



# PLANNING WORKSHEET



## Analyzing Qualitative Features of Text Complexity for Instruction and Assessment

Text or text passage: \_\_\_\_\_ Genre: \_\_\_\_\_

Approximate reading time: (indicate silent or oral ) \_\_\_\_\_ Lexile or Level: \_\_\_\_\_

CCSS suggested Lexile range for this grade level \_\_\_\_\_ (see also page 8, CCSS Appendix A): \_\_\_\_\_

Factors That Influence Text Complexity	Rubric Ratings (1–4)	Characteristics of This Text	Identify Best or Most Appropriate Standards for Assessment
<b>Length of Text</b>			<b>Aligned to standards:</b>
<b>Format and Layout of Text</b> (e.g., bold key words, visuals, inset text with definitions, white space, signposts, enhancements—color coding, font size, etc.)		To what degree does the text format and layout support or inhibit comprehension?	<b>Supports or scaffolding</b>
<b>Genre and Characteristic Features of Genre</b> (e.g., sub- or chapter headings, captioned photos, labeled diagrams)		What do you expect students to notice?	
<b>Purpose, Level of Meaning, and Reasoning Required by Reader</b> (e.g., sophistication or complexity of themes or ideas presented)		Theme(s) or Key Concept(s) Explicit–Implied Purposes	<b>Aligned to standards:</b>  <b>Supports or scaffolding</b>
<b>Text Structure</b> (sequence, chronology, description, definition, compare–contrast, cause–effect, problem–solution, proposition–support, judgment–critique, inductive–deductive) <b>Discourse Style</b> (sarcasm, satire, irony, humor, etc.)		Text Structure(s) Semantic cues or signal words  Discourse style (e.g., employs use of literary devices)	<b>Aligned to standards:</b>  <b>Supports or scaffolding</b>
<b>Words, Language Features</b> • Word length, frequency • Sentence length; simple–complex with transitions • Potential levels of meaning (single–multiple; explicit–implicit) • Precise–nuanced meaning • Domain–specific meaning		Tier 2 words–academic words (precise, contextual, literal, figurative, archaic)  Tier 3 words (technical, content- or domain-specific)	<b>Aligned to standards:</b>  <b>Supports or scaffolding</b>
<b>Background Knowledge Demands or Degree of Familiarity with Content Required</b> (e.g., prior knowledge, multiple perspectives, embedded citations)		Embedded references (literary, historical, cultural, economical, political, etc.)	<b>Aligned to standards:</b>  <b>Supports or scaffolding</b>

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