



Thank you

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CORWIN

Please enjoy this complimentary excerpt from *The Common Core Companion: The Standards Decoded, Grades K-2*. Use this Text Complexity Tool to determine the complexity of texts and choose the best texts for your class at the right time to advance achievement.

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Title:	Author:		Date:
Appropriate Grade Level:	Length:	Text Type/Genre:	
	Too Simple	Just Right	Too Complex
QUANTITATIVE FACTORS			
Word Length <input type="checkbox"/> What is the average length of a word in this text? <input type="checkbox"/> Do the words tend to have one or many meanings?			
Sentence Length <input type="checkbox"/> How long is the average sentence? <input type="checkbox"/> Do sentences tend to be all the same length or vary as a function of style? <input type="checkbox"/> Do the sentences have a range of syntactical complexity—or do they tend to follow the same pattern?			
Word Frequency <input type="checkbox"/> Which words are used frequently? <input type="checkbox"/> Are these words known/familiar?			
Text Cohesion <input type="checkbox"/> How well does this text hold together or flow (thanks to signal words such as transitions)? <input type="checkbox"/> Does the text use other techniques such as repetition or concrete language to improve cohesion? <input type="checkbox"/> Does the text lack cohesion as a result of having no signal words?			
QUALITATIVE FACTORS			
Levels of Meaning or Purpose <input type="checkbox"/> If <i>literary</i> , does the text have more than one obvious meaning? <input type="checkbox"/> If <i>informational</i> , is the purpose explicitly stated or implied? <input type="checkbox"/> Does the text explore <i>more</i> than one substantial idea?			
Text Structure <input type="checkbox"/> Does the text use simple, predictable structures such as chronological order? <input type="checkbox"/> Does the text use complex literary structures such as flashbacks or, if informational, sophisticated graphics and genre conventions? <input type="checkbox"/> Does the text use other features—layout, color, graphics—in ways that might confuse or challenge some readers?			
Language Conventions and Clarity <input type="checkbox"/> Is the language literal, clear, modern, and conversational? <input type="checkbox"/> Is the language figurative, ironic, ambiguous, archaic, specialized, or otherwise unfamiliar?			
Knowledge Demands <input type="checkbox"/> Does the text make few assumptions about what you have experienced or know about yourself, others, and the world? <input type="checkbox"/> Does the text assume you know about this topic or text based on prior experience or study?			
READER AND TASK CONSIDERATIONS			
Motivation, Knowledge, and Experience <input type="checkbox"/> How motivated is this student to read this text? <input type="checkbox"/> How much does this student know about this topic or text? <input type="checkbox"/> How much experience does the student have with this task or text type?			
Purpose and Complexity of the Assigned Task <input type="checkbox"/> Is this student able to read and work at the assigned level? <input type="checkbox"/> Are these questions the student will know how to answer? <input type="checkbox"/> Is the student expected to do this work alone and without any support—or with others and guidance? <input type="checkbox"/> Is this text or task appropriate for this student at this time? <input type="checkbox"/> Is this text or task as, less, or more complex than the last one?			

Created by Jim Burke. Visit www.englishcompanion.com for more information.