles or editorials, essays (which can be literary in form), textbooks, visual texts, advertisements, or reference materials (Note: the source of texts may be print or online.)

- *Literary texts many times present more challenges for readers because of the use of figurative language, imagery, and connotative diction. But expository texts can create difficulties for students who have had little or no exposure to this type of text.*

# Structure of the Text

- Organization (clearly defined, chronological or complex, implicit with the use of flashback, foreshadowing, manipulation of time and sequence)
- Clarity or complexity of graphics
- Sentence structure: simple or complex sentences
- Variety of sentence beginnings
- Length of the paragraphs

# Language

## **Literal or Figurative**

*Words that do not deviate from their defined meaning are easier to read and understand than text that includes figurative language, which exaggerates or alters the usual meanings of the component words requiring readers to infer underlying meanings.*

## **Connotative**

*Much like figurative language, connotative language carries with it implications that must be inferred by the reader, creating a more complex task*



# Language (cont'd)

## **Contemporary or archaic**

*Archaic language provides challenges for students because of unknown or confusing denotations.*

## **Conversational or discipline specific**

*Discipline specific texts can be challenging for students because of new concepts and unfamiliar jargon.*

## **Amount of challenging Tier 2 and 3 vocabulary**

*Vocabulary provides special challenges for readers.*

*Comprehension can be limited by lack of knowledge of Tier 2 (academic vocabulary) and Tier 3 (vocabulary specific to a particular domain or area of study).*

# Reader and Task Considerations

Includes variables specific to readers (motivation, knowledge, and experiences) and variables specific to tasks (purpose and complexity of the tasks and questions)

# Student Considerations

- Prior knowledge/experience
- Motivation to read

# Task Considerations

- Purpose for reading
- Tasks of the reading assignment—  
complexity and levels of thinking