PLANNING WORKSHEET
Analyzing Qualitative Features of Text Complexity for Instruction & 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/Most Appropriate Standards for Assessment
Length of Text			**Aligned to standards:**
Format and Layout of Text (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?	**Supports/scaffolding**
Genre & Characteristic Features of Genre (e.g., sub- or chapter headings, captioned photos, labeled diagrams)		What do you expect students to notice?	
Purpose, Level of Meaning, & Reasoning Required by Reader (e.g.,sophistication or complexity of themes or ideas presented)		Theme(s)/Key Concept(s) Explicit-Implied Purposes	**Aligned to standards:** **Supports/scaffolding**
Text Structure (sequence, chronology, description, definition, compare/contrast, cause/effect, problem/solution, proposition/support, judgment/critique, inductive/deductive) **Discourse Style** (sarcasm, satire, irony, humor, etc.)		Text Structure(s) Semantic cues/signal words Discourse style (e.g.,employs use of literary devices)	**Aligned to standards:** **Supports/scaffolding**
Words, Language Features • 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/domain-specific)	**Aligned to standards:** **Supports/scaffolding**
Background Knowledge Demands or Degree of Familiarity with Content Required (e.g.,prior knowledge, multiple perspectives, embedded citations)		Embedded references (literary, historical, cultural, economical, political, etc.)	**Aligned to standards:** **Supports/scaffolding**