

Indiana Academic Standards 2014

English/Language Arts Glossary



Indiana Department of Education



A

accuracy	reading words in text with no errors
adjective	words that describe a noun (e.g., red, bold, dangerous)
adverb	words that modify a verb, adjective, or another adverb. An adverb tells how, when, where, why, how often, or how much (e.g., frequently, very, quickly)
aesthetic impact	response of the reader to the beauty of the text
affix	general term that refers to prefixes and suffixes
allegory	a story in which people, things, and actions represent ideas and have a moral or lesson about life (e.g., Animal Farm by George Orwell)
alliteration	repetition of the initial consonant sound in two or more neighboring words (e.g., Harry the happy hippo hula-hoops with Henrietta)
allusion	an implied or indirect reference to a person, place, or event -- real (e.g., historical, cultural) or fictional (e.g., mythological, literary, classical). An example in T.S. Eliot's poem "The Love Song of J. Alfred Prufrock" is "No! I am not Prince Hamlet, nor was meant to be. . ."
analogy	a comparison of the features or qualities of two different things to show their similarities (e.g., He was as quiet as a mouse.)
archetype	a symbol, plot pattern, or character type that occurs frequently in literature, myths, religious works, or folklore (e.g., the character type of the hero, the plot pattern of good versus evil, the symbol of the snake)
argument	an expression of a point of view about a subject supported with evidence
audience	the specified or clearly implied person(s) to whom writers address his/her correspondence

B

bias	an inclination or tendency towards an idea
blending	the task of combining sounds rapidly, to accurately represent the word

C

central idea	the most important or central thought of a text
chapter	
character	person who takes part in the action of a story, novel, or a play. Sometimes characters can be animals or imaginary creatures, such as beings from another planet

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characterization/ character development	how characters are described and developed either directly or indirectly (e.g., the narrator's direct comments about a character, revelations about the character's nature through his/her own actions, thoughts, or speech or others' actions, thoughts, or speech)
citation	a reference to a source. Citation may be done formally through such formats as MLA or APA
cite textual evidence	to quote directly or indirectly from a text in order to provide evidence
claim	an arguable statement. Claims typically fall into one of four categories: claims of fact or definition, claims of cause and effect, claims about value, claims about solutions or policies
climax	the point in a literary text at which the conflict reaches its greatest intensity. For example, in "Goldilocks and the Three Bears" the return home of the bears is the climax
cohesion	the flow of sentences, paragraphs, or sections of text to show connection among ideas
collegial (discussions)	working together and showing equal consideration among members of a group
compare and contrast	Compare: to actively point out similarities Contrast: refers to indicating differences
complex sentence	a sentence with an independent clause joined by an dependent/subordinate clause (e.g., Since the weather is nice, I'll go for a walk.)
compound sentence	a sentence that contains two independent clauses joined by a coordinating conjunction (e.g., It is raining outside, and I forgot my umbrella.)
compound-complex sentence	a sentence containing two independent clauses and a dependent clause (e.g., Sue needed to print her paper because it was due, but the printer was out of ink.)
comprehension	understanding what one is reading, the ultimate goal of all reading activity
concise	expressing ideas in few words, avoiding wordiness and redundancy
conditional mood	a verb mood that indicates a conditional state that will cause something else to happen. It is marked by words such as might, could, and would (e.g., I might go to the pool tomorrow if it does not rain.)
conflict	a struggle between opposing forces in a story or play, usually resolved by the end of the work
connotation/ connotative meaning	meaning associated with a word in addition to the literal meaning. For example, childlike has a more positive connotation than childish
consonant blend	two or more consecutive consonants which retain their individual sounds (e.g., /bl/ in block; /str/ in string)
consonant digraph	two consecutive consonants that represent one phoneme, or sound (e.g., /ch/, /sh/)
content-specific words	vocabulary specific to a content area or topic (e.g., matrices in math, genome in biology, axis in geography)
context	the parts of a written or spoken statement that precede or follow a specific word or phrase, usually influencing or explaining its meaning
context clues	using words or sentences around an unfamiliar word to help clarify its meaning
counterclaims	arguable statements intended to counter or dispute other claims
credibility (of sources)	evaluating sources for reliability of information

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D

decodable text	text in which a high proportion of words (80%-90%) comprise sound-symbol relationships that have already been taught; it is used for the purpose of providing practice with specific decoding skills and is a bridge between learning phonics and the application of phonics in independent reading
decode	the ability to translate a word from print to speech, usually by employing knowledge of sound symbol correspondences; also the act of deciphering a new word by sounding it out
denotation	the literal meaning of a word or phrase
dialogue	conversation between two or more people that advances the action, is consistent with the character of the speakers, and serves to give relief from passages essentially descriptive or expository (<i>See</i> Description, Exposition, Drama)
digital media	media transmitted digitally (e.g., video, websites)
digraph	two successive letters that make a single sound. For example, the ea in bread, or the ng in sing
dynamic character	a complex character who develops or changes over the course of the text (e.g., Bilbo Baggins in <i>The Hobbit</i>)

E

evidence	support for an idea or claim
explicitly	clearly expressed, nothing implied (e.g., in referencing a text, you cite a statistic or direct quote)
exposition	writing or speech intended to convey information or explain

F

fable	a short, simple story that teaches a lesson; a fable usually includes animals that talk and act like people
fairytale	a story written for, or told to, children that includes elements of magic and magical folk such as fairies, elves, or goblins
fact and opinion	statements of fact can be proven conclusively to be true or false; statements of opinion cannot be proven to be true or false
fallacious reasoning	defects that weaken an argument (e.g., Hasty Generalization, Appeal to Authority, Slippery Slope)
fiction	imaginative works of prose, primarily the novel and the short story - Although fiction draws on actual events and real people, it springs mainly from the imagination of the writer. The purpose is to entertain as well as enlighten the reader by providing a deeper understanding of the human condition.
figurative language	language that communicates ideas beyond the ordinary or literal meaning of the words
figurative meaning	non-literal meanings of language that include figures of speech such as similes, metaphors, and implied comparisons (e.g., He is as blind as a bat without his glasses.)
figures of speech	non-literal language used for effect such as simile, hyperbole, personification (e.g., I've seen that movie a million times.)
flashback	a narrative device in which an event or scene that took place in the past is inserted into the chronological structure of the work
fluency	automatic word recognition, rapid decoding, and checking for meaning

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folktale	a short narrative handed down through oral tradition, with various tellers and groups modifying it, so that it acquired cumulative authorship; folktales eventually move from oral tradition to written form
foundational U.S. and world documents	important texts through which ideas and culture are founded (e.g., The Declaration of Independence)

G

general academic words	language that frequently appears across written texts and goes beyond everyday speech; these words often have multiple or more precise meanings (e.g., saunter, fluctuate, preliminary)
genre	categories of text including broad ones like fiction and nonfiction, or divided more specifically like historical fiction, memoir, and personal essays
Greek/Latin affixes	morphemes added to words change the meaning or function (e.g., di-, -ly)
Greek/Latin roots	words or word elements to which affixes may be added to make other words (e.g., cycle, join)

H

high-frequency words	words that are recognized immediately - Sometimes sight words are thought to be irregular, or high frequency words (e.g., the Dolch and Fry lists); however, any word that is recognized automatically is a sight word. These words may be phonetically regular or irregular.
homograph	one of two or more words spelled alike but different in meaning and derivation or pronunciation (e.g., the noun conduct and the verb conduct are homographs)
homonym	one of two or more words spelled and pronounced alike but different in meaning (e.g., the noun quail and the verb quail)
homophone	one of two or more words pronounced alike but different in meaning or derivation or spelling (e.g., the words to, too, and two)
hyperbole	an intentional exaggeration for emphasis or comic effect

I

idiom	a phrase or expression that means something different from what the words actually say; an idiom is usually understandable to a particular group of people. (e.g., using 'over his head' for 'doesn't understand'.)
imagery	descriptive language that portrays sensory experiences, creating a picture in the mind of the reader. For example in the poem "Daffodils" by William Wordsworth, he uses this descriptive language: "Beside the lake, beneath the trees,/ Fluttering and dancing in the breeze."
independent reading level	the level at which a reader can read text with 95% accuracy (i.e., no more than one error per 20 words read); independent reading level is relatively easy text for the reader
inferences	conclusions or judgments based on evidence

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informational text	nonfiction writing in narrative or non-narrative form that is intended to inform
inquiry question	a focused question with multiple answers that is open to research
irony	a difference between appearance and reality. The three main types are verbal, situational, and dramatic irony. "The Gift of the Magi" by O. Henry is a famous example of situational irony

J

juxtaposed	placed close together or side by side, especially for comparison or contrast
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L

literature	this genre includes stories, novels, poetry, and plays
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M

main idea	in informational or expository writing, the most important thought or overall position; the main idea or thesis of a piece, written in sentence form, is supported by details and explanation
media literacy	the ability to understand, analyze, and evaluate media (electronic or digital means and print or artistic visuals used to transmit messages)
metaphor	a figure of speech in which a term or phrase is used to imply comparison between two seemingly unlike things (e.g., My friend is always an early bird.)
mood	the atmosphere that a writer creates for the reader to evoke certain feelings
multimedia	presentation of information in a combination of modes (e.g., images and text or images and sound)
myth	a traditional story passed down through generations that explains why the world is the way it is

N

narrative text	a story about fictional or real events
narrator	the person or voice telling the story; the narrator can be a character in the story or a voice outside the action
nonfiction	prose writing about facts and real events. This genre includes (but is not limited to) personal essays, memoirs, journalism, text books, and letters
noun	a word that is the class name of something: a person, place, thing, or idea
novel	an extended work of fiction - Like a short story, a novel is essentially the product of a writer's imagination. Because the novel is much longer than the short story, the writer can develop a wider range of characters and a more complex plot.

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O

objective summary	a summary free of personal beliefs and judgments
onset and rime	in a syllable, the onset is the initial consonant or consonants, and the rime is the vowel and any consonants that follow it (e.g., the word sat, the onset is “s” and the rime is “at”; in the word flip, the onset is “fl” and the rime is “ip”)
oxymoron	a figure of speech that is a combination of contradictory words (e.g., open secret)

P

paradox	a figure of speech in which a statement or proposition seems self-contradictory or absurd but in reality expresses a possible truth. In literature, a paradox often makes a statement of a major theme. "I must be cruel to be kind," is an example of a paradoxical statement from Hamlet by William Shakespeare
parallel episodes	repeated elements or reoccurring events throughout the course of the story
paraphrase	rewording or restatement from a text
personification	assigning human characteristics or qualities to animals, objects, or abstract concepts. "And gradually from week to week the character of each tree came out, and it admired itself reflected in the smooth mirror of the lake," is an example of personification from Walden by Henry David Thoreau.
perspective	a position from which something is considered or evaluated
persuasive writing	writing intended to convince the reader that a position is valid or that the reader should take a specific action; differs from exposition in that it does more than explain - it takes a stand and endeavors to persuade the reader to take the same position
phoneme	the smallest unit of speech sound that makes a difference in communication (e.g., fly consists of three phonemes: /f/-/l/-/i/)
phonemic awareness/ phonological awareness	awareness that spoken language consists of a sequence of phonemes - This awareness is demonstrated, for example, in the ability to generate rhyme and alliteration, and in segmenting and blending component sounds.
phonics	the study of sounds OR the use of elementary phonetics in the teaching of reading
phrases	a group of related words that lacks either a subject or a predicate or both (e.g., by the door and opening the box)
plot	the action or sequence of events in a story. The plot includes exposition, rising action, climax, falling action, and denouement (ending)
poetry	an imaginative response to experience reflecting a keen awareness of language - Its first characteristic is rhythm, marked by regularity far surpassing that of prose. Poetry’s rhyme affords an obvious difference from prose. Because poetry is relatively short, it is likely to be characterized by compactness and intense unity. Poetry insists on the specific and the concrete.
point of view	the perspective through which events in a story are conveyed to the reader (e.g., first person, third person limited, third person omniscient)
prefix	a word part that is added to the beginning of a base word that changes the sense or meaning of the root or base word (e.g., re-, dis-, com- are prefixes)
primary sources	first-hand testimony or direct evidence concerning a topic under investigation (e.g., official records, diaries, speeches)
prior knowledge	

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pronoun	words that substitute for nouns (e.g., he, it, we, them)
prose	writing or speaking in the usual or ordinary form; prose becomes poetic when it takes on rhythm and rhyme
pun	a play on words using words that sound alike or have multiple meanings for a humorous effect. "They seemed to think the opportunity lost, if they failed to point the conversation to me, every now and then, and stick the point into me," is an example of a pun in <i>Great Expectations</i> by Charles Dickens
purpose	the reason an author decides to write about a topic (e.g., entertain, persuade, inform)

R

rhetoric	communication intended to modify the perspective of others
rhetorical/logical fallacies	defects that weaken an argument (e.g., Sweeping Generalization, Appeal to Authority, Slippery Slope)
rhyme	the repetition of sounds in two or more words or phrases, which appear close to each other in a poem
rhyming words	words that have the same ending sound
root	a bound morpheme, usually of Latin origin, that cannot stand alone but is used to form a family of words with related meanings
root word	a word or word element to which prefixes and suffixes may be added to make other words (e.g., to the root graph, the prefix di- and the suffix -ic can be added to create the word, digraphic)

S

satire	a literary composition in which ideas, customs, or behaviors are ridiculed (e.g., "A Modest Proposal" by Jonathan Swift)
scaffolding	guidance provided to enable a student to interact with a text he/she may not yet be ready to interact with independently. Scaffolding is implemented with the goal of moving the student to the point where he/she may be able to interact with appropriately complex texts independently
secondary sources	sources that are a step removed from the event and provide interpretation and analysis of primary sources (e.g., textbooks, histories, encyclopedias)
segment words	separating the individual phonemes, or sounds, of a word into discrete units
seminal U.S. and world texts or documents	influential and important works (e.g., <i>The Autobiography of Benjamin Franklin</i>)
sensory language	use of details from the five senses to appeal to the reader
sentence fragments	incomplete sentences (e.g., After going to the zoo.)
sentence run-ons	two or more independent clauses joined improperly (e.g., My goal for this week is to finish my project it is about hot air balloons)
setting	the time and location of the action in a work of literature
simile	a figure of speech creating a comparison between two seemingly unlike things using "like" or "as" (e.g., My brother is as brave as a lion.)
simple sentence	a sentence that contains a subject and a verb, and it expresses a complete thought (e.g., The book was interesting.)
standard English	a variety of English used in public communication and academic settings

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stanza	a recurring grouping of two or more verse lines in terms of length, metrical form, and, often, rhyme scheme
story elements	<p>Basic story elements include:</p> <ul style="list-style-type: none"> a. plot – the sequence of events or actions in a novel, play, short story, or narrative poem b. character – a person or sometimes animal that takes part in the plot c. setting – time and place in which a short story, novel, or narrative poem take place d. theme – the central meaning of a literary work e. point of view – the perspective or vantage point from which a literary work is told, or the way in which an author reveals characters, actions, and ideas
structure	the way a text is organized (e.g., chronological, cause and effect)
style	the way a writer uses language to establish mood, images, and meaning in a text
subjunctive mood	a verb form used to express a wish, a suggestion, a command, or a condition that is contrary to fact (e.g., If I were you, I would want to arrive early.)
subplot	a plot subordinate to the main plot of a story. Sometimes the subplot will support or connect main events in a story
suffix	a word part that is added to the ending of a root word and establishes the part of speech of that word (e.g., the suffix -ly added to immediate, a noun, creates the word, immediately, an adverb or adjective).
summarize	an approach to thinking and writing that expresses the main points of one or several resources, including readings, research findings, events, the writer’s own ideas, etc.
syllable	a segment of a word that contains one vowel sound; the vowel may or may not be preceded and/or followed by a consonant
symbol	a person, place, or object that represents something beyond itself; symbols can succinctly communicate complicated, emotionally rich ideas
symbolism	the use of people, places, or objects to represent ideas or qualities beyond the literal sense (e.g., The conch shell in Lord of the Flies by William Golding is a symbol of civilization and order.)
synonym	a word that has a meaning identical with, or very similar to, another word in the same language (e.g., in some situations, right is a synonym of correct)
syntax	the way in which words are put together to form phrases and sentences
synthesize	putting parts together to form a new whole

T

technical meaning	meanings related to a particular field of study
theme	<p>the underlying meaning of a literary text. Sometimes a theme is directly stated in a text, and sometimes it is indirectly stated.</p> <p>There can be more than one theme in a text</p>
tone	the expression of the attitude of the writer conveyed through choice of words and the viewpoint of the writer on the subject; a tone can be serious, playful, objective, etc.
transitions	words, phrases, or sentences that establish connections between ideas when writing or speaking

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V

verb	words that express action or state of being (e.g., run, looked, am, being)
vocabulary	refers to all of the words of our language - One must know words to communicate effectively. Vocabulary is important to reading comprehension because readers cannot understand what they are reading without knowing what most of the words mean. Vocabulary development refers to stored information about the meanings and pronunciation of words necessary for communication. Four types of vocabulary include listening, speaking, reading and writing.
vowel digraph	two vowels together that represent one phoneme, or sound (e.g., ea, ai, oa)
voice	a writer's unique use of language particular to his/her style

W

word family	group of words that share a rime (a vowel plus the consonants that follow; e.g., -ame, -ick,-out)
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Guide to Text Complexity

What is Text Complexity?

Every text has a level of complexity or readability that affects the way the reader interacts with it. Novels, articles, poems, short stories, textbooks, etc. have wide ranges of complexity that are appropriate at different grade levels and for a variety of purposes. An important focus of Indiana's College and Career Ready Standards is making sure students are being exposed to texts with increasing complexity in all subject areas as they move toward being college and career ready. While determining the appropriate placement of a text in accordance with the reading standards for text complexity (Learning Outcome Standards RL.1 and RN.1), it is important to evaluate quantitative measures, qualitative measures, and reader and task considerations.

Quantitative Measurements of Complexity

Quantitative dimensions and factors are those aspects of a text (e.g., word length and frequency, and sentence syntax) that are not easily measurable by a human and are typically measured by a program. While these tools are helpful, they should NOT be the only measures for determining text complexity. Poetry, plays, and texts below a second grade reading level cannot typically be measured by quantitative means.

Multiple measures are recommended when possible.

Qualitative Measurements of Complexity

Qualitative dimensions and factors are those aspects of text complexity (e.g., levels of meaning and structure) only measureable by an attentive reader.

The **Qualitative Considerations for Literature** and **Qualitative Considerations for Nonfiction** that are included in this document can assist in making finer distinctions about where a text should fall in the grade-level span. There are three categories: accessible, moderately complex, and highly complex. An accessible text should be accessible for students to be able to interact with independently at the low end of the grade-level span. A moderately complex text may require scaffolding for students at the low-end of the grade-level span, but should be accessible with no scaffolding once they reach the middle or high-end of the grade-level span. A very complex text will require scaffolding for students until they reach the high-end of the grade-level span, at which point they should be able to interact with the text independently.

Reader and Task Considerations

Reader and task considerations can be individual to schools, classrooms, and students. This includes taking factors like cognitive capabilities, reading skills, and motivation into consideration.

Also included in this document is **Suggested Considerations for Reader and Task**.



Qualitative Considerations for Literature

Text Title:

Genre:

Quantitative Measure(s):

Qualitative Considerations:

How much background knowledge is necessary to understand the text?

(Consider cultural familiarity and literary knowledge necessary to understand allusions to other works)

Does the text have a single level of meaning or are there multiple/hidden levels of meaning?

(Consider the clarity of the theme(s))

How is the text structured?

(Consider if the structure is conventional or unconventional, if there is a single narrator or multiple narrators, if events are related in chronological order or if there are flashbacks and other manipulations of time)

What are the language features of the text?

(Consider if the language used is mostly literal or figurative, clear or abstract, familiar/contemporary or archaic/jargon)

How are illustrations/graphics (if included) used?

(Consider if they add clarification or add to the complexity)

Holistically, this text should be considered: ACCESSIBLE MODERATELY COMPLEX HIGHLY COMPLEX

for grade _____

05/28/14



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Qualitative Considerations for Nonfiction

Text Title:

Genre:

Quantitative Measure(s):

Qualitative Considerations:

How much background knowledge is necessary to understand the text?
(Consider content-specific knowledge and references/allusions to other works)

How clear are the purpose, point of view, and central idea of the text?
(Consider if they are explicitly stated or implicit)

How is the text structured?
(Consider if it is a familiar structure [e.g., chronological] or a more complex structure that may be unfamiliar to students at this level)

What are the language features of the text?
(Consider if the language used is mostly literal or figurative, clear or abstract, familiar/contemporary or archaic/jargon)

How are illustrations/graphics (if included) used?
(Consider if the illustrations/graphics add clarification or add to the complexity)

Holistically, this text should be considered: ACCESSIBLE MODERATELY COMPLEX HIGHLY COMPLEX
for grade _____

05/28/14



Suggested Considerations for Reader and Task

Cognitive Capabilities

Do readers at this grade level possess the necessary. . .

- attention to read and comprehend this text?
- ability to remember and make connections among the various details presented in this text?
- visualization skills to imagine what is occurring or what is being discussed in the text?

Also consider if this text will help to develop the attention, memory, and critical/analytical thinking skills necessary for future reading endeavors.

Reading Skills

Do readers at this grade level possess the necessary. . .

- inferencing skills to make connections among elements that may not be explicit in this text?
- visualization skills to imagine what is occurring or what is being described in this text?
- questioning skills to challenge the ideas being presented in this text and consider multiple points of view?
- comprehension strategies to manage this text?

Also consider if this text will help to develop the inferencing skills, visualization skills, questioning skills, and comprehension strategies necessary for future reading endeavors.

Motivation and Engagement with Task and Text

Will the readers at this grade level be able to. . .

- understand the purpose of reading this text- which might shift over the course of the reading experience?
- be engaged with the topic of this text?
- be engaged with the style of writing and the presentation of ideas within this text?

Also consider if this text might help readers develop an interest in the content.

Prior Knowledge and Experience

Do the readers at this grade level possess adequate prior knowledge and/or experience regarding the. . .

- topic of this text to manage the material that is presented?
- vocabulary used within this text to manage the material that is presented?
- genre of this text to manage the material that is presented?
- language (i.e. syntax, diction, rhetoric) of this text to manage the material that is presented?

Also consider if this text might help readers develop knowledge of topic, vocabulary, genre, or language.

Content and/or Theme Concerns

Do the readers at this grade level possess the. . .

- maturity to respond appropriately to any potentially concerning elements of content or theme?

Also consider if there are any potentially concerning elements of content or theme that might contribute to students, teachers, administrators, and/or parents feeling uncomfortable with the reading of the text.



Complexity of Associated Tasks

Will the complexity of. . .

- any tasks associated with this text interfere with the reading experience?
- any questions asked or discussed concerning this text interfere with the reading experience?

This guide was developed using the Reader and Task Consideration document created by the Kansas Department of Education.
<http://communities.ohiorc.org/ela-supervisors/files/2012/05/KansasReaderconsiderations.pdf>

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Qualitative Considerations for Nonfiction

Text Title: *The Voice that Challenged a Nation: Marian Anderson and the Struggle for Equal Rights* by Russell Freedman
Genre: Biography

Quantitative Measure(s): Lexile 1180, 8.2 AR

Qualitative Considerations:

How much background knowledge is necessary to understand the text?

(Consider content-specific knowledge and references/allusions to other works)

Some background of the Civil Rights Movement is helpful in understanding the challenges faced by Marian Anderson and the importance of her impact on the country.

How clear is the purpose, point of view, and central idea of the text?

(Consider if they are explicitly stated or implicit)

The purpose and central idea of the text are clear but somewhat complex. This is a biography of Marian Anderson that illustrates her musical career, social struggles she faced, and her impact on the Civil Rights Movement. In addition to being about Marian Anderson, it is also a story of the United States during the Civil Rights Movement.

How is the text structured?

(Consider if it is a familiar structure [e.g., chronological] or a more complex structure that may be unfamiliar to students at this level)

The structure is common of biographies and should be familiar to students.

What are the language features of the text?

(Consider if the language used is mostly literal or figurative, clear or abstract, familiar/contemporary or archaic/jargon)

The language is largely literal and clear but contains extensive academic vocabulary.

How are illustrations/graphics (if included) used?

(Consider if the illustrations/graphics add clarification or add to the complexity)

Photos are used but not necessary to understanding.

Holistically, this text should be considered: ACCESSIBLE **MODERATELY COMPLEX** HIGHLY COMPLEX

for the grade 6-8 span.



Measurement of Complexity for Literature

Text Title: *Charlotte's Web* by E.B. White

Genre: Classic Literature

(novel) Quantitative Measure(s): Lexile 680L, AR 4.4, DRA 40

Qualitative Considerations:

How much background knowledge is necessary to understand the text?

(Consider cultural familiarity and literary knowledge necessary to understand allusions to other works)

The general understanding of a farm may be helpful to understanding the setting, but not necessary. No additional literary knowledge is necessary for understanding the story. The text should be accessible without much prior background knowledge.

Does the text have a single level of meaning or are there multiple/hidden levels of meaning?

(Consider the clarity of the theme(s))

The text has a single level of meaning with multiple themes that may be moderately complex for a reader. The complexity of the meaning comes from two of the central themes- the cycle of life and death and appreciating life. The themes are fairly straight forward but would still require careful reading for understanding.

How is the text structured?

(Consider if the structure is conventional or unconventional, if there is a single narrator or multiple narrators, if events are related in chronological order or are there flashbacks and other manipulations of time)

The structure of the text should be accessible for students. The narration is consistently third-person with a shift in focus from Fern, at the beginning of the story, to Wilber.

What are the language features of the text?

(Consider if the language used is mostly literal or figurative, clear or abstract, familiar/contemporary or archaic/jargon)

The meaning is largely literal and familiar with some figurative language (e.g., "like a delicate veil" and a reference to St. Vitus' dance). There are some higher-level vocabulary (e.g., *compunctions*, *idiosyncrasy*, and *monotonous*). The occasional use of higher-level vocabulary makes the language features moderately complex.

How are illustrations/graphics (if included) used?

(Consider if they add clarification or add to the complexity)

Illustrations may contribute to helping readers picture scenes in the story, like Charlotte wrapping up a bug in a web. The illustrations add to the accessibility of the text.

Holistically, this text should be considered: **ACCESSIBLE** MODERATELY COMPLEX HIGHLY COMPLEX
for grade 4-5 grade span