**APPENDIX F- GRADE K-2 GRADIENTS IN TEXT COMPLEXITY**

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|  | **Simple Texts** | **Kindergarten**  | **Grade One** | **Grade Two** |
| Layout | Simple books with one line of one to six words per page, easy-to-see print, and ample space between words | 1-4 lines text per page. 100-200 words. | Print still blocked but placement on the page may vary | May have larger chunks of textChapter books. The layout may vary |
| Consistent placement of text | May include diagrams or speech bubbles | Labeled diagrams. Inset photographs, and bold text for topic words that are linked to a glossary | Subheadings, text boxes and diagrams that are clearly explained and linked to the body text |
| Direct link between the illustrations and text. May have no text | Illustrations that support andextend the meaning but may not exactly match the words | Illustrations that support the meaning and will help confirm rather than make predictions | Some pages with no illustrations |
| **Content** | The content of the text is familiar | Some new content accessible through text and illustrations Some settings and contexts that may be outside Some unfamiliar contexts and settings as illustrations the students' prior knowledge but can easily be well as shifts in time and/or place implicit content | Some settings and contexts that may be outside the students' prior knowledge but can easily be related to | Some unfamiliar contexts and settings as well as shifts in time and/or place |
| Content explicitly stated and clearly represented in illustrations | They contain one or two simple ideas and use a lot of repetition | Most content explicitly stated but also some implicit content | Mix of explicit and implicit content lot of repetition. |
| **Structure** | Simple structure. Repetition of sentence patterns (1 or 2 word changes per page) | Repetitive sentence patterns with variation at beginning and end | The organization of the text is clear or chronological and/or easy to predict | Ideas and information organized into paragraphs |
| Wordless texts | Texts are very short with a series of facts | Texts are longer with one text type evident | Texts are longer and may have more than one text type evident |
| One-line caption texts that require left to right and one to one matching by the reader | One topic for each page | Narrative has beginning, middle and end. Informational texts may have question/answer, list-like structure | Informational texts may have question/answer, list like, compare and contrast structure |
| **Language Features** | Simple sentences and natural language structures | Mostly simple sentences and natural language structures blended with written language structures | A variety of sentence structure, including compound sentence and a few complex sentences | Sentences are sometimes expanded with propositional phrases or other structures |
| One complete sentence per page | Present tense and active verbs | More varied sentences | May include figurative language |
| Simple punctuation - periods and commas | A range of punctuation, including speech marks and commas, to support phrasing and meaning | Dashes, ellipses, and increasing use of commas | May include a range of types of punctuation |
| Mainly high frequency words | Most vocabulary words known by students through oral language or reading. Some new content-specific words introduced, explained, and illustrated in the text | Topic words and interest words that are likely to be in a student's oral vocabulary and that are strongly supported by the context and/or illustrations | Some unfamiliar domain-specific words and phrases, the meaning of which is supported by the context or illustrations |

Sheena Hervey AUSSIE for New York City Department of Education