**Selecting Texts Worth Reading**

**Materials:**

* Excerpt from *The* *Words We Live By: Your Annotated Guide to the Constitution*
* “An Athlete of God”
* “Quantitative Analysis Chart for Determining Text Complexity”
* “Qualitative Analysis Rubric for Informational Texts”
* “Qualitative Analysis of Text: *The Words We Live By: Your Annotated Guide to the Constitution”*
* “Qualitative Analysis of Text: ‘An Athlete of God’”

**Directions:**

1. Examine the “Qualitative Analysis Rubric for Informational Texts” and the “Quantitative Analysis Chart for Determining Text Complexity.”
2. Read the excerpt from Linda R. Monk’s *The Words We Live By: Your Annotated Guide to the Constitution* and perform the following steps with a partner.

* Determine the quantitative level the text belongs in (consult the “Quantitative Analysis Chart for Determining Text Complexity”).
* Use the “Qualitative Analysis Rubric for Informational Texts” to perform a qualitative analysis of the text. For each category (structure, language, clarity, and knowledge demands), provide evidence that guided your placement of the text.
* Share your qualitative analysis with other participants at your table and discuss any points of agreement and/or disagreement.
* Then, as a group, assign the text an overall placement rating at the beginning, middle, or top of the level of learning. Explain your placement in the space provided.
* Repeat the process using Martha Graham’s “An Athlete of God.”

**Quantitative Analysis Chart for**

**Determining Text Complexity**

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **CCR Levels of Learning** | **ATOS** | **Degrees of Reading Power** | **Flesch-Kincaid** | **The Lexile Framework** | **Reading Maturity** | **SourceRater** |
| B (2nd – 3rd) | 2.75 – 5.14 | 42 – 54 | 1.98 – 5.34 | 420 – 820 | 3.53 – 6.13 | 0.05 – 2.48 |
| C (4th – 5th) | 4.97 – 7.03 | 52 – 60 | 4.51 – 7.73 | 740 – 1010 | 5.42 – 7.92 | 0.84 – 5.75 |
| D (6th – 8th) | 7.00 – 9.98 | 57 – 67 | 6.51 – 10.34 | 925 – 1185 | 7.04 – 9.57 | 4.11 – 10.66 |
| E (9th – 10th) | 9.67 – 12.01 | 62 – 72 | 8.32 – 12.12 | 1050 – 1335 | 8.41 – 10.81 | 9.02 – 13.93 |
| E (11th – CCR) | 11.20 – 14.10 | 67 – 74 | 10.34 – 14.2 | 1185 – 1385 | 9.57 – 12.00 | 12.30 – 14.50 |

**Qualitative Analysis Rubric for Informational Texts**

**Text Title\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Text Author\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Exceedingly Complex** | **Very Complex** | **Moderately Complex** | **Slightly Complex** |
| **STRUCTURE** | * **Organization:** Connections among an extensive range of ideas, processes, or events are deep, intricate, and often ambiguous; organization is intricate or discipline-specific * **Text Features:** If used, are essential in understanding content * **Use of Graphics:** If used, intricate, extensive graphics, tables, charts, etc., are extensive and are integral to making meaning of the text; may provide information not otherwise conveyed in the text | * **Organization:** Connections among an expanded range of ideas, processes, or events are often implicit or subtle; organization may contain multiple pathways or exhibit some discipline-specific traits * **Text Features:** If used, directly enhance the reader’s understanding of content * **Use of Graphics:** If used, graphics, tables, charts, etc., support or are integral to understanding the text | * **Organization:** Connections among some ideas or events are implicit or subtle; organization is evident and generally sequential or chronological * **Text Features:** If used, enhance the reader’s understanding of content * **Use of Graphics:** If used, graphics, pictures, tables, charts, etc., are mostly supplementary to understanding the text | * **Organization:** Connections among ideas, processes, or events are explicit and clear; organization of text is chronological, sequential, or easy to predict * **Text Features:** If used, help the reader navigate and understand content but are not essential to understanding content * **Use of Graphics:** If used, graphics, pictures, tables, charts, etc., are simple and unnecessary to understanding the text, but they may support and assist readers in understanding the written text |
| **LANGUAGE CLARITY AND CONVENTIONS** | * **Conventionality:** Dense and complex; contains considerable abstract, ironic, and/or figurative language * **Vocabulary:** Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading * **Sentence Structure:** Mainly complex sentences with several subordinate clauses or phrases and transition words; sentences often contain multiple concepts | * **Conventionality:** Fairly complex; contains some abstract, ironic, and/or figurative language * **Vocabulary:** Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic * **Sentence Structure:** Many complex sentences with several subordinate phrases or clauses and transition words | * **Conventionality:** Largely explicit and easy to understand with some occasions for more complex meaning * **Vocabulary:** Mostly contemporary, familiar, conversational; rarely overly academic * **Sentence Structure:** Primarily simple and compound sentences, with some complex constructions | * **Conventionality:** Explicit, literal, straightforward, easy to understand * **Vocabulary:** Contemporary, familiar, conversational language * **Sentence Structure:** Mainly simple sentences |
| **KNOWLEDGE DEMANDS** | * **Subject Matter Knowledge:** Relies on extensive levels of discipline-specific or theoretical knowledge; includes a range of challenging abstract concepts * **Intertextuality:** Many references or allusions to other texts or outside ideas, theories, etc. | * **Subject Matter Knowledge:** Relies on moderate levels of discipline-specific or theoretical knowledge; includes a mix of recognizable ideas and challenging abstract concepts * **Intertextuality:** Some references or allusions to other texts or outside ideas, theories, etc. | * **Subject Matter Knowledge:** Relies on common practical knowledge and some discipline-specific content knowledge; includes a mix of simple and more complicated, abstract ideas * **Intertextuality:** Few references or allusions to other texts or outside ideas, theories, etc. | * **Subject Matter Knowledge:** Relies on everyday, practical knowledge; includes simple, concrete ideas * **Intertextuality:** No references or allusions to other texts, or outside ideas, theories, etc. |
| **PURPOSE** | * **Purpose:** Subtle and intricate, difficult to determine; includes many theoretical or abstract elements | * **Purpose:** Implicit or subtle but fairly easy to infer; more theoretical or abstract than concrete | * **Purpose:** Implied but easy to identify based on context or source | * **Purpose:** Explicitly stated, clear, concrete, narrowly focused |

**Qualitative Analysis of Text**

**Name of Text:** Linda R. Monk, *The* *Words We Live By: Your Annotated Guide to the Constitution*

**Lexile:** 1250

**Type of Text (Literary/Informational):** Informational

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Category** | **Notes and comments on text, support for placement in this band** | **Where to place within the level?** | | | |
| **Beginning**  **of Level** | **Middle of Level** | **Top of Level** | **NOT Suited**  **to Level** |
| **Structure** |  |  |  |  |  |
| **Language Clarity and Conventions** |  |  |  |  |  |
| **Knowledge Demands** |  |  |  |  |  |
| **Purpose** |  |  |  |  |  |
| **Overall Placement** |  |  |  |  |  |

**Qualitative Analysis of Text**

**Name of Text:** Martha Graham, “An Athlete of God”

**Lexile:** 970

**Type of Text (Literary/Informational):** Informational

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Category** | **Notes and comments on text, support for placement in this band** | **Where to place within the level?** | | | |
| **Beginning**  **of Level** | **Middle of Level** | **Top of Level** | **NOT Suited**  **to Level** |
| **Structure** |  |  |  |  |  |
| **Language Clarity and Conventions** |  |  |  |  |  |
| **Knowledge Demands** |  |  |  |  |  |
| **Purpose** |  |  |  |  |  |
| **Overall Placement** |  |  |  |  |  |