



Figure 2.1

# Is This Text Complex?

Title of text: \_\_\_\_\_

Author: \_\_\_\_\_

## Quantitative Text Features

Lexile level for books ([www.scholastic.com/bookwizard](http://www.scholastic.com/bookwizard)):

## Qualitative Text Features

| Criteria   |                |                    |               | Comments |
|--|----------------|--------------------|---------------|----------|
|  | Very Complex 3 | Somewhat Complex 2 | Not Complex 1 |          |
| <b>Knowledge demands</b>   |                |                    |               |          |
| Connection to a student's life experiences, culture, literary or subject area knowledge vs. no connections |                |                    |               |          |
| Few allusions to other texts vs. many allusions (intertextuality)  |                |                    |               |          |
| <b>Meaning</b>   |                |                    |               |          |
| Single theme vs. multiple themes   |                |                    |               |          |
| Simple theme vs. complex theme   |                |                    |               |          |
| Perspective similar to one's own vs. unlike/opposite perspective   |                |                    |               |          |
| Single perspective vs. multiple perspectives   |                |                    |               |          |
| Mostly literal-level thinking required vs. many inferences   |                |                    |               |          |

| Criteria  | Complexity     |                    |               | Comments |
|---|----------------|--------------------|---------------|----------|
|   | Very Complex 3 | Somewhat Complex 2 | Not Complex 1 |          |
| <b>Language</b>   |                |                    |               |          |
| Straightforward language vs. sophisticated language (imagery, figurative language, etc.)  |                |                    |               |          |
| Mostly familiar words vs. many new/unknown words  |                |                    |               |          |
| Short, simple sentences vs. long, complicated sentences                                   |                |                    |               |          |
| <b>Text structure</b>   |                |                    |               |          |
| Simple sequential structure vs. complex nonlinear structure                               |                |                    |               |          |
| Supporting illustrations, subheadings, and so on vs. no helpful graphics or text features |                |                    |               |          |

### Task Features and Context

Students will demonstrate their understanding of this text by:

*These* students probably do/do not have the necessary background knowledge for this text.

### Rating

As an overall assessment for these students, I would rate this text:

\_\_\_ very complex

\_\_\_ somewhat complex

\_\_\_ not complex

because: