

# Roles and Responsibilities: Text Complexity

What the Student Does...	What the Teacher Does...	What the Principal Does...
<ul style="list-style-type: none"> <li>•Read to see what more they can find and learn as they <b>re-read</b> texts again and again</li> <li>•Read material at <b>own level to build joy</b> of reading and pleasure in the world</li> <li>•Be persistent despite challenges when reading; good readers <b>tolerate frustration</b></li> </ul>	<ul style="list-style-type: none"> <li>•Ensure students are engaged in more <b>complex texts</b> at every grade level</li> <li>•Engage students in <b>rigorous conversation</b></li> <li>•Provide experience with complex texts</li> <li>•Give students <b>less to read</b>, let them re-read</li> <li>•Use <b>leveled texts</b> carefully to build independence in struggling readers</li> <li>•<b>More time</b> on more complex texts</li> <li>•Provide <b>scaffolding</b></li> <li>• Engage with <b>texts w/ other adults</b></li> <li>•Get kids <b>inspired and excited</b> about the beauty of language</li> </ul>	<ul style="list-style-type: none"> <li>•Ensure that complexity of text <b>builds from grade to grade</b></li> <li>•Look at <b>current scope and sequence</b> to determine where/how to incorporate greater text complexity</li> <li>•Allow and encourage teachers to build a <b>unit</b> in a way that has students scaffold to more complex texts over time</li> <li>•Allow and encourage teachers the opportunity to share <b>texts with students that may be at frustration level</b></li> </ul>