

# Qualitative Analysis of LITERARY Text Complexity

Text Title:

Author:

Publisher / Source:

Check the appropriate levels of complexity, then determine **Overall Qualitative Complexity**:

		<b>LESS COMPLEX</b> Slightly to Moderately Complex	<b>MORE COMPLEX</b> Very to Exceedingly Complex
<b>STRUCTURE</b>	<b>Text Organization</b>	<input type="radio"/> chronological, sequential, or relatively easy to predict	<input type="radio"/> may contain multiple storylines, subplots, time shifts, and complex characters
	<b>Graphics</b> <i>(if used, such as Diagrams, Charts, Graphs, Maps, Pictures, Cartoons)</i>	<input type="radio"/> non-essential or supplemental for understanding the text; may support and assist readers in understanding the text	<input type="radio"/> support or are integral to understanding the text; may provide information not otherwise conveyed in the text
<b>LANGUAGE</b>	<b>Language Conventionalty</b>	<input type="radio"/> explicit, literal, straightforward, and easy to understand; may have some occasions for more complex meaning	<input type="radio"/> dense and complex; contains abstract, ironic, and/or figurative language
	<b>Vocabulary</b>	<input type="radio"/> mostly contemporary, familiar, and conversational; rarely overly academic	<input type="radio"/> fairly complex and sometimes unfamiliar, archaic, subject-specific, or academic; may be ambiguous or misleading
	<b>Sentence Structure</b>	<input type="radio"/> mainly simple sentences; some compound sentences; some complex constructions	<input type="radio"/> mainly complex sentences, with several subordinate phrases or clauses and transition words; sentences often contain multiple concepts
<b>KNOWLEDGE Demands</b>	<b>Life Experiences</b>	<input type="radio"/> experiences portrayed are common to most readers	<input type="radio"/> experiences portrayed are uncommon to many readers or distinctly different from those of most readers
	<b>Intertextuality</b>	<input type="radio"/> no or few references or allusions to other texts, or outside ideas, theories, etc.	<input type="radio"/> some to many references or allusions to other texts or outside ideas, theories, etc.
<b>MEANING</b>		<input type="radio"/> Theme is clear; if more than one level meaning, levels are clearly distinguished from each other	<input type="radio"/> theme is implicit or subtle, revealed over entirety of text; has multiple levels of meaning that may be difficult to identify, separate, and interpret

*Adapted in Massachusetts from CCRSIA materials.*