<table>
<thead>
<tr>
<th>Qualitative Analysis</th>
<th>Slightly Complex</th>
<th>Moderately Complex</th>
<th>Very Complex</th>
<th>Exceedingly Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meaning</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Purpose</strong></td>
<td>☐ One level of meaning; theme is obvious and revealed early in the text</td>
<td>☐ More than one level of meaning with levels clearly distinguished from each other; theme is clear but may be conveyed with some subtlety</td>
<td>☐ Several levels of meaning that may be difficult to identify or separate; theme is implicit or subtle and may be revealed over the entirety of the text</td>
<td>☐ Several levels and competing elements of meaning that are difficult to identify, separate, and interpret; theme is implicit or subtle, often ambiguous and revealed over the entirety of the text</td>
</tr>
<tr>
<td><strong>Text Structure</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Organization</strong></td>
<td>☐ Organization of text is clear, chronological, or easy to predict</td>
<td>☐ Organization may have two or more storylines and is occasionally difficult to predict</td>
<td>☐ Organization may include subplots, time shifts, and more complex characters</td>
<td>☐ Organization is intricate with regard to elements such as narrative viewpoint, time shifts, multiple characters, storylines, and detail</td>
</tr>
<tr>
<td><strong>Use of Visual Features</strong></td>
<td>☐ If used, print and text features represent the meaning of the text; assist in locating information and understanding the text</td>
<td>☐ If used, print and text features expand the meaning of the text; provide support in locating information and interpreting the text</td>
<td>☐ If used, integrated print and text features enrich meaning of the text; may provide information not otherwise conveyed through print alone</td>
<td>☐ If used, extensive, intricate, integrated print and text features enhance meaning of text; provide information not otherwise conveyed through print alone</td>
</tr>
<tr>
<td><strong>Language Features</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Conventionality</strong></td>
<td>☐ Literal, direct, straightforward, easy to understand</td>
<td>☐ Largely straightforward and easy to understand, with some occasions for more complex meaning</td>
<td>☐ Complex; contains some abstract, ironic, and/or figurative language</td>
<td>☐ Dense and complex; contains abstract, ironic, and/or figurative language</td>
</tr>
<tr>
<td><strong>Vocabulary</strong></td>
<td>☐ Contemporary, familiar, conversational language</td>
<td>☐ Mostly contemporary, familiar, conversational; rarely unfamiliar or specialized</td>
<td>☐ Somewhat complex language that is sometimes unfamiliar, archaic, subject-specific, or specialized</td>
<td>☐ Generally unfamiliar, archaic, subject-specific, or specialized language; may be ambiguous or purposefully misleading</td>
</tr>
<tr>
<td><strong>Sentence Structure</strong></td>
<td>☐ Mainly simple sentences</td>
<td>☐ Simple and compound sentences, with some more complex constructions</td>
<td>☐ Many complex sentences with several subordinate phrases or clauses and transition words</td>
<td>☐ Mainly complex sentences, often containing multiple concepts</td>
</tr>
<tr>
<td><strong>Knowledge Demands</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Life Experiences</strong></td>
<td>☐ Explores a single theme; experiences portrayed are everyday and common to most readers</td>
<td>☐ Explores a single theme; experiences portrayed are common to many readers</td>
<td>☐ Explores themes of varying levels of complexity; experiences portrayed are uncommon to most readers</td>
<td>☐ Explores complex, sophisticated themes; experiences are distinctly different from the common reader</td>
</tr>
<tr>
<td><strong>Cultural Knowledge</strong></td>
<td>☐ No references or allusions to other texts or cultural elements</td>
<td>☐ A few references or allusions to other texts or cultural elements</td>
<td>☐ Some references or allusions to other texts or cultural elements</td>
<td>☐ Many references or allusions to other texts or cultural elements</td>
</tr>
</tbody>
</table>
CULTURAL REPRESENTATION & DIVERSITY

The following questions consider the ways in which the author and speakers and/or events in this text contribute to the inclusion of diverse voices in the curriculum. Representation and diversity are inherent elements of a text.

1. How do the identities or experiences of this text’s speakers and/or events support the inclusion of diverse voices in the curriculum?
   Which voices?
   - Race
   - Immigration
   - Ethnicity
   - Religion
   - Language
   - Ability
   - Gender
   - Age
   - LGBTQ
   - Place
   - Class

2. How does the identity or experience of this text’s creator(s) support the inclusion of diverse voices in the curriculum?
   Which voices?
   - Race
   - Immigration
   - Ethnicity
   - Religion
   - Language
   - Ability
   - Gender
   - Age
   - LGBTQ
   - Place
   - Class

3. Which elements of this text, if any, provide an authentic account or reflection of peoples’ lived experiences?
   - Setting
   - Characters/Speakers
   - Events
   - Language
   - Visual Elements
   - Other

QUANTITATIVE MEASURES

<table>
<thead>
<tr>
<th>Grade Band</th>
<th>Lexile®</th>
<th>ATOS®</th>
<th>Degrees of Reading Power®</th>
<th>Flesch-Kincaid</th>
<th>Fountas &amp; Pinnell</th>
<th>Reading Maturity</th>
<th>SourceRater</th>
</tr>
</thead>
<tbody>
<tr>
<td>2-3</td>
<td>420L-820L</td>
<td>2.75-5.14</td>
<td>42-54</td>
<td>1.98-5.34</td>
<td>I-P</td>
<td>3.53-6.13</td>
<td>0.05-2.48</td>
</tr>
<tr>
<td>4-5</td>
<td>740L-1010L</td>
<td>4.97-7.03</td>
<td>52-60</td>
<td>4.51-7.72</td>
<td>O-V</td>
<td>5.42-7.92</td>
<td>0.84-5.75</td>
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<tr>
<td>6-8</td>
<td>925L-1185L</td>
<td>7.00-9.98</td>
<td>57-67</td>
<td>6.51-10.34</td>
<td>U-Z</td>
<td>7.04-9.57</td>
<td>4.11-10.66</td>
</tr>
<tr>
<td>11-12</td>
<td>1185L-1385L</td>
<td>11.20-14.10</td>
<td>67-74</td>
<td>10.34-14.20</td>
<td>Z+</td>
<td>9.57-12.00</td>
<td>12.30-14.50</td>
</tr>
</tbody>
</table>


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ATOS® is a trademark of Renaissance Learning, Inc. Used under license.

GRADE SELECTION

In which grade(s) do you use this book? Select all that are relevant.

- Pre-K
- K
- 1
- 2
- 3
- 4
- 5
- 6
- 7
- 8
- 9
- 10
- 11
- 12

READER AND TASK CONSIDERATIONS

Reflect upon the following questions to match appropriate books with each student:

- What do you want your students to accomplish with the text, and how will you implement this in your lesson?
- How will you guide your students to construct meaning and grow as readers, based on the theme and content of this particular text?
- Which readers will deeply connect with this text, and where does that fit into the instructional plan?

NEXT STEPS / CREDITS

Publish your completed text complexity analysis within TeachingBooks.net’s online crowdsourced results.

- Go to [http://TeachingBooks.net/TextComplexity](http://TeachingBooks.net/TextComplexity)
- Search for the book title, and fill out the online interactive rubric
- OR fax / email your completed text complexity worksheet(s) to TeachingBooks.net
  - (608) 327-8010 or accounts@TeachingBooks.net

This rubric is adapted from the CCSSO’s ELA State Collaborative on Assessment and Student Standards, and the text complexity rubrics used by the Wisconsin Department of Public Instruction ELA Team.