

TEXTS, FEATURES, & USES ASSESSING READER-TEXT MATCH: HOW TEXTS AND READERS INTERACT

Heidi Anne E. Mesmer, Ph D
Virginia Tech

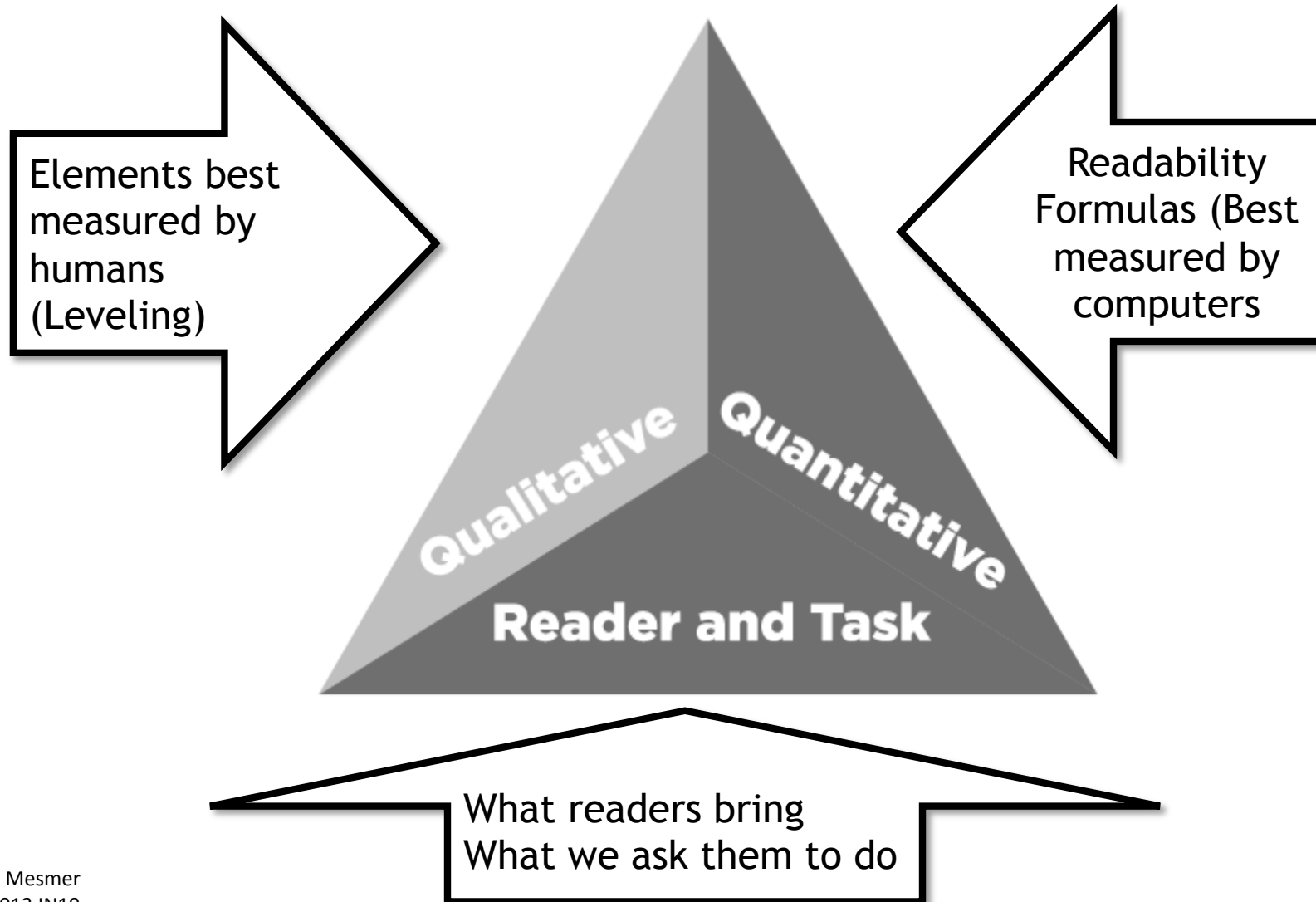
What goes into the match?

THEORY OF READER- TEXT MATCHING

COMMON CORE'S DEFINITION OF TEXT COMPLEXITY

“the inherent difficulty of reading and comprehending a text combined with the considerations of reader and task variables (CCSS-ELA, 2010, p.43).”

COMMON CORE: THREE-PART MODEL FOR ASSESSING TEXT COMPLEXITY



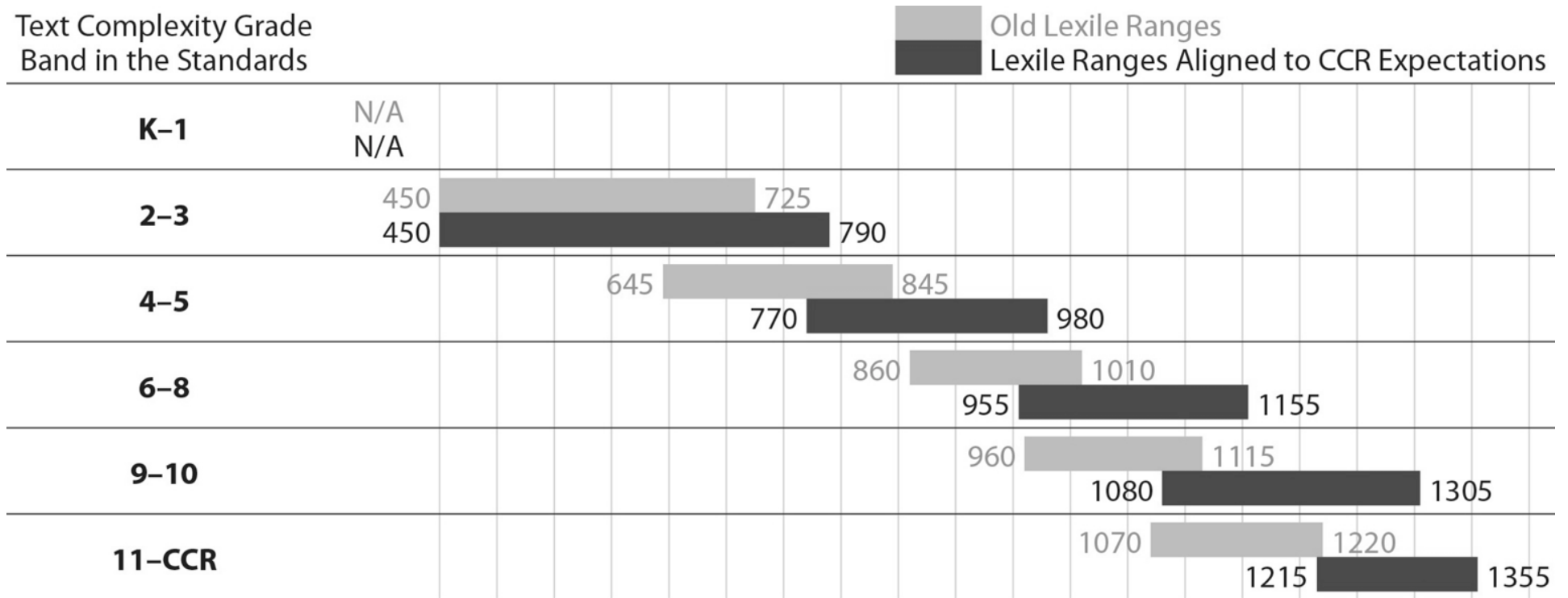
QUANTITATIVE

All of the major
educational
publishing entities
are on board.

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

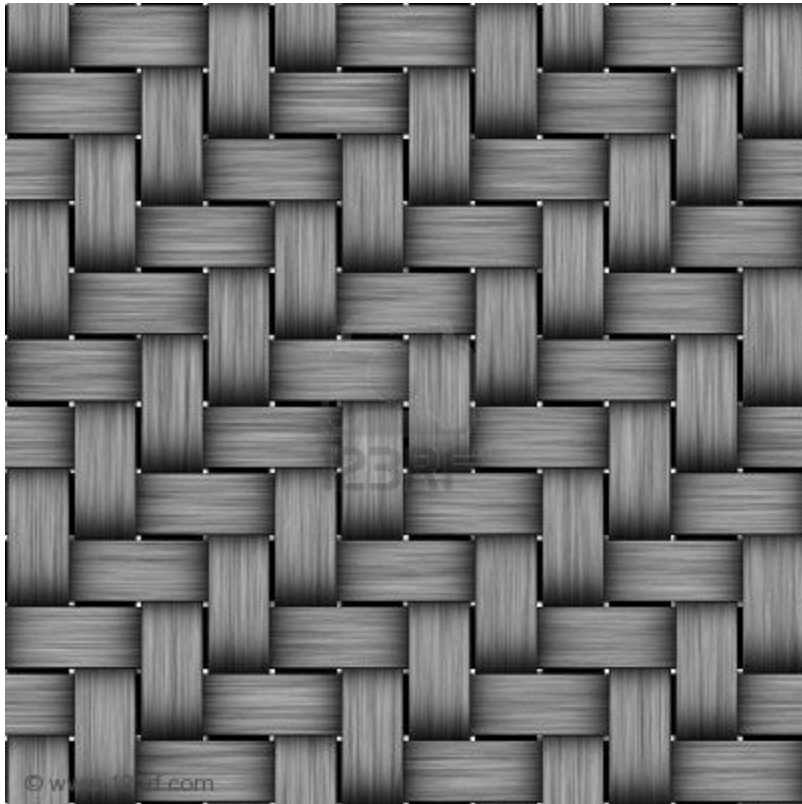
Source: Supplemental Information for Appendix A of the Common Core State Standards for English Language Arts and Literacy: New Research on Text Complexity

New (Common Core State Standards) & Old (Metametrics)



Hiebert, E. H. & Mesmer H.A. (2013). Upping the Ante of Text Complexity in the Common Core State Standards: Examining its Potential Impact on Young Readers. Educational Researcher, 42 (1). 44-51.

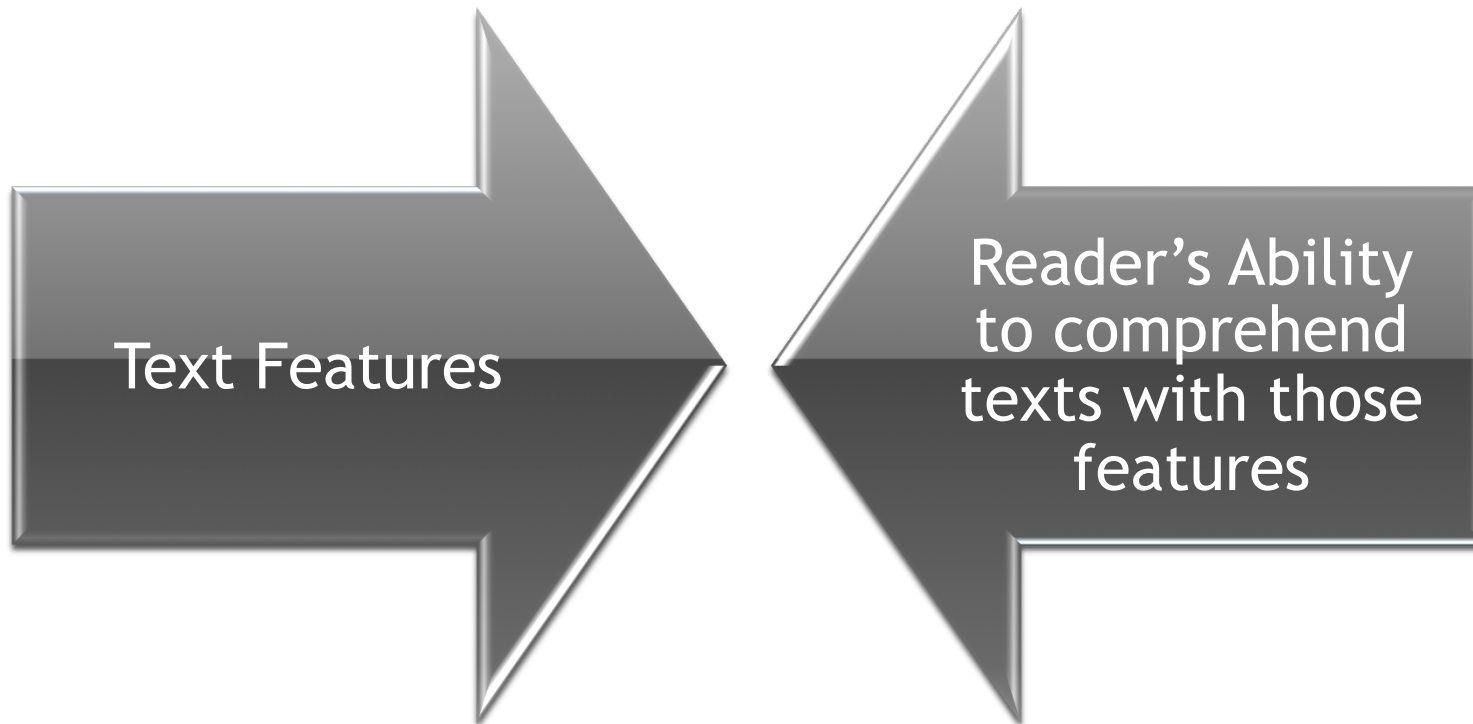
TEXT COMPLEXITY- OUR VIEW



- Text Complexity = Text Features
- For example
 - Length of sentences
 - Difficulty of words
 - Number of complex sentences.
 - Number of prepositional phrases.
 - Number of syllables per word

TEXT DIFFICULTY-OUR VIEW

- ◉ Connecting the features of texts (text complexity) to READERS performance.



Mesmer, H., Cunningham, J. W., Hiebert, E. H. (2012). Toward a theoretical model of text complexity for the early grades: Learning from the past, anticipating the future. *Reading Research Quarterly*, 47 (3), 234-258.

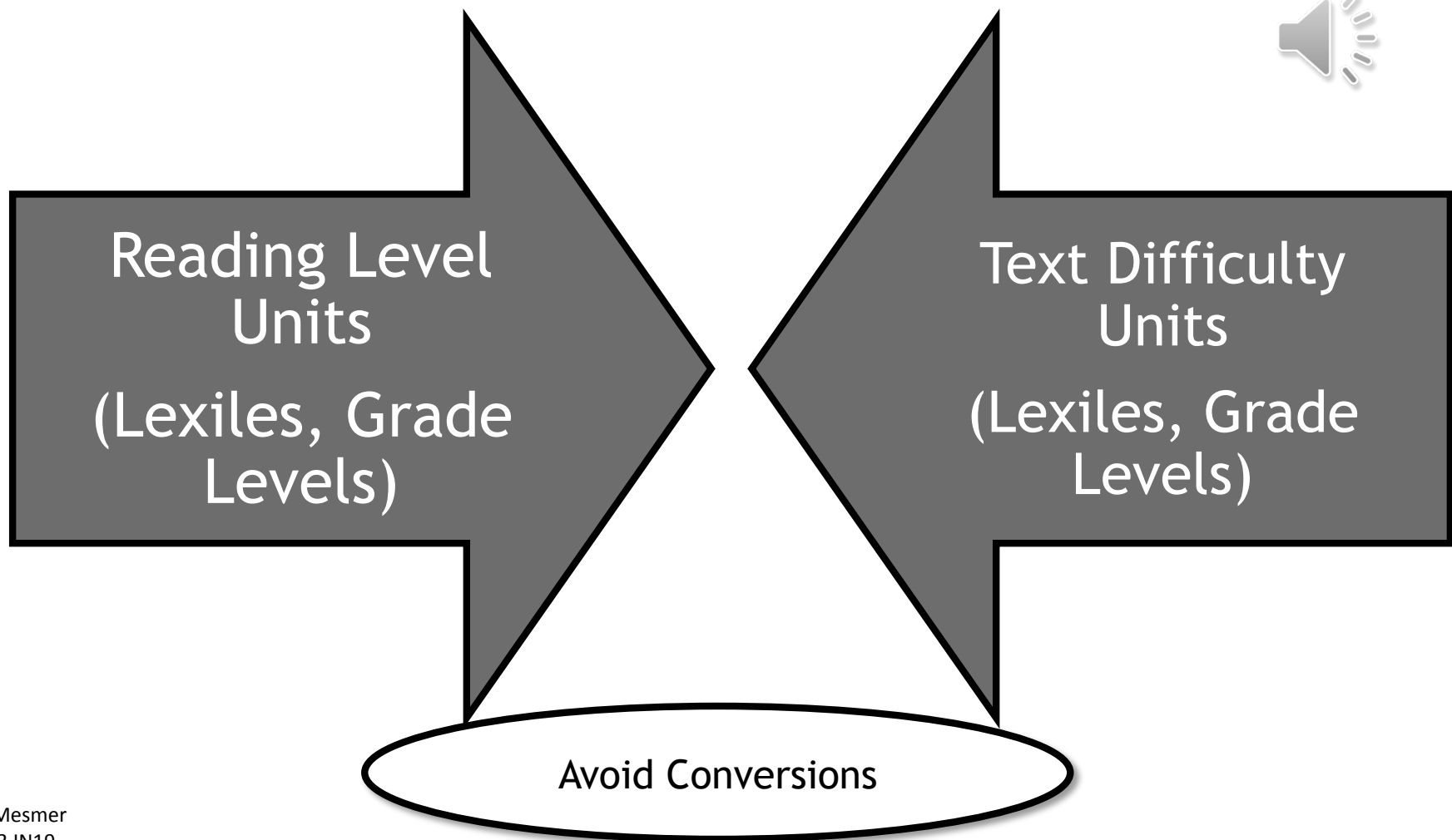
ASSESSING READER- TEXT MATCHING

ASSESS DIFFICULTY

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© Is the text one for which the student can identify the words and comprehend the text?

ASSESS DIFFICULTY USING QUANTITATIVE GUIDELINES



ASSESS THE STRETCH

- ◎ Students need opportunities to *stretch* their reading abilities but also to experience the satisfaction and pleasure of easy, fluent reading within them, both of which the Standards allow for. . . . 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 harder texts than they would normally be required to. (Appendix A, page 9)

WHAT IS STRETCH?

- ◎ Not well defined in the literature.
- ◎ It is usually considered a level that surpasses the usual standards for reader-text matching.
- ◎ Research is mixed.

Table Betts's Framework of Reading Levels

Level	Betts's Description (1946, p. 438–439)	Criteria	
		Word recognition	Comprehension
Independent	"can read with full understanding and freedom from mechanical difficulties"	99–100%	90–100%
Instructional	"systematic instruction can be initiated"	95–99%	75–89%
Frustration	"thwarted or baffled by the language"; "may exhibit... emotional behavior characteristic of a frustrated individual"	≤ 90%	≤ 50%

HOW CAN YOU STRETCH A READER?

- ◎ Read the material aloud (Stahl, 2013)
- ◎ Question the typical Independent, Instructional, and Frustrational levels (Halladay, 2012)
 - Students may not need the high levels of accuracy that we typically thought (May be able to go down as low as 85)
 - Silent reading behaviors and oral reading behaviors may not be as related as we thought.

HOW FAR CAN READERS BE STRETCHED? OUR RESULTS

200L is TOO HIGH

◎ Stretch texts

- 76L above level

◎ Mean

Comprehension=
61%

- On/Above = 64%
- Below = 59%

◎ Difficult texts

- 200L above level

◎ Mean

Comprehension=
49%

- On/Above = 53 %
- Below = 47%

May be able to go a
little over ½ Grade
Level above or 75L

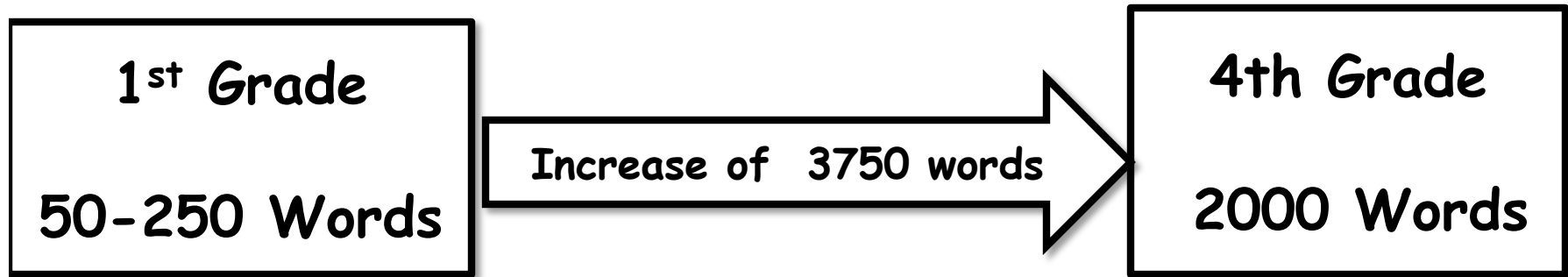
ASSESS THE GENRE

Grade	Literary	Informational
4	50%	50%
8	45%	55%
12	30%	70%

Source: National Assessment Governing Board. (2008). *Reading framework for the 2009 National Assessment of Educational Progress*. Washington, DC: U.S. Government Printing Office.

Literary Non
Fiction

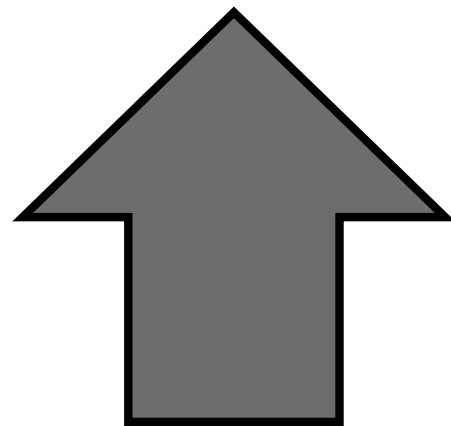
ASSESS LENGTH



Average Change
in length

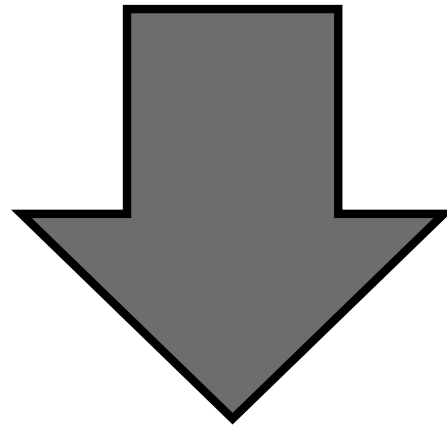
Afflerbach, et al. 2001

IMPACT OF TEXT LENGTH IN FOURTH GRADE



61%
“proficient”
Calif. State Test

350-400
Words

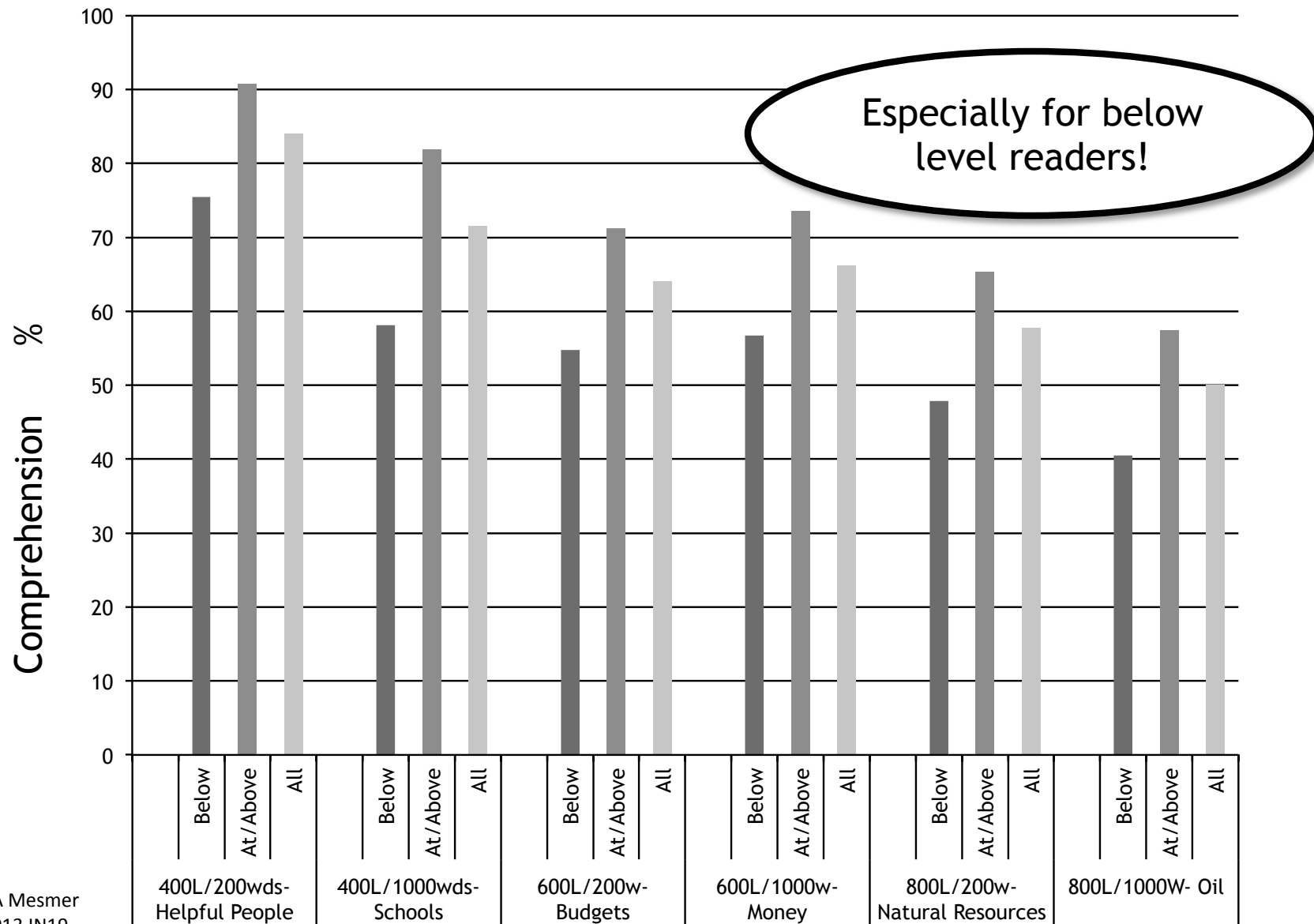


23%
“proficient”
NAEP

800-1000
Words

Hiebert & Calfee, 2010

LENGTH COMPOUNDS DIFFICULTY



MESSAGE

**Don't increase length
and difficulty at the
same time.**

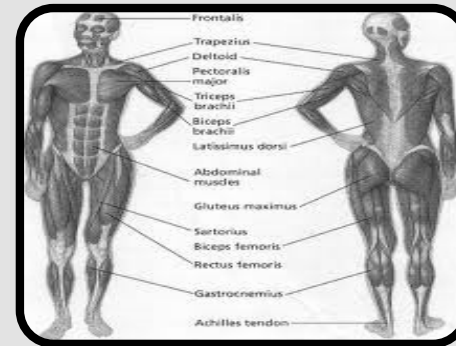
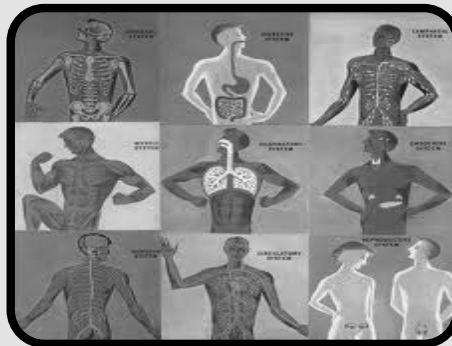
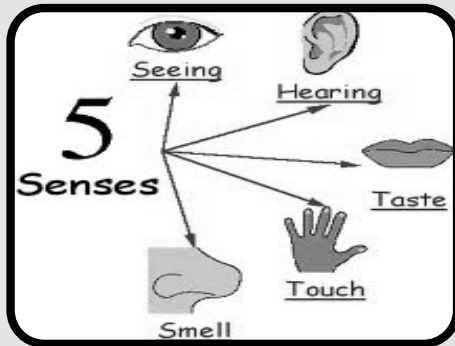
ASSESS KNOWLEDGE BUILDING

Exemplar Texts on a Topic Across Grades	K	1	2-3	4-5
The Human Body Students can begin learning about the human body starting in kindergarten and then review and extend their learning during each subsequent grade.	The five senses and associated body parts • <i>My Five Senses</i> by Alike (1989) • <i>Hearing</i> by Maria Rius (1985) • <i>Sight</i> by Maria Rius (1985) • <i>Small</i> by Maria Rius (1985) • <i>Taste</i> by Maria Rius (1985) • <i>Touch</i> by Maria Rius (1985) Taking care of your body: Overview (hygiene, diet, exercise, rest) • <i>My Amazing Body: A First Look at Health & Fitness</i> by Pat Thomas (2001) • <i>Get Up and Go!</i> by Nancy Carlson (2008) • <i>Go Wash Up</i> by Doering (2008) • <i>My Amazing Body</i> by Paul Showers (1997) • <i>My Amazing Body</i> by Doering (2008)	Introduction to the systems of the human body and associated body parts • <i>Under Your Skin: Your Amazing Body</i> by Mick Manning (2007) • <i>Me and My Amazing Body</i> by Joan Sweeney (1999) • <i>The Human Body</i> by Gallimard Jeunesse (2007) • <i>The Busy Body Book</i> by Lizzy Rockwell (2008) • <i>First Encyclopedia of the Human Body</i> by Fiona Chandler (2004) Taking care of your body: Germs, diseases, and preventing illness • <i>Germs Make Me Sick</i> by Marilyn Berger (1995) • <i>Tiny Life on Your Body</i> by Christine Taylor-Butler (2005) • <i>Germ Stories</i> by Arthur Kornberg (2007) • <i>All About Scabs</i> by Genichiro Yagu (1998)	Digestive and excretory systems • <i>What Happens to a Hamburger</i> by Paul Showers (1985) • <i>The Digestive System</i> by Christine Taylor-Butler (2008) • <i>The Digestive System</i> by Rebecca L. Johnson (2006) • <i>The Digestive System</i> by Kristin Patrie (2007) Taking care of your body: Healthy eating and nutrition • <i>Good Enough to Eat</i> by Lizzy Rockwell (1999) • <i>Showdown at the Food Pyramid</i> by Rex Barron (2004) Muscular, skeletal, and nervous systems • <i>The Mighty Muscular and Skeletal Systems</i> Crabtree Publishing (2009) • <i>Muscles</i> by Seymour Simon (1998) • <i>Bones</i> by Seymour Simon (1998) • <i>The Astounding Nervous System</i> Crabtree Publishing (2009) • <i>The Nervous System</i> by Joella Riley (2004)	Circulatory system • <i>The Heart</i> by Seymour Simon (2006) • <i>The Heart and Circulation</i> by Carol Ballard (2005) • <i>The Circulatory System</i> by Kristin Patrie (2007) • <i>The Amazing Circulatory System</i> by John Burstein (2009) Respiratory system • <i>The Lungs</i> by Seymour Simon (2007) • <i>The Respiratory System</i> by Susan Glass (2004) • <i>The Respiratory System</i> by Kristin Patrie (2007) • <i>The Remarkable Respiratory System</i> by John Burstein (2009) Endocrine system • <i>The Endocrine System</i> by Rebecca Olien (2006) • <i>The Exciting Endocrine System</i> by John Burstein (2009)

Deeply develop content *across* grades

Human Body-Exemplar Texts with Increasing Difficulty

BUILDING KNOWLEDGE DEPTH WITH CROSS-GRADE, THEMATICALLY-UNIFIED TEXT SETS



K

- 5 Senses
- Taking care of the body -hygiene, diet, exercise

1

- Intro to the systems of the human body
- Taking care of the body-germs & disease

2

- Muscular, skeletal, and nervous systems
- Digestive systems
- Taking care of the body nutrition.

ASSESS THE TASK

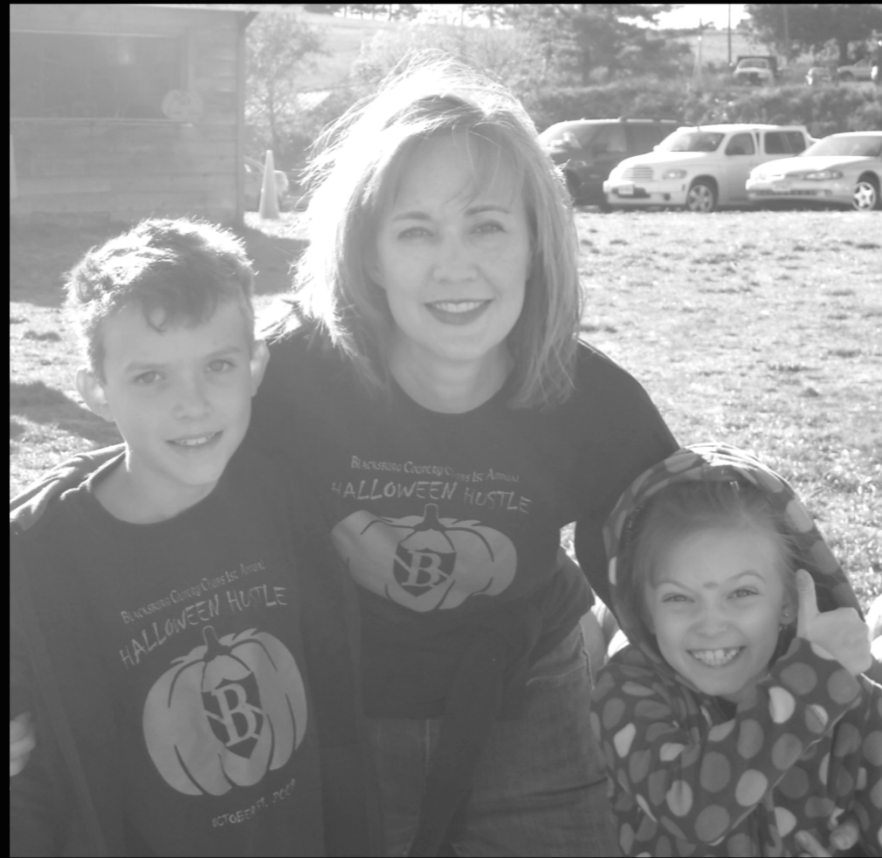
“CLOSE” READING

- ◎ *Materials provide opportunities for students to build knowledge through close reading of specific texts.*
- ◎ Close reading and gathering knowledge from specific texts should be at the heart of classroom activities and not be consigned to the margins when completing assignments. Reading strategies should work *in the service of* reading comprehension (rather than an end unto themselves) and assist students in building knowledge and insight from specific texts.

TEXT DEPENDENT QUESTIONS

- ◎ *A significant percentage of tasks and questions are text dependent.* The standards strongly focus on students gathering evidence, knowledge, and insight from what they read and therefore require that a majority of the questions and tasks that students ask and respond to be based on the text under consideration.

- ◎ *High-quality sequences of text-dependent questions elicit sustained attention to the specifics of the text and their impact.*
- ◎ *Questions and tasks require the use of textual evidence, including supporting valid inferences from the text.*
- ◎ *Instructional design cultivates student interest and engagement in reading rich texts carefully.*



**THANK YOU !
HEIDI ANNE MESMER
HAMESMER@VT.EDU**