**APPENDIX G- UPPER ELEMENTARY GRADIENTS IN TEXT COMPLEXITY**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
|  | **Simple Texts** | **Somewhat Complex Texts** | **Complex Texts** | **Very Complex Texts** |
| **Layout** | Print still blocked but placement on the page may vary | May have larger chunks of text. Chapter books. The layout may vary | May have longer passages of uninterrupted text, often plain font | Longer passages of uninterrupted text may include columns or other variations in layout; often smaller more elaborate font |
| 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 | Graph, pictures, tables, charts that directly support the text | Essential integrated graphics, tables, charts, formula (necessary to make meaning of text) |
| Illustrations that support the meaning and will help confirm rather than make predictions | Some pages with no illustrations | Indexes, glossaries, occasional quotes, reference | Quotes, concluding appendices, indexes, glossaries, bibliography |
| **Purpose** | Purpose is clearly stated | A single or simple purpose conveying clear or factual information | Purpose involves conveying a range of more detailed information | Purpose includes explaining or interpreting information |
| Most content explicitly stated but also some implicit content | Meanings clear, concrete with a narrow focus | Meaning is more involved with a broader focus | Meaning includes more complex concepts and a higher level of detail |
| **Structure** | The organization of the text is simple and supports the reader | The organization of the text is clear or chronological and/or easy to predict | The organization of the text may include a thesis or reasoned explanation in addition to facts | The organization of the text may contain multiple pathways, more than one thesis and/or several genres |
| Information texts may have question/answer, list-like structure | Connections between ideas, processes or events are explicit and clear. | Connections between some ideas, processor or events are implicit or subtle | Connections between an expanded range of ideas, processes or events are deeper and often implicit or subtle |
| One text type is evident | One text type is evident | Includes different text types | Includes different text types of varying complexity |
| **Language Features** | Many simple sentences | A variety of sentence structures, including compound sentences and a few complex sentences | Simple and compound sentences with some more complex constructions | Many complex sentences with increased subordinate phrases and clauses or transition words |
| Simple language style, sometimes with narrative elements | Simple language style but includes more formal structures | Increased objective style and passive constructions with higher factual content | Objective/passive style with higher conceptual content and increasing nominalizations |
| Topic words and interest words that are likely to be in a student's oral language | Vocabulary is mostly familiar | Vocabulary includes some unfamiliar, context-dependent words | Includes much academic vocabulary and some domain-specific (content) vocabulary |
| **Knowledge Demands** | Content is familiar | General topic is familiar, with details known by reader | General topic is familiar with some details new to reader | General topic is somewhat familiar but with many details unknown to reader |
| Ideas are explicitly stated | Mainly concrete ideas with some abstract ideas | Both simple and more complicated, abstract ideas | A range of recognizable ideas with some challenging abstract concepts |

Sheena Hervey AUSSIE for New York City Department of Education