



TOOL 6

PLANNING WORKSHEET

Analyzing Qualitative Features of Text Complexity for Instruction & Assessment



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| 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 <ul style="list-style-type: none">• 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 |