

Informational Texts

Text Title: _____

Author: _____

	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
TEXT STRUCTURE	<ul style="list-style-type: none"> <input type="radio"/> Organization: Connections between an extensive range of ideas, processes or events are deep, intricate and often ambiguous; organization is intricate or discipline-specific <input type="radio"/> Text Features: If used, are essential in understanding content <input type="radio"/> Use of Graphics: If used, intricate, extensive graphics, tables, charts, etc., are extensive are integral to making meaning of the text; may provide information not otherwise conveyed in the text 	<ul style="list-style-type: none"> <input type="radio"/> Organization: Connections between an expanded range ideas, processes or events are often implicit or subtle; organization may contain multiple pathways or exhibit some discipline-specific traits <input type="radio"/> Text Features: If used, directly enhance the reader's understanding of content <input type="radio"/> Use of Graphics: If used, graphics, tables, charts, etc. support or are integral to understanding the text 	<ul style="list-style-type: none"> <input type="radio"/> Organization: Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential or chronological <input type="radio"/> Text Features: If used, enhance the reader's understanding of content <input type="radio"/> Use of Graphics: If used, graphic, pictures, tables, and charts, etc. are mostly supplementary to understanding the text 	<ul style="list-style-type: none"> <input type="radio"/> Organization: Connections between ideas, processes or events are explicit and clear; organization of text is chronological, sequential or easy to predict <input type="radio"/> Text Features: If used, help the reader navigate and understand content but are not essential to understanding content. <input type="radio"/> Use of Graphics: If used, graphic, pictures, tables, and charts, etc. are simple and unnecessary to understanding the text but they may support and assist readers in understanding the written text
LANGUAGE FEATURES	<ul style="list-style-type: none"> <input type="radio"/> Conventionality: Dense and complex; contains considerable abstract, ironic, and/or figurative language <input type="radio"/> Vocabulary: Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading <input type="radio"/> Sentence Structure: Mainly complex sentences with several subordinate clauses or phrases and transition words; sentences often contains multiple concepts 	<ul style="list-style-type: none"> <input type="radio"/> Conventionality: Fairly complex; contains some abstract, ironic, and/or figurative language <input type="radio"/> Vocabulary: Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic <input type="radio"/> Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words 	<ul style="list-style-type: none"> <input type="radio"/> Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning <input type="radio"/> Vocabulary: Mostly contemporary, familiar, conversational; rarely overly academic <input type="radio"/> Sentence Structure: Primarily simple and compound sentences, with some complex constructions 	<ul style="list-style-type: none"> <input type="radio"/> Conventionality: Explicit, literal, straightforward, easy to understand <input type="radio"/> Vocabulary: Contemporary, familiar, conversational language <input type="radio"/> Sentence Structure: Mainly simple sentences
PURPOSE	<ul style="list-style-type: none"> <input type="radio"/> Purpose: Subtle and intricate, difficult to determine; includes many theoretical or abstract elements 	<ul style="list-style-type: none"> <input type="radio"/> Purpose: Implicit or subtle but fairly easy to infer; more theoretical or abstract than concrete 	<ul style="list-style-type: none"> <input type="radio"/> Purpose: Implied but easy to identify based upon context or source 	<ul style="list-style-type: none"> <input type="radio"/> Purpose: Explicitly stated, clear, concrete, narrowly focused
KNOWLEDGE DEMANDS	<ul style="list-style-type: none"> <input type="radio"/> Subject Matter Knowledge: Relies on extensive levels of discipline-specific or theoretical knowledge; includes a range of challenging abstract concepts <input type="radio"/> Intertextuality: Many references or allusions to other texts or outside ideas, theories, etc. 	<ul style="list-style-type: none"> <input type="radio"/> Subject Matter Knowledge: Relies on moderate levels of discipline-specific or theoretical knowledge; includes a mix of recognizable ideas and challenging abstract concepts <input type="radio"/> Intertextuality: Some references or allusions to other texts or outside ideas, theories, etc. 	<ul style="list-style-type: none"> <input type="radio"/> Subject Matter Knowledge: Relies on common practical knowledge and some discipline-specific content knowledge; includes a mix of simple and more complicated, abstract ideas <input type="radio"/> Intertextuality: Few references or allusions to other texts or outside ideas, theories, etc 	<ul style="list-style-type: none"> <input type="radio"/> Subject Matter Knowledge: Relies on everyday, practical knowledge; includes simple, concrete ideas <input type="radio"/> Intertextuality: No references or allusions to other texts, or outside ideas, theories, etc.