JIM BURKE

THE COMMON CORE COMPANION:
The Standards Decoded

GRADES 6–8

What They Say • What They Mean
How to Teach Them

CL CORWIN
LITERACY

Thank you

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Please enjoy this complimentary excerpt from *The Common Core Companion: The Standards Decoded, Grades 6-8.* Use this handy Text Complexity Tool to help you rate the text complexity of books, articles, or other texts.

LEARN MORE about this title, including Features, Table of Contents and Reviews.

Title:		Author:		Date:
Appropriate Grade Level:		Length:	Text Type/Genre:	
		Too Simple	Just Right	Too Complex
QUANTITATIVE FACTORS				
Word Length ☐ What is the average length of a word in this text? ☐ Do the words tend to have one or many meanings?				
Sentence Length ☐ How long is the average sentence? ☐ Do sentences tend to be all the same length or vary as a function of style? ☐ Do the sentences have a range of syntactical complexity—or do they tend to follow the same pattern?				
Word Frequency ☐ Which words are used frequently? ☐ Are these words known/familiar?				
Text Cohesion ☐ How well does this text hold together or flow (thanks to signal words such as transitions)? ☐ Does the text use other techniques such as repetition, concrete language to improve cohesion? ☐ Does the text lack cohesion as a result of having no signal words?				
QUALITATIVE FACTORS*				
Levels of Meaning or Purpose ☐ If *literary*, does the text have more than one obvious meaning? ☐ If *informational*, is the purpose explicitly stated or implied? ☐ Does the text explore *more* than one substantial idea?				
Text Structure ☐ Does the text use simple, predictable structures such as chronological order? ☐ Does the text use complex literary structures such as flashbacks or, if informational, sophisticated graphics and genre conventions? ☐ Does the text use other features—layout, color, graphics—in ways that might confuse or challenge some readers?				
Language Conventions and Clarity ☐ Is the language literal, clear, modern, and conversational? ☐ Is the language figurative, ironic, ambiguous, archaic, specialized, or otherwise unfamiliar?				
Knowledge Demands ☐ Does the text make few assumptions about what you have experienced or know about yourself, others, and the world? ☐ Does the text assume you know about this topic or text based on prior experience or study?				
READER AND TASK CONSIDERATIONS				
Motivation, Knowledge, and Experience ☐ How motivated is this student to read this text? ☐ How much does this student know about this topic or text? ☐ How much experience does the student have with this task or text type?				
Purpose and Complexity of the Assigned Task ☐ Is this student able to read and work at the assigned level? ☐ Are these questions the student will know how to answer? ☐ Is the student expected to do this work alone and without any support—or with others and guidance? ☐ Is this text or task appropriate for this student at this time? ☐ Is this text or task as, less, or more complex than the last one?				

*The CCSS states that "preference should likely be given to qualitative measures of text complexity when evaluating narrative fiction for students in grade 6 and above" (8).