

# Practice with Text Complexity History/Social Studies



# Today we will...

- Review the 3 dimensions of text complexity
- Analyze the 3 dimensions of text complexity using a social studies text
- Synthesize data collected to identify an appropriate recommendation of the text for a classroom.

# Materials needed:

## Text Complexity Diagnostic Tool

**Text Complexity Diagnostic Tool**

Text Analyzed: \_\_\_\_\_

Common Core Band	ATOS	Degree of Reading Power	Flesh-Kincaid	The Lexile Framework	Reading Maturity	SourceRater
2 <sup>nd</sup> -3 <sup>rd</sup>	1.75-5.14	40-54	1.26-5.34	435-820	3.15-5.13	05-2.48
4 <sup>th</sup> -5 <sup>th</sup>	4.97-7.03	55-60	4.31-7.73	740-1010	3.42-7.32	0.84-3.75
6 <sup>th</sup> -8 <sup>th</sup>	7.00-9.98	57-67	8.51-10.34	925-1185	7.04-9.37	4.11-10.56
9 <sup>th</sup> -10 <sup>th</sup>	8.67-13.01	65-72	8.23-13.12	1050-1245	8.41-10.91	8.02-13.24
11 <sup>th</sup> -12 <sup>th</sup>	11.30-14.10	67-74	10.34-14.2	1185-1385	8.37-11.00	12.30-14.30

Grade Band: \_\_\_\_\_

Find links and instructions for using these quantitative analysis tools at: [www.cde.state.md.us/text-complexity](http://www.cde.state.md.us/text-complexity)

**Qualitative Summary**  
What instructional implications are indicated based on your analysis of this text using the Qualitative Text Complexity matrix?

- Purpose
- Text Structure
- Knowledge Demands
- Language

**Reader-Task Considerations for Student Growth**  
What instructional implications are indicated based on your analysis of this text using the Reader and Task Considerations Text Complexity matrix?

- Cognitive Capabilities
- Reading Skills
- Motivation
- Prior Knowledge/Experiences
- Task Purpose and Complexity
- Cognitive Demand of Questions/Tasks

Based on synthesis of this information, what is the grade level(s) for this text? \_\_\_\_\_

DRAFT 2/3/2012 Maryland State Department of Education

## Text Complexity Quantitative Rubric

Qualitative Dimensions of Text Complexity: History/Social Studies - DRAFT

	Complex Text	Mostly Complex Text	Mostly Simple Text	Simple Text
<b>Purpose</b>	<ul style="list-style-type: none"> <li>Purpose</li> <li>is not present, multiple views or perspectives</li> <li>A author's point of view is stated, implied and difficult to determine</li> </ul>	<ul style="list-style-type: none"> <li>Purpose</li> <li>is reviewed over the entirety of the text</li> <li>A author's point of view is implied, but easy to infer</li> </ul>	<ul style="list-style-type: none"> <li>Purpose</li> <li>is stated in the second half of the text</li> <li>A author's point of view is explicit</li> </ul>	<ul style="list-style-type: none"> <li>Purpose</li> <li>is usually stated at the beginning of the text or in the title</li> <li>A author's point of view is explicit</li> </ul>
<b>Text Structure</b>	<ul style="list-style-type: none"> <li>Text Structure</li> <li>is complex, implicit, often passive</li> <li>is not explicitly stated</li> <li>is implied or difficult to determine</li> <li>is a result of multiple sources</li> <li>is fluid, intended to enhance the understanding of the text</li> </ul>	<ul style="list-style-type: none"> <li>Text Structure</li> <li>is complex, implicit, often passive</li> <li>is not explicitly stated</li> <li>is implied or difficult to determine</li> <li>is a result of multiple sources</li> <li>is fluid, intended to enhance the understanding of the text</li> </ul>	<ul style="list-style-type: none"> <li>Text Structure</li> <li>is presented information explicitly</li> <li>contains signposts and/or connector words</li> <li>supports the reader's understanding of the text</li> </ul>	<ul style="list-style-type: none"> <li>Text Structure</li> <li>is explicit and simple</li> <li>contains signposts</li> <li>leads the reader to navigate and understand content</li> </ul>
<b>Text Features</b>	<ul style="list-style-type: none"> <li>Text Features</li> <li>are not sophisticated, may be historical, political, or present opposing view</li> <li>provide additional or secondary information not integrated into the written text</li> </ul>	<ul style="list-style-type: none"> <li>Text Features</li> <li>are not sophisticated, may be historical, political, or present opposing view</li> <li>provide additional or secondary information not integrated into the written text</li> </ul>	<ul style="list-style-type: none"> <li>Text Features</li> <li>are explicit and supplement the reader's understanding of the written text</li> </ul>	<ul style="list-style-type: none"> <li>Text Features</li> <li>are unnecessary or merely supplements to understanding the written text</li> </ul>
<b>Knowledge Demands</b>	<ul style="list-style-type: none"> <li>Knowledge Demands</li> <li>requires discipline knowledge</li> <li>requires specialized historical, geographic, economic, or political knowledge</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge Demands</li> <li>requires discipline knowledge or experience in the field</li> <li>challenges readers with familiar and unfamiliar discipline-specific concepts</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge Demands</li> <li>requires some or surface knowledge of the topic</li> <li>requires discipline-specific concepts</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge Demands</li> <li>requires familiar concepts</li> <li>mostly related to students' experiences and background</li> </ul>
<b>Inter-textuality</b>	<ul style="list-style-type: none"> <li>Inter-textuality</li> <li>is not explicitly stated</li> <li>is not explicitly stated</li> <li>is not explicitly stated</li> </ul>	<ul style="list-style-type: none"> <li>Inter-textuality</li> <li>is not explicitly stated</li> <li>is not explicitly stated</li> <li>is not explicitly stated</li> </ul>	<ul style="list-style-type: none"> <li>Inter-textuality</li> <li>is not explicitly stated</li> <li>is not explicitly stated</li> <li>is not explicitly stated</li> </ul>	<ul style="list-style-type: none"> <li>Inter-textuality</li> <li>is not explicitly stated</li> <li>is not explicitly stated</li> <li>is not explicitly stated</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>Language</li> <li>is complex and contains many complex, compound, and simple sentences</li> <li>may contain more than one concept embedded in a sentence</li> </ul>	<ul style="list-style-type: none"> <li>Language</li> <li>is complex and contains many complex, compound, and simple sentences</li> <li>may contain more than one concept embedded in a sentence</li> </ul>	<ul style="list-style-type: none"> <li>Language</li> <li>is complex and contains many complex, compound, and simple sentences</li> <li>may contain more than one concept embedded in a sentence</li> </ul>	<ul style="list-style-type: none"> <li>Language</li> <li>is simple and contains many simple sentences</li> <li>is clear conversational in tone</li> </ul>
<b>Vocabulary</b>	<ul style="list-style-type: none"> <li>Vocabulary</li> <li>includes sophisticated, complex, and/or discipline-specific vocabulary</li> <li>includes unfamiliar or discipline-specific vocabulary</li> <li>may be defined contextually in the paragraph or passage</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary</li> <li>includes sophisticated, complex, and/or discipline-specific vocabulary</li> <li>includes unfamiliar or discipline-specific vocabulary</li> <li>may be defined contextually in the paragraph or passage</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary</li> <li>includes a range of familiar and discipline-specific or academic words</li> <li>is a defined contextually in the paragraph or passage</li> </ul>	<ul style="list-style-type: none"> <li>Vocabulary</li> <li>includes familiar or discipline-specific or academic words</li> <li>is usually defined within the same sentence</li> </ul>

QA0002.12/15/12 Maryland State Department of Education Adapted from Common Core State Standards for Appendix A, Page 6

## Text – Vote No on Women's Suffrage

**'Vote No on Women's Suffrage': Bizarre Reasons For Not Letting Women Vote**

NOV 6 2012, 5:37 PM ET By *Eleanor Barkhiser*

*"You do not need a ballot to clean out your sink-pout."*

There's a lot that's flawed about the United States' voting system: long lines at polling stations, broken machines, voter intimidation, and more. But we can at least take comfort in the fact that, in theory anyway, all citizens in good standing, men and women alike, have the right to vote. This wasn't always the case, of course. Black Americans didn't have the constitutional right to vote until 1870, and it took women even longer to gain suffrage: the 19th Amendment didn't pass until 1920, following a long debate.

One of the big voices against giving women the vote was the organization National Association OPPOSED to Woman Suffrage. In the 1910s it published this pamphlet explaining why women shouldn't be allowed to vote.

Reader and Task Considerations for Text Complexity in Science/Technical Subjects and History/SS

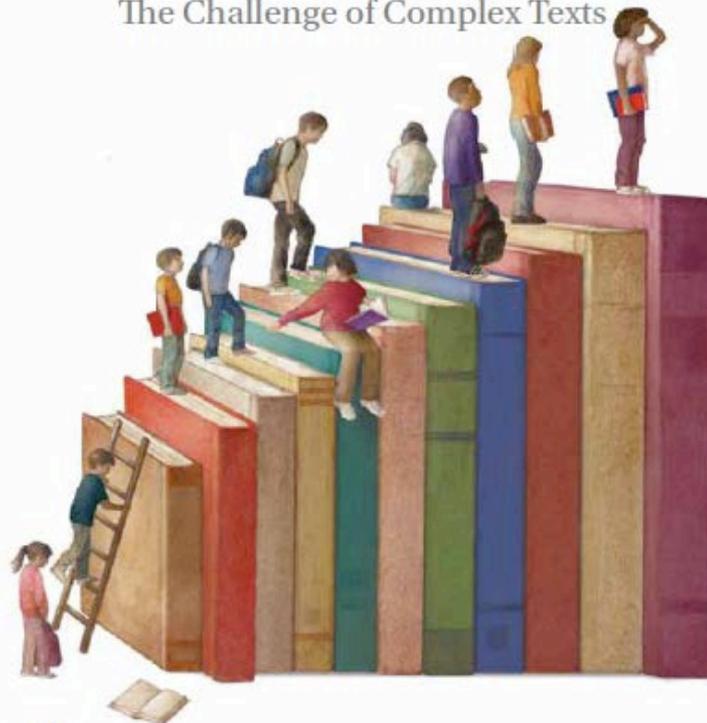
Cognitive Capabilities and Reading Skills	Discussion/Comments
<p>To what degree ...</p> <ul style="list-style-type: none"> <li>do the readers possess the attention span and reading skills necessary to read and comprehend the text?</li> <li>do readers possess the critical/analytical thinking skills necessary to understand the relationships between and among the various parts of the text?</li> <li>are the text's sufficiently equipped to overcome any deficits in cognitive capabilities and reading skills?</li> </ul>	
<p>Motivation and Engagement with Task and Text</p> <p>To what degree ...</p> <ul style="list-style-type: none"> <li>do the readers be interested and engaged in the content and the presentation ideas of the text?</li> <li>are sufficient motivation be developed to increase the reader's enthusiasm and engagement with the text and task?</li> </ul>	
<p>Prior Knowledge and Experience</p> <p>To what degree ...</p> <ul style="list-style-type: none"> <li>do the readers possess adequate prior knowledge of and/or experience with the topic, vocabulary, and the language of the text?</li> <li>are connections be made between the content of the text and other learning experiences?</li> <li>are deficits in prior knowledge of and/or experience with the topic, the vocabulary, or language be overcome with minimal instructional time?</li> </ul>	
<p>Associated Tasks</p> <p>To what degree ...</p> <ul style="list-style-type: none"> <li>do the characteristics of any tasks and/or questions (complexity, length, relevance, etc.) associated with the text interfere with the reading experience?</li> <li>do the tasks and/or questions require the reader to stray grounded in the text?</li> </ul>	

## Text Complexity - Reader and Task Considerations

# How are the text complexity tools used to analyze text?

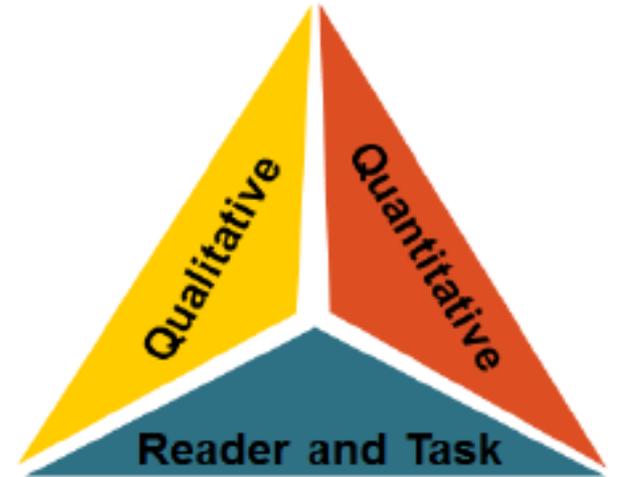
## Advancing Our Students' Language and Literacy

The Challenge of Complex Texts



# Text complexity is determined by evaluating 3 instructional dimensions:

- Quantitative
- Qualitative
- Reader and Task Considerations





# Quantitative Measure:

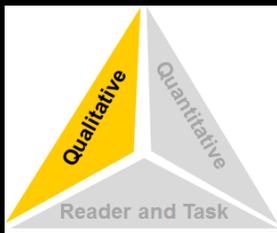
- ▶ Includes readability of text best measured by computer software
- ▶ Determined by:
  - word length, frequency, and difficulty
  - sentence length
  - text length
  - text cohesion

One of the tools that can be used to evaluate the quantitative dimension

The screenshot shows the Lexile Analyzer interface. It has a navigation bar with three tabs: 'About Lexile Measures', 'Using Lexile Measures', and 'Common Core'. The 'Using Lexile Measures' tab is active. The main content area is titled 'Lexile Analyzer: Results'. It displays the following data:

Metric	Value
Lexile® Measure	1060L
Mean Sentence Length	14.35
Mean Log Word Frequency	3.22

Below the results, there is a warning: 'These results are not saved in any retrievable way. You should save the title of your sample text. If you do not print or record the results, you will lose the Lexile measure.' There is a section for 'Submit another file' with a text input field, a 'Browse...' button, and a 'Submit' button. A 'Usage history' link is visible at the bottom.



# Qualitative Measure:

- Includes purpose, text structure, knowledge demands and language

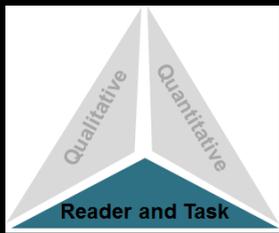
Tool used to evaluate qualitative dimension

**EDUCATION**  
Maryland State Department of Education

Qualitative Dimensions of Text Complexity: History/Social Studies - DRAFT

	Complex Text	Mostly Complex Text	Mostly Simple Text	Simple Text
Purpose	<input type="checkbox"/> Purpose <ul style="list-style-type: none"> <li>may present multiple views or perspectives</li> <li>author's point of view is subtle, implied and difficult to determine</li> </ul>	<input type="checkbox"/> Purpose <ul style="list-style-type: none"> <li>is revealed over the entirety of the text</li> <li>author's point of view is implied, but easy to infer</li> </ul>	<input type="checkbox"/> Purpose <ul style="list-style-type: none"> <li>tends to be revealed early in the text</li> <li>author's point of view is explicit</li> </ul>	<input type="checkbox"/> Purpose <ul style="list-style-type: none"> <li>usually revealed at the beginning of the text or in the title</li> <li>author's point of view is explicit</li> </ul>
Text Structure	<input type="checkbox"/> Text Structure <ul style="list-style-type: none"> <li>is complex, implicit, often subtle</li> <li>may be archaic in style and presentation</li> </ul> <input type="checkbox"/> Text Features <ul style="list-style-type: none"> <li>are sophisticated, may be historical, political, or present an opposing view</li> <li>provide additional or contrary information not integrated in the written text</li> </ul>	<input type="checkbox"/> Text Structure <ul style="list-style-type: none"> <li>is implicit or difficult to determine</li> <li>use of signal words is minimal</li> <li>if used, intended to enhance the understanding of the text</li> </ul> <input type="checkbox"/> Text Features <ul style="list-style-type: none"> <li>sometimes enhance the presented information</li> <li>are necessary to make meaning of the written text</li> </ul>	<input type="checkbox"/> Text Structure <ul style="list-style-type: none"> <li>presents information explicitly</li> <li>contains signal and/or chronological words</li> <li>supports the reader's understanding of the text</li> </ul> <input type="checkbox"/> Text Features <ul style="list-style-type: none"> <li>enhance and supplement the reader's understanding of the written text</li> </ul>	<input type="checkbox"/> Text Structure <ul style="list-style-type: none"> <li>is explicit and simple</li> <li>contains signal words</li> <li>helps the reader navigate and understand content</li> </ul> <input type="checkbox"/> Text Features <ul style="list-style-type: none"> <li>are unnecessary or merely supplements to understanding the written text</li> </ul>
Knowledge Demands	<input type="checkbox"/> Knowledge Demands <ul style="list-style-type: none"> <li>requires extensive knowledge</li> <li>assumes specialized historical, geographic, economic, or political knowledge</li> </ul> <input type="checkbox"/> Inter-textuality <ul style="list-style-type: none"> <li>corroborates with multiple references or citations to a variety of texts, ideas and/or historical concepts and theories</li> </ul>	<input type="checkbox"/> Knowledge Demands <ul style="list-style-type: none"> <li>requires some knowledge or experience in the field</li> <li>challenges readers with familiar and unfamiliar discipline-specific concepts</li> </ul> <input type="checkbox"/> Inter-textuality <ul style="list-style-type: none"> <li>corroborates with multiple references or citations to a variety of text on the same idea or theory</li> </ul>	<input type="checkbox"/> Knowledge Demands <ul style="list-style-type: none"> <li>requires some or surface knowledge of the topic</li> <li>familiar discipline-specific concepts</li> </ul> <input type="checkbox"/> Inter-textuality <ul style="list-style-type: none"> <li>corroborates with text on the same idea or theory</li> </ul>	<input type="checkbox"/> Knowledge Demands <ul style="list-style-type: none"> <li>presents familiar concrete concepts</li> <li>mostly related to students' experiences and background</li> </ul> <input type="checkbox"/> Inter-textuality <ul style="list-style-type: none"> <li>does not corroborate with other text, ideas or theories</li> </ul>
Language	<input type="checkbox"/> Language <ul style="list-style-type: none"> <li>sentence structure is complex and dense containing mainly complex, compound sentences</li> <li>may contain archaic language</li> <li>contains sentences often include multiple concepts embedded in phrases</li> </ul> <input type="checkbox"/> Vocabulary <ul style="list-style-type: none"> <li>includes sophisticated, complex, academic and/or discipline-specific vocabulary crucial to understanding the text</li> <li>is not specifically defined within the text, and assumes prior knowledge</li> </ul>	<input type="checkbox"/> Language <ul style="list-style-type: none"> <li>contains a range of complex compound, and simple sentences</li> <li>may contain more than one concept embedded in a sentence</li> </ul> <input type="checkbox"/> Vocabulary <ul style="list-style-type: none"> <li>includes unfamiliar discipline-specific or academic words</li> <li>may be defined contextually at the paragraph or passage level</li> </ul>	<input type="checkbox"/> Language <ul style="list-style-type: none"> <li>contains simple and compound sentence structure</li> <li>clear conversational in tone</li> </ul> <input type="checkbox"/> Vocabulary <ul style="list-style-type: none"> <li>includes a range of familiar and unfamiliar discipline-specific or academic words</li> <li>is defined contextually, or in a footnote</li> </ul>	<input type="checkbox"/> Language <ul style="list-style-type: none"> <li>contains simple sentence structure</li> <li>literal language</li> <li>clear conversational in tone</li> </ul> <input type="checkbox"/> Vocabulary <ul style="list-style-type: none"> <li>includes familiar discipline-specific or academic words</li> <li>is usually defined within the same sentence</li> </ul>

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# Reader and Task Considerations:

- Includes background knowledge of reader, motivation, interests, and complexity of tasks
- Involves teacher judgment based on knowledge of students

## Tool to evaluate reader and task

 Reader and Task Considerations for Text Complexity in Science/Technical Subjects and History/SS	
Cognitive Capabilities and Reading Skills	Discussion/Comments
To what degree ... <ul style="list-style-type: none"> <li>• CA: Do the readers possess the attention span and reading skills necessary to read and comprehend the text?</li> <li>• CA: Do readers possess the critical/analytical thinking skills necessary to understand the relationships between and among the various parts of the text?</li> <li>• CQ: Is the text sufficiently sophisticated to overcome any deficits in cognitive capabilities and reading skills?</li> </ul>	
Motivation and Engagement with Task and Text <ul style="list-style-type: none"> <li>• CA: Do the readers be interested and engaged in the content and the presentation of ideas of the text?</li> <li>• CQ: Sufficient motivation be developed to increase the reader's enthusiasm and engagement with the task and text?</li> </ul>	
Prior Knowledge and Experience <ul style="list-style-type: none"> <li>• CA: Do the readers possess adequate prior knowledge of and/or experience with the topic, the vocabulary, and the language of the text?</li> <li>• CQ: Connections be made between the content of the text and other learning experiences?</li> <li>• CQ: Deficits in prior knowledge of and/or experience with the topic, the vocabulary, and/or the language be overcome with minimal instructional time?</li> </ul>	
Associated Tasks <ul style="list-style-type: none"> <li>• CA: Do the characteristics of any tasks and/or questions (complexity, length, relevance, etc) associated with the text interfere with the reading experience?</li> <li>• CA: Do the tasks and/or questions require the reader to stay grounded in the text?</li> </ul>	

# How are the text complexity tools used to analyze text?

About Lexile Measures

Lexile® Measure

**1060L**

Mean Sentence Length

**14.35**

Mean Log Word Frequency

**3.22**

Using Lexile Measures

Common Core

## Lexile Analyzer: Results

These results are not saved. The title of your sample text and text to know its Lexile measure.

Submit another file

Usage history

**Qualitative Dimensions of Text Complexity: Science and Technical Subjects Grades 6-12**

	Complex Text	Mostly Complex Text	Mostly Simple Text	Simple Text
<b>Purpose</b>	<ul style="list-style-type: none"> <li>is to inform and/or persuade</li> <li>is to inform and/or persuade, but with a more complex purpose</li> <li>is to inform and/or persuade, but with a more complex purpose and a more complex structure</li> </ul>	<ul style="list-style-type: none"> <li>is to inform and/or persuade</li> <li>is to inform and/or persuade, but with a more complex purpose</li> <li>is to inform and/or persuade, but with a more complex purpose and a more complex structure</li> </ul>	<ul style="list-style-type: none"> <li>is to inform and/or persuade</li> <li>is to inform and/or persuade, but with a more complex purpose</li> <li>is to inform and/or persuade, but with a more complex purpose and a more complex structure</li> </ul>	<ul style="list-style-type: none"> <li>is to inform and/or persuade</li> <li>is to inform and/or persuade, but with a more complex purpose</li> <li>is to inform and/or persuade, but with a more complex purpose and a more complex structure</li> </ul>
<b>Text Structure</b>	<ul style="list-style-type: none"> <li>is to inform and/or persuade</li> <li>is to inform and/or persuade, but with a more complex purpose</li> <li>is to inform and/or persuade, but with a more complex purpose and a more complex structure</li> </ul>	<ul style="list-style-type: none"> <li>is to inform and/or persuade</li> <li>is to inform and/or persuade, but with a more complex purpose</li> <li>is to inform and/or persuade, but with a more complex purpose and a more complex structure</li> </ul>	<ul style="list-style-type: none"> <li>is to inform and/or persuade</li> <li>is to inform and/or persuade, but with a more complex purpose</li> <li>is to inform and/or persuade, but with a more complex purpose and a more complex structure</li> </ul>	<ul style="list-style-type: none"> <li>is to inform and/or persuade</li> <li>is to inform and/or persuade, but with a more complex purpose</li> <li>is to inform and/or persuade, but with a more complex purpose and a more complex structure</li> </ul>
<b>Knowledge Demands</b>	<ul style="list-style-type: none"> <li>requires a range of background knowledge</li> <li>requires a range of background knowledge and a range of background knowledge</li> <li>requires a range of background knowledge and a range of background knowledge and a range of background knowledge</li> </ul>	<ul style="list-style-type: none"> <li>requires a range of background knowledge</li> <li>requires a range of background knowledge and a range of background knowledge</li> <li>requires a range of background knowledge and a range of background knowledge and a range of background knowledge</li> </ul>	<ul style="list-style-type: none"> <li>requires a range of background knowledge</li> <li>requires a range of background knowledge and a range of background knowledge</li> <li>requires a range of background knowledge and a range of background knowledge and a range of background knowledge</li> </ul>	<ul style="list-style-type: none"> <li>requires a range of background knowledge</li> <li>requires a range of background knowledge and a range of background knowledge</li> <li>requires a range of background knowledge and a range of background knowledge and a range of background knowledge</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>uses a range of complex words and phrases</li> <li>uses a range of complex words and phrases and a range of complex words and phrases</li> <li>uses a range of complex words and phrases and a range of complex words and phrases and a range of complex words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>uses a range of complex words and phrases</li> <li>uses a range of complex words and phrases and a range of complex words and phrases</li> <li>uses a range of complex words and phrases and a range of complex words and phrases and a range of complex words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>uses a range of complex words and phrases</li> <li>uses a range of complex words and phrases and a range of complex words and phrases</li> <li>uses a range of complex words and phrases and a range of complex words and phrases and a range of complex words and phrases</li> </ul>	<ul style="list-style-type: none"> <li>uses a range of complex words and phrases</li> <li>uses a range of complex words and phrases and a range of complex words and phrases</li> <li>uses a range of complex words and phrases and a range of complex words and phrases and a range of complex words and phrases</li> </ul>

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**Reader and Task Considerations for Text Complexity in Science/Technical Subjects and History/SS**

Cognitive Capabilities and Reading Skills	Discussion/Comments
<p><b>To what degree ...</b></p> <ul style="list-style-type: none"> <li>do the readers possess the attention span and reading skills necessary to read and comprehend the text?</li> <li>do readers possess the critical/analytical thinking skills necessary to understand the relationships between and among the various parts of the text?</li> <li>do the text be sufficiently <b>engaging</b> to overcome any deficits in cognitive capabilities and reading skills?</li> </ul>	
<p><b>Motivation and Engagement with Text and Task</b></p> <p><b>To what degree ...</b></p> <ul style="list-style-type: none"> <li>do the readers be interested and engaged in the content and the presentation of ideas of the text?</li> <li>do sufficient motivation be developed to increase the reader's enthusiasm and engagement with the text and task?</li> </ul>	
<p><b>Prior Knowledge and Experience</b></p> <p><b>To what degree ...</b></p> <ul style="list-style-type: none"> <li>do the readers possess adequate prior knowledge of and/or experience with the topic, the vocabulary and the language of the text?</li> <li>do connections be made between the content of the text and other learning experiences?</li> <li>do deficits in prior knowledge of and/or experience with the topic, the vocabulary, and/or the language be overcome with minimal instructional time?</li> </ul>	
<p><b>Associated Tasks</b></p> <p><b>To what degree ...</b></p> <ul style="list-style-type: none"> <li>do the characteristics of any tasks and/or questions (complexity, length, relevance, etc.) associated with the text interfere with the reading experience?</li> <li>do all the tasks and/or questions require the reader to stay grounded in the text?</li> </ul>	

# Assess the text complexity

Use quantitative, qualitative, and reader and task measures to determine text complexity.

**Text Complexity Diagnostic Tool**

Text Analyzed: \_\_\_\_\_

**Quantitative Results**

Common Core Band	ATOS	Degrees of Reading Power <sup>®</sup>	Fleish-Kincaid <sup>®</sup>	The Lexile Framework <sup>®</sup>
2 <sup>nd</sup> – 3 <sup>rd</sup>	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820
4 <sup>th</sup> – 5 <sup>th</sup>	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010
6 <sup>th</sup> – 8 <sup>th</sup>	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185
9 <sup>th</sup> – 10 <sup>th</sup>	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335
11 <sup>th</sup> – CCR	11.20 – 14.10	67 – 74	10.34 – 14.2	1185 – 1385

Grade Band: \_\_\_\_\_

**Qualitative Summary**

What instructional implications are indicated based on your analysis of this text complexity matrix?

- Purpose
- Text Structure
- Knowledge Demands
- Language

Based on a synthesis of this information, what is the grade level(s) for this text?

**Reader-Task Considerations for Student Growth**

- Cognitive Capabilities
- Reading Skills
- Motivation
- Prior Knowledge-Experiences
- Task Purpose and Complexity
- Cognitive Demand of Questions/Tasks

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**Qualitative Dimensions of Text Complexity: Science and Technical Subjects Grades 6-12**

	Complex Text	Mostly Complex Text	Mostly Simple Text	Simple Text
<b>Purpose</b>	<ul style="list-style-type: none"> <li>Purpose is explicit and difficult to determine</li> <li>may present multiple purposes related to the text</li> </ul>	<ul style="list-style-type: none"> <li>Purpose is implicit, but can be inferred from the text</li> </ul>	<ul style="list-style-type: none"> <li>Purpose is explicit and easy to determine</li> </ul>	<ul style="list-style-type: none"> <li>Purpose is implicit and easy to determine</li> </ul>
<b>Text Structure</b>	<ul style="list-style-type: none"> <li>Text Structure is explicit and difficult to determine</li> <li>Text Features are explicit and difficult to determine</li> </ul>	<ul style="list-style-type: none"> <li>Text Structure is implicit and difficult to determine</li> <li>Text Features are implicit and difficult to determine</li> </ul>	<ul style="list-style-type: none"> <li>Text Structure is explicit and easy to determine</li> <li>Text Features are explicit and easy to determine</li> </ul>	<ul style="list-style-type: none"> <li>Text Structure is implicit and easy to determine</li> <li>Text Features are implicit and easy to determine</li> </ul>
<b>Knowledge Demands</b>	<ul style="list-style-type: none"> <li>Knowledge Demands are complex and difficult to determine</li> <li>Infer-Textually requires multiple inferences and connections to other text</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge Demands are mostly complex and difficult to determine</li> <li>Infer-Textually requires multiple inferences and connections to other text</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge Demands are mostly simple and easy to determine</li> <li>Infer-Textually requires few inferences and connections to other text</li> </ul>	<ul style="list-style-type: none"> <li>Knowledge Demands are simple and easy to determine</li> <li>Infer-Textually requires few inferences and connections to other text</li> </ul>
<b>Language</b>	<ul style="list-style-type: none"> <li>Language is complex and difficult to determine</li> <li>Vocabulary is complex and difficult to determine</li> </ul>	<ul style="list-style-type: none"> <li>Language is mostly complex and difficult to determine</li> <li>Vocabulary is mostly complex and difficult to determine</li> </ul>	<ul style="list-style-type: none"> <li>Language is mostly simple and easy to determine</li> <li>Vocabulary is mostly simple and easy to determine</li> </ul>	<ul style="list-style-type: none"> <li>Language is simple and easy to determine</li> <li>Vocabulary is simple and easy to determine</li> </ul>

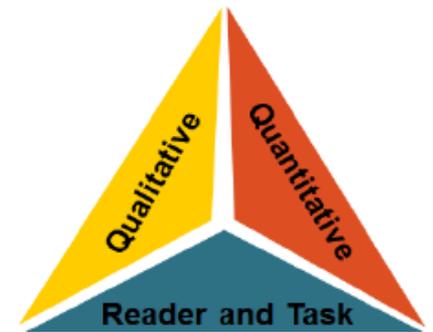
DRAFT 11/15/12 Maryland State Department of Education Adapted from Common Core State Standards for Appendix A

**Reader and Task Considerations for Text Complexity in Science/Technical Subjects and History/SS**

Cognitive Capabilities and Reading Skills	Discussion/Comments
<p>To what degree ...</p> <ul style="list-style-type: none"> <li>do the readers possess the attention span and reading skills necessary to read and comprehend the text?</li> <li>do readers possess the critical/analytical thinking skills necessary to understand the relationships between and among the various parts of the text?</li> <li>do the text be sufficiently challenging to overcome any deficits in cognitive capabilities and reading skills?</li> </ul>	
<p>Motivation and Engagement with Task and Text</p> <p>To what degree ...</p> <ul style="list-style-type: none"> <li>are the readers interested and engaged in the content and the presentation of ideas of the text?</li> <li>do sufficient motivation be developed to increase the reader's enthusiasm and engagement with the task and text?</li> </ul>	
<p>Prior Knowledge and Experience</p> <p>To what degree ...</p> <ul style="list-style-type: none"> <li>do the readers possess adequate prior knowledge and/or experience with the topic, the vocabulary, and the language of the text?</li> <li>do connections be made between the content of the text and other learning experiences?</li> <li>do deficits in prior knowledge and/or experience with the topic, the vocabulary, and/or the language be overcome with minimal instructional time?</li> </ul>	
<p>Associated Tasks</p> <p>To what degree ...</p> <ul style="list-style-type: none"> <li>do the characteristics of any tasks and/or questions (complexity, length, relevance, etc.) associated with the text interfere with the reading experience?</li> <li>do the tasks and/or questions require the reader to stay grounded in the text?</li> </ul>	

# To determine text complexity

1. Determine the quantitative measure of the text.
2. Analyze the qualitative measure of the text.
3. Reflect on the reader and task considerations.
4. Recommend placement in the appropriate text complexity band.



# Begin by reading and annotating the text "Vote No on Women's Suffrage"

## TEXT – VOTE NO ON WOMEN'S SUFFRAGE

## COMPLETE A CLOSE READING WITH ANNOTATION

As you read:

- Find key points and main ideas
- Look for difficult passages
- Note what is confusing
- Pay attention to structure
- Pay attention to vocabulary

### 'Vote No on Women's Suffrage': Bizarre Reasons For Not Letting Women Vote

NOV 6 2012, 5:37 PM ET By *Eleanor Barbieri*

*"You do not need a ballot to clean out your sink-pot."*



Wikimedia Commons

There's a lot that's flawed about the United States' voting system: [long lines](#) at polling stations, [broken machines](#), [voter intimidation](#), and [more](#). But we can at least take comfort in the fact that, in theory anyway, all citizens in good standing, men and women alike, have the right to vote. This wasn't always the case, of course. Black Americans didn't have the constitutional right to vote until 1870, and it took women even longer to gain suffrage: the 19th Amendment didn't pass until 1920, following a long debate.

One of the big voices against giving women the vote was the organization National Association OPPOSED to Woman Suffrage. In the 1910s it published [this pamphlet](#) explaining why women shouldn't be allowed to vote:

**Vote NO on Woman Suffrage**

BECAUSE 90% of the women without the vote want to, for the sake of...

BECAUSE it saves expenditure of women with both husband and children.

BECAUSE 90% of the women eligible to vote are married and can only decide to send their husbands' votes.

BECAUSE it can be of no benefit to women with the additional expense involved.

BECAUSE it saves them more voting women than voting men will place the Government under government rule.

BECAUSE it is better to risk the good we already have for the evil which may come.

**Household Hints**

**National Association OPPOSED to Woman Suffrage**

216 Madison Avenue  
New York, N. Y.

Branch  
123 Pennsylvania St., N.  
Washington, D. C.

**Vote of Women can accomplish no more than vote of Men. Why waste time, energy and money, without result?**

**Housewives!**

When you vote for a man, you vote for a man who will take care of you and your children. When you vote for a woman, you vote for a woman who will take care of you and your children.

**Spot Removers**

The following are the best spot removers for use on all kinds of fabrics.



# Step 1. Find the quantitative score

- Use a computer generated program to find the readability measure.
- We will use Flesch – Kincaid and Lexile to obtain scores.

# To find the Flesch – Kincaid score

1. Save text as a word document. Under options turn on readability statistics.

2. Click on review.



3. Click on spelling and grammar, then click through “ignore”.



Home Insert Page Layout References Mailings Review View

Spelling & Grammar Research Thesaurus Translate Translation ScreenTip Set Language Word Count

Proofing

New Comment Delete Previous Next Track Changes

Comments

**'Vote No on Women'  
Reasons For Not L**

NOV 6 2012, 5:37 PM ET By Eleanor Barkhorn

*"You do not need a ballot to clean out your sink spout."*

Mr. PRESIDENT

# Identify the readability statistics for your text

## 'Vote No on Women's Suffrage': Bizarre Reasons For Not Letting Women Vote

NOV 6 2012, 5:37 PM ET By *Eleanor Barkhorn*

*"You do not need a ballot to clean out your sink sp*



Readability Statistics

Counts	
Words	157
Characters	768
Paragraphs	6
Sentences	6
Averages	
Sentences per Paragraph	3.0
Words per Sentence	19.8
Characters per Word	4.7
Readability	
Passive Sentences	16%
Flesch Reading Ease	53.7
Flesch-Kincaid Grade Level	10.6

OK

# Qualitative Measure

**“Vote on Women’s Suffrage” Quantitative  
Score:**

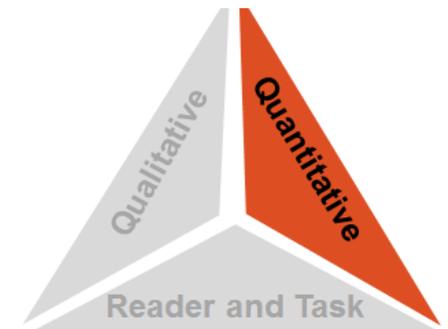
Flesh-Kincaid –10.6

# Determine the Text Complexity Grade Band

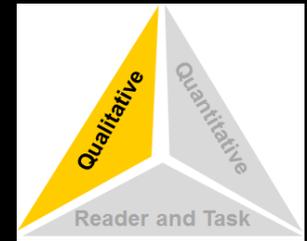
Common Core Band	ATOS	Degrees of Reading Power®	Flesch-Kincaid <sup>8</sup>	The Lexile Framework®	Reading Maturity	SourceRater
2 <sup>nd</sup> – 3 <sup>rd</sup>	2.75 – 5.14	42 – 54	1.98 – 5.34	420 – 820	3.53 – 6.13	0.05 – 2.48
4 <sup>th</sup> – 5 <sup>th</sup>	4.97 – 7.03	52 – 60	4.51 – 7.73	740 – 1010	5.42 – 7.92	0.84 – 5.75
6 <sup>th</sup> – 8 <sup>th</sup>	7.00 – 9.98	57 – 67	6.51 – 10.34	925 – 1185	7.04 – 9.57	4.11 – 10.66
9 <sup>th</sup> – 10 <sup>th</sup>	9.67 – 12.01	62 – 72	8.32 – 12.12	1050 – 1335	8.41 – 10.81	9.02 – 13.93
11 <sup>th</sup> – CCR	11.20 – 14.10	67 – 74	10.34 – 14.2	1185 – 1385	9.57 – 12.00	12.30 – 14.50

**Quantitative Score:**  
Flesh-Kincaid – 10.6

**Grade Band 6-8**



# Qualitative Measure



❖ Analyze the qualitative dimensions of the text.

Massachusetts Department of **EDUCATION**  
Preparing World-Class Students

Qualitative Dimensions of Text Complexity: History/Social Studies - DRAFT

	Complex Text	Mostly Complex Text	Mostly Simple Text	Simple Text
Purpose	<input type="checkbox"/> Purpose <ul style="list-style-type: none"> <li>may present multiple views or perspectives</li> <li>author's point of view is subtle, implied and difficult to determine</li> </ul>	<input type="checkbox"/> Purpose <ul style="list-style-type: none"> <li>is revealed over the entirety of the text</li> <li>author's point of view is implied, but easy to infer</li> </ul>	<input type="checkbox"/> Purpose <ul style="list-style-type: none"> <li>tends to be revealed early in the text</li> <li>author's point of view is explicit</li> </ul>	<input type="checkbox"/> Purpose <ul style="list-style-type: none"> <li>usually revealed at the beginning of the text or in the title</li> <li>author's point of view is explicit</li> </ul>
Text Structure	<input type="checkbox"/> Text Structure <ul style="list-style-type: none"> <li>is complex, implicit, often subtle</li> <li>may be archaic in style and presentation</li> </ul>	<input type="checkbox"/> Text Structure <ul style="list-style-type: none"> <li>is implicit or difficult to determine</li> <li>use of signal words is minimal</li> <li>if used, intended to enhance the understanding of the text</li> </ul>	<input type="checkbox"/> Text Structure <ul style="list-style-type: none"> <li>presents information explicitly</li> <li>contains signal and/or chronological words</li> <li>supports the reader's understanding of the text</li> </ul>	<input type="checkbox"/> Text Structure <ul style="list-style-type: none"> <li>is explicit and simple</li> <li>contains signal words</li> <li>helps the reader relegate and understand content</li> </ul>
	<input type="checkbox"/> Text Features <ul style="list-style-type: none"> <li>are sophisticated, may be historical, political, or present an opposing view</li> <li>provide additional or contrary information not integrated in the written text</li> </ul>	<input type="checkbox"/> Text Features <ul style="list-style-type: none"> <li>sometimes enhance the presented information</li> <li>are necessary to make meaning of the written text</li> </ul>	<input type="checkbox"/> Text Features <ul style="list-style-type: none"> <li>enhance and supplement the reader's understanding of the written text</li> </ul>	<input type="checkbox"/> Text Features <ul style="list-style-type: none"> <li>are unnecessary or merely supplemental to understanding the written text</li> </ul>
Knowledge Demands	<input type="checkbox"/> Knowledge Demands <ul style="list-style-type: none"> <li>requires extensive knowledge</li> <li>assumes specialized historical, geographic, economic, or political knowledge</li> </ul>	<input type="checkbox"/> Knowledge Demands <ul style="list-style-type: none"> <li>requires some knowledge or experience in the field</li> <li>challenges readers with familiar and unfamiliar discipline-specific concepts</li> </ul>	<input type="checkbox"/> Knowledge Demands <ul style="list-style-type: none"> <li>requires some or surface knowledge of the topic</li> <li>familiar discipline-specific concepts</li> </ul>	<input type="checkbox"/> Knowledge Demands <ul style="list-style-type: none"> <li>presents familiar concrete concepts</li> <li>mostly related to students' experiences and background</li> </ul>
	<input type="checkbox"/> Inter-textuality <ul style="list-style-type: none"> <li>corroborates with multiple references or citations to a variety of texts, ideas and/or historical concepts and theories</li> </ul>	<input type="checkbox"/> Inter-textuality <ul style="list-style-type: none"> <li>corroborates with multiple references or citations to a variety of text on the same ideas or theory</li> </ul>	<input type="checkbox"/> Inter-textuality <ul style="list-style-type: none"> <li>corroborates with a text on the same ideas or theory</li> </ul>	<input type="checkbox"/> Inter-textuality <ul style="list-style-type: none"> <li>does not corroborate with other text, ideas or theories</li> </ul>
Language	<input type="checkbox"/> Language <ul style="list-style-type: none"> <li>Sentence structure is complex and dense containing mainly complex, compound sentences</li> <li>May contain archaic language</li> <li>contains sentences often include multiple concepts embedded in phrases</li> </ul>	<input type="checkbox"/> Language <ul style="list-style-type: none"> <li>contains a range of complex, compound, and simple sentences</li> <li>may contain more than one concept embedded in a sentence</li> </ul>	<input type="checkbox"/> Language <ul style="list-style-type: none"> <li>contains simple and compound sentence structure</li> <li>clear conversational in tone</li> </ul>	<input type="checkbox"/> Language <ul style="list-style-type: none"> <li>contains simple sentence structure</li> <li>literal language</li> <li>clear conversational in tone</li> </ul>
	<input type="checkbox"/> Vocabulary <ul style="list-style-type: none"> <li>includes sophisticated, complex, academic and/or discipline-specific vocabulary crucial to understanding the text</li> <li>is not specifically defined within the text, and assumes prior knowledge</li> </ul>	<input type="checkbox"/> Vocabulary <ul style="list-style-type: none"> <li>includes unfamiliar discipline-specific or academic words</li> <li>may be defined contextually at the paragraph or passage level</li> </ul>	<input type="checkbox"/> Vocabulary <ul style="list-style-type: none"> <li>includes a range of familiar and unfamiliar discipline-specific or academic words</li> <li>is defined contextually, or in a footnote</li> </ul>	<input type="checkbox"/> Vocabulary <ul style="list-style-type: none"> <li>includes familiar discipline specific or academic words</li> <li>is usually defined within the same sentence</li> </ul>

# Qualitative Text Factors in complex discipline-specific text

## Purpose

Includes examining complex, contested information.

New York Times

10-31-12

## Blame? Science is Out

Hesitant, climate scientists offered an answer this week that is likely to satisfy no one, themselves included. They simply do not know for sure if the storm was caused or made worse by human-induced global warming. They do know that the

resulting storm surge along the Atlantic coast was almost a century ago. Decades of sea-level rise emphasized that Hurricane Sandy was not a trouble to come as the political system fails to respond. "The change in the environment — it's very clear," said

## Language

Academic vocabulary, dense concepts.

## Structure

Complex sentences with many concepts.

## Knowledge

## Demands-

Perspectives are complex, ideas abstract.

Thomas ... with the government's Geophysical Fluid ... N.J. "We're changing global temperature, we're changing a lot of things. Humans are running sure how it's going to turn out."

# Where on the continuum would you mark purpose?

	Complex Text	Mostly Complex Text	Mostly Simple Text	Simple Text
Purpose	<input type="checkbox"/> <b>Purpose</b> <ul style="list-style-type: none"><li>• may present multiple views or perspectives</li><li>• author's point of view is subtle, implied and difficult to determine</li></ul>	<input type="checkbox"/> <b>Purpose</b> <ul style="list-style-type: none"><li>• is revealed over the entirety of the text</li><li>• author's point of view is implied, but easy to infer</li></ul>	<input type="checkbox"/> <b>Purpose</b> <ul style="list-style-type: none"><li>• tends to be revealed early in the text</li><li>• author's point of view is explicit</li></ul>	<input type="checkbox"/> <b>Purpose</b> <ul style="list-style-type: none"><li>• usually revealed at the beginning of the text or in the title</li><li>• author's point of view is explicit</li></ul>



# Where on the continuum would you mark text structure?

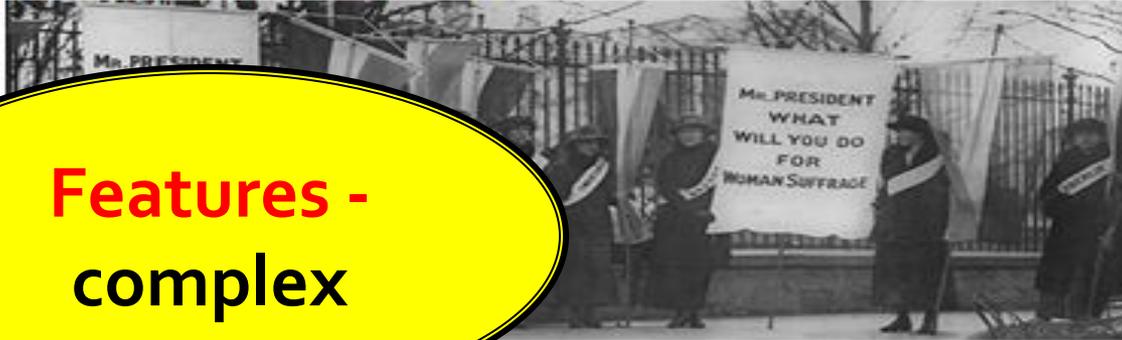
<b>Text Structure</b>	<input type="checkbox"/> <b>Text Structure</b> <ul style="list-style-type: none"> <li>• is complex, implicit, often subtle</li> <li>• may be archaic in style and presentation</li> </ul>	<input type="checkbox"/> <b>Text Structure</b> <ul style="list-style-type: none"> <li>• is implicit or difficult to determine</li> <li>• use of signal words is minimal</li> <li>• if used, intended to enhance the understanding of the text</li> </ul>	<input type="checkbox"/> <b>Text Structure</b> <ul style="list-style-type: none"> <li>• presents information explicitly</li> <li>• contains signal and/or chronological words</li> <li>• supports the reader's understanding of the text</li> </ul>	<input type="checkbox"/> <b>Text Structure</b> <ul style="list-style-type: none"> <li>• is explicit and simple</li> <li>• contains signal words</li> <li>• helps the reader navigate and understand content</li> </ul>
	<input type="checkbox"/> <b>Text Features</b> <ul style="list-style-type: none"> <li>• are sophisticated, may be historical, political, or present an opposing view</li> <li>• provide additional or contrary information not integrated in the written text</li> </ul>	<input type="checkbox"/> <b>Text Features</b> <ul style="list-style-type: none"> <li>• sometimes enhance the presented information</li> <li>• are necessary to make meaning of the written text</li> </ul>	<input type="checkbox"/> <b>Text Features</b> <ul style="list-style-type: none"> <li>• enhance and supplement the reader's understanding of the written text</li> </ul>	<input type="checkbox"/> <b>Text Features</b> <ul style="list-style-type: none"> <li>• are unnecessary or merely supplemental to understanding the written text</li> </ul>

# 'Vote No on Women's Suffrage': Bizarre Reasons For Not Letting Women Vote

NOV 6 2012, 5:37 PM ET By *Eleanor Barkhorn*

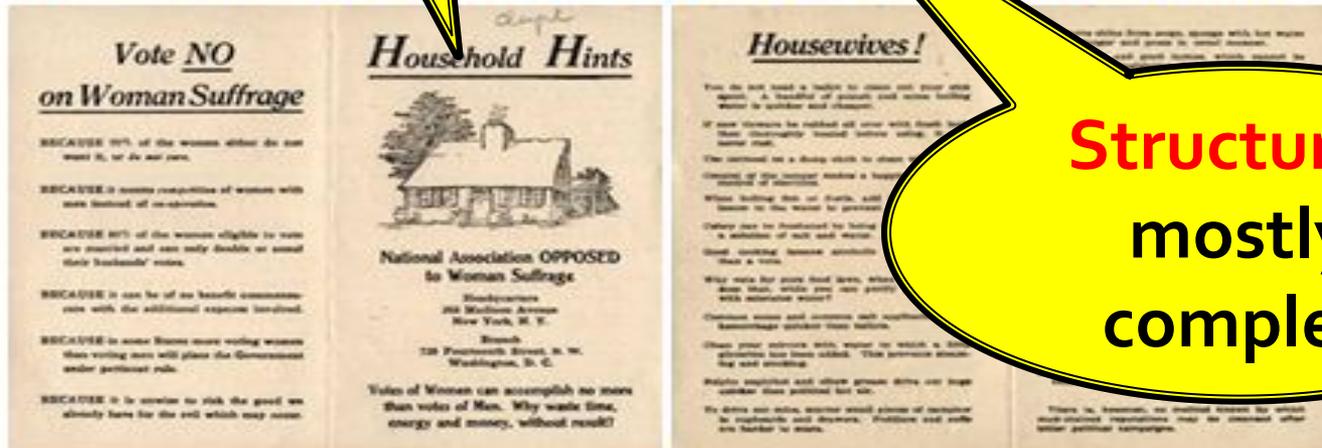
*"You do not need a ballot to clean out your sink spout."*

Features - complex



Wikimedia Commons

There's a lot that's flawed about the United States' voting system: [long lines](#) at polling stations, [broken machines](#), [voter intimidation](#), and more. But we can at least take comfort in the fact that, in theory anyway, all citizens in good standing, men and women alike, have the right to vote. This wasn't always the case, of course. Black Americans didn't have the constitutional right to vote until 1870, and it took women even longer to gain suffrage: the 19th Amendment didn't pass until 1920, following a long debate. One of the big voices against giving women the vote was the organization National Association OPPOSED to Woman Suffrage. In the 1910s it published [this pamphlet](#) explaining why women shouldn't be allowed to vote:



Structure - mostly complex

# Where on the continuum would you mark language?

<b>Language</b>	<input type="checkbox"/> <b>Language</b> <ul style="list-style-type: none"> <li>• Sentence structure is complex and dense containing mainly complex, compound sentences</li> <li>• May contain archaic language</li> <li>• contains sentences often include multiple concepts embedded in phrases</li> </ul>	<input type="checkbox"/> <b>Language</b> <ul style="list-style-type: none"> <li>• contains a range of complex compound, and simple sentences</li> <li>• may contain more than one concept embedded in a sentence</li> </ul>	<input type="checkbox"/> <b>Language</b> <ul style="list-style-type: none"> <li>• contains simple and compound sentence structure</li> <li>• clear conversational in tone</li> </ul>	<input type="checkbox"/> <b>Language</b> <ul style="list-style-type: none"> <li>• contains simple sentence structure</li> <li>• literal language</li> <li>• clear conversational in tone</li> </ul>
	<input type="checkbox"/> <b>Vocabulary</b> <ul style="list-style-type: none"> <li>• includes sophisticated, complex, academic and/or discipline-specific vocabulary crucial to understanding the text</li> <li>• is not specifically defined within the text, and assumes prior knowledge</li> </ul>	<input type="checkbox"/> <b>Vocabulary</b> <ul style="list-style-type: none"> <li>• includes unfamiliar discipline-specific or academic words</li> <li>• may be defined contextually at the paragraph or passage level</li> </ul>	<input type="checkbox"/> <b>Vocabulary</b> <ul style="list-style-type: none"> <li>• includes a range of familiar and unfamiliar discipline-specific or academic words</li> <li>• is defined contextually, or in a footnote</li> </ul>	<input type="checkbox"/> <b>Vocabulary</b> <ul style="list-style-type: none"> <li>• includes familiar discipline specific or academic words</li> <li>• is usually defined within the same sentence</li> </ul>

# 'Vote No on Women's Suffrage': Bizarre Reasons For Not Letting Women Vote

NOV 6 2012, 5:37 PM ET By Eleanor Barkhorn

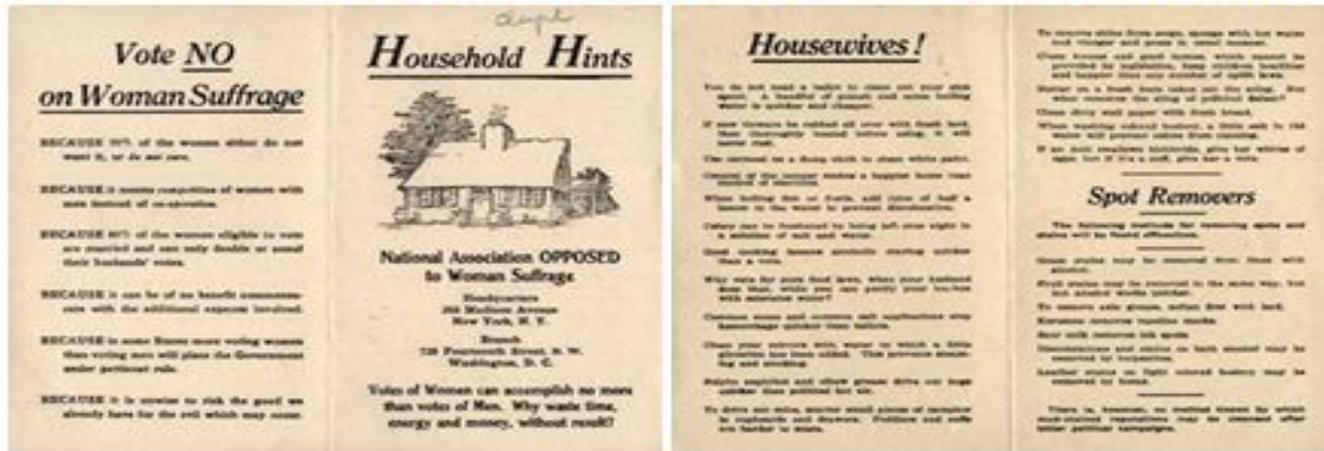
They don't need a ballot to clean out your sink



Vocabulary – Complex

Language – Complex

...about the United States' voting system: [long lines](#) at voting stations, [broken](#) [lines](#), [intimidation](#), and [more](#). But we can at least take comfort in the fact that, in theory anyway, all citizens of standing, men and women alike, have the right to vote. This wasn't always the case, of course. Black men didn't have the constitutional right to vote until 1870, and it took women even longer to gain suffrage. The 19th Amendment didn't pass until 1920, following a long debate. One of the loudest voices against giving women the vote was the organization National Association OPPOSED to Woman Suffrage. In the 1910s it published [this pamphlet](#) explaining why women shouldn't be allowed to vote:



Wikimedia Commons

# Where on the continuum would you mark knowledge demands?

<b>Knowledge Demands</b>	<input type="checkbox"/> <b>Knowledge Demands</b> <ul style="list-style-type: none"> <li>requires extensive knowledge</li> <li>assumes specialized historical, geographic, economic, or political knowledge</li> </ul>	<input type="checkbox"/> <b>Knowledge Demands</b> <ul style="list-style-type: none"> <li>requires some knowledge or experience in the field</li> <li>challenges readers with familiar and unfamiliar discipline-specific concepts</li> </ul>	<input type="checkbox"/> <b>Knowledge Demands</b> <ul style="list-style-type: none"> <li>requires some or surface knowledge of the topic</li> <li>familiar discipline-specific concepts</li> </ul>	<input type="checkbox"/> <b>Knowledge Demands</b> <ul style="list-style-type: none"> <li>presents familiar concrete concepts</li> <li>mostly related to students experiences and background</li> </ul>
	<input type="checkbox"/> <b>Inter-textuality</b> <ul style="list-style-type: none"> <li>corroborates with multiple references or citations to a variety of texts, ideas and/or historical concepts and theories</li> </ul>	<input type="checkbox"/> <b>Inter-textuality</b> <ul style="list-style-type: none"> <li>corroborates with multiple references or citations to a variety of text on the same idea or theory</li> </ul>	<input type="checkbox"/> <b>Inter-textuality</b> <ul style="list-style-type: none"> <li>corroborates with a text on the same idea or theory</li> </ul>	<input type="checkbox"/> <b>Inter-textuality</b> <ul style="list-style-type: none"> <li>does not corroborate with other text, ideas or theories</li> </ul>

# 'Vote No on Women's Suffrage': Bizarre Reasons For Not Letting Women Vote

NOV 6 2012, 5:37 PM ET By Eleanor Barkhorn

"You do not need a ballot to clean out your sink spout."

Inter-textuality -  
Mostly complex



Wikimedia Commons

There's a lot that's wrong about the United States' voting system: [long lines](#) at polling stations, [broken machines](#), [voter intimidation](#), and more. But we can at least take comfort in the fact that, in theory anyway, all citizens in good standing, men and women alike, have the right to vote. This wasn't always the case, of course. Black Americans didn't have the constitutional right to vote until 1870, and it took women even longer to gain suffrage: the 19th Amendment didn't pass until 1920, following a long debate.

One of the big voices against giving women the vote was the organization National Association OPPOSED to Woman Suffrage. In the 1910s it published [this pamphlet](#) explaining why women shouldn't be allowed to vote:

**Vote NO**  
on Woman Suffrage

*Ample*  
**Household Hints**

**Housewives!**

To remove stains from apron strings with hot water and vinegar and press in usual manner.  
Close brooms and good knives, which cannot be provided for substitutes, keep outside weather and keep them out of sight of neighbors.  
Wash on a wash basin before you go out. Do not wash in the street or in the yard.  
Close dirty wash paper with fresh bread.  
When washing colored fabrics, a little salt in the water will prevent colors from running.  
If an acid smashes kitchen, give her witness of eggs, but if it's a wall, give her a wire.

**Spot Removers**

The following methods for removing spots and stains will be found efficacious.

Stain spots may be removed from these with alcohol.

Spot stains may be removed in the same way, but hot alcohol works better.

To remove salt stains, rub with hot water.

Remove coffee stains with water.

Remove ink stains with alcohol or kerosene. Rub with a clean cloth.

Remove oil stains with alcohol or kerosene. Rub with a clean cloth.

Remove grease stains with alcohol or kerosene. Rub with a clean cloth.

Remove ink stains with alcohol or kerosene. Rub with a clean cloth.

Knowledge  
Demands-  
Mostly complex -

# Step 3: Reader and Task Considerations



Reader and Task Considerations for Text Complexity in Science/Technical Subjects and History/SS



Cognitive Capabilities and Reading Skills	Comments
<p>To what degree ...</p> <ul style="list-style-type: none"> <li>do the readers possess the attention span and reading skills necessary to read and comprehend the text?</li> <li>do readers possess the critical/analytical thinking skills necessary to understand the relationships between and among the various parts of the text?</li> <li>can the text be sufficiently scaffolded to overcome any deficits in cognitive capabilities and reading skills?</li> </ul>	
<p>Motivation and Engagement with Task and Text</p>	
<p>To what degree ...</p> <ul style="list-style-type: none"> <li>will the readers be interested and engaged in the content and the presentation of ideas of the text?</li> <li>can sufficient motivation be developed to increase the reader's enthusiasm and engagement with the task and text?</li> </ul>	
<p>Prior Knowledge and Experience</p>	
<p>To what degree ...</p> <ul style="list-style-type: none"> <li>do the readers possess adequate prior knowledge of and/or experience with the topic, the vocabulary, and the language of the text?</li> <li>can connections be made between the content of the text and other learning experiences?</li> <li>can deficits in prior knowledge of and/or experience with the topic, the vocabulary, and/or the language be overcome with minimal instructional time?</li> </ul>	
<p>Associated Tasks</p>	
<p>To what degree ...</p> <ul style="list-style-type: none"> <li>will the characteristics of any tasks and/or questions (complexity, length, relevance, etc.) associated with the text interfere with the reading experience?</li> <li>do all the tasks and/or questions require the reader to stay grounded in the text?</li> </ul>	

# Complete the Qualitative Summary



## Qualitative Summary

*What instructional implications are indicated based on your analysis of this text using the Qualitative Text Complexity matrix?*

- |                     |  |
|---------------------|--|
| • Purpose           | • Purpose easy to identify and supports understanding.   |
| • Text Structure    | • Features are archaic and difficult understand. The features in the pamphlet represent historical and political view points and are important to the central message of text. |
| • Knowledge Demands | • Requires some knowledge of historical time period and political issues   |
| • Language          | • Sentences are complex and contain familiar and unfamiliar discipline specific and academic words.  |



*Based on synthesis of this information, what is the grade level(s) for this text?* \_\_\_\_\_

# Use the Text Complexity Diagnostic Tool to summarize Reader and Task considerations



**Text Complexity Diagnostic Tool**

Text Analyzed: \_\_\_\_\_

**Quantitative Results**

Common Core Band	ATOS	Degrees of Reading Power	Flesh-Kincaid	The Lexile Framework	Reading Maturity	SourceRater
2 <sup>nd</sup> -3 <sup>rd</sup>	2.75-3.14	45-54	1.98-3.34	400-920	2.59-3.12	.05-2.48
4 <sup>th</sup> -5 <sup>th</sup>	4.97-7.02	51-60	4.31-7.72	740-1010	3.43-7.92	0.84-3.75
6 <sup>th</sup> -8 <sup>th</sup>	7.00-9.98	57-67	6.31-10.34	925-1185	7.04-9.57	4.11-10.66
9 <sup>th</sup> -10 <sup>th</sup>	9.67-12.01	62-72	8.22-12.12	1050-1325	8.41-10.91	8.03-12.99
11 <sup>th</sup> -CCR	11.20-14.10	67-74	10.24-14.2	1185-1385	9.57-12.00	12.20-14.50

Grade Band \_\_\_\_\_

Find links and instructions for using these quantitative analysis tools on: [www.ohioe.state.gov/text-complexity](http://www.ohioe.state.gov/text-complexity)

**Qualitative Summary**  
*What instructional implications are indicated based on your analysis of this text using the Qualitative Text Complexity matrix?*

<ul style="list-style-type: none"> <li>• Purpose</li> <li>• Text Structure</li> <li>• Knowledge Demands</li> <li>• Language</li> </ul>	
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**Reader-Task Considerations for Student Growth**  
*What instructional implications are indicated based on your analysis of this text using the Reader-Task Considerations Text Complexity matrix?*

<ul style="list-style-type: none"> <li>• Cognitive Capabilities</li> <li>• Reading Skills</li> <li>• Motivation</li> <li>• Prior Knowledge-Experiences</li> <li>• Task Purpose and Complexity</li> <li>• Cognitive Demand of Questions/Tasks</li> </ul>	
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Based on synthesis of this information, what is the grade level(s) for this text? \_\_\_\_\_



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# Is this a complex text for your class?

- Using data collected on the Diagnostic Tool for Text Complexity, is this a complex text?
- What would be an appropriate grade level for this text?
- What are the implications for instruction if you used this text?

# Notes:

- Such factors as students' motivation, knowledge, and experiences must also come into play in text selection. Students deeply interested in a given topic, for example, may engage with texts on that subject across a range of complexity.
- Particular tasks may also require students to read more complex texts than they would normally.
- Conversely, teachers who have had success using particular texts that are less complex than those required for a given grade band should continue their use. However, students should engage with texts of increasing text complexity during the year. By the end of the year, students should be reading grade level text as defined in CCSS 10.