### Worksheet for Analysis of Text—Complexity of a Nonfiction Text

**Title of the Text:**

**Quantitative Measures:** Lexile (Other) Score _______ Grade level suggested by quantitative measures: ________

**Qualitative Dimensions:**

<table>
<thead>
<tr>
<th>Ideas Presented</th>
</tr>
</thead>
<tbody>
<tr>
<td>Offers basic information. Simple, single meaning. Explicit and direct. Purpose or stance clear.</td>
</tr>
</tbody>
</table>

- **Easier** Evidence:  
- **More Demanding** Evidence:

<table>
<thead>
<tr>
<th>Structure Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easily identified text structure; photographs or illustrations help provide the meaning. Text features such as headings guide reading.</td>
</tr>
</tbody>
</table>

- **Easier** Evidence:  
- **More Demanding** Evidence:

<table>
<thead>
<tr>
<th>Language Used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Explicit, literal, contemporary, familiar language. Vocabulary simple. Mostly Tier I words. Mostly simple sentence structure with one idea or fact presented. More similes than metaphors.</td>
</tr>
</tbody>
</table>

- **Easier** Evidence:  
- **More Demanding** Evidence:

<table>
<thead>
<tr>
<th>Knowledge Required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Requires no special knowledge or experience. Settings, problems familiar or easily envisioned.</td>
</tr>
</tbody>
</table>

- **Easier** Evidence:  
- **More Demanding** Evidence:

Qualitative dimensions indicate text makes demands that are: Mostly easier . . . . . . Mostly more demanding.

Grade level suggested by qualitative assessment ________

For more information about this Heinemann resource, visit http://heinemann.com/products/E05080.aspx
Worksheet for Analysis of Text-Complexity of a Nonfiction Text, continued

Reader-Task Considerations
This is perhaps the most important element in judging the complexity of the text, and the most subtle. At issue is the suitability of a particular text for a particular reader. What follows are some questions to consider in making such a judgment. As you think about these questions with students in mind, make comments in the space provided.

Interest
▶ Is the student/class likely to be interested in the situation, theme, topic, issue, subject matter, or genre?

Background and Ability
▶ Does the student/class have background knowledge or experience necessary to deal with the text?
▶ Is the student/class intellectually capable of dealing with the issues presented in the text?
▶ Does the student/class have vocabulary and inferential skills necessary for this text?

Attitudes and Maturity
▶ Is the student/class sufficiently mature and sophisticated to deal with the subject matter?
▶ Does the text raise issues that might embarrass readers or be in some other way problematic?
▶ Potential for Stimulating Thought, Discussion, and Further Reading:
▶ Is there potential in the reading of this text for good conversation among readers?
▶ Does this text raise issues or questions likely to inspire the student/class to further reading, research, and writing?

Comments Summarizing the Assessments on the Three Dimensions (quantitative, qualitative, and reader-task):
How much support will be needed with this text at grade ____ ?

Final recommendation for use and placement of text: __________________________
(Grade level? Early or late in the year? For independent reading, guided group instruction, full class?)