

7TH GRADE INFORMATIONAL TEXT STANDARDS BREAKDOWN: KEY IDEAS AND DETAILS

Anchor Standard/ Domain Name: Reading: Informational Text

Key Ideas and Details R.1 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

Standard Text:

RI.7.1 Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Students who can demonstrate understanding can:

- identify evidence (phrases, words or statements) that most strongly supports the central idea of a text.
- determine what textual evidence supports the character trait of a main character.
- determine how characters respond to events in a story.
- cite textual evidence via paraphrasing or direct quotes, including page/paragraph numbers, to support an idea in a text.

Vertical Alignment to Previous Grades:

RI.1.1, RI.2.1, RI.3.1, RI.4.1, RI.5.1, RI.6.1

Vertical Alignment to Future Grades:

RI.8.1, RI.9-10.1, RI.11-12.1

Clarification Statement: Students use multiple (3-5) pieces of evidence from the text to support their analyses of what the text directly and indirectly states.

Vocabulary for Teacher Development:

- **analysis** – a detailed examination of the components of a subject to understand its meaning and/or nature as a whole
- **explicit, explicitly** – stated clearly and directly, leaving no room for confusion or interpretation
- **inference** – a conclusion derived from logical reasoning following an investigation of available evidence
- **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
- **textual evidence** – evidence found within a particular text used to support or explain conclusions, opinions, and/or assertions about the text itself

Anchor Standard/ Domain Name: Reading: Informational Text

Key Ideas and Details R.2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

Standard Text:

RI.7.2. Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text

Students who can demonstrate understanding can:

- determine more than one central idea of a text.
- identify the topic sentence for a summary of a text.
- analyze the theme of a text and describe how a character's actions help to develop it.

Vertical Alignment to Previous Grades:

RI.1.2, RI.2.2, RI.3.2, RI.4.2, RI.5.2, RI.6.2

Vertical Alignment to Future Grades:

RI.8.2, RI.9-10.2, RI.11-12.2

Clarification Statement: Students establish the theme of a literary text and examine its progression throughout the text. Using the theme and key details, students summarize the text, being sure to omit any personal opinions or bias.

Vocabulary for Teacher Development:

- **analyze** – to critically examine the components of a subject to understand its meaning and/or nature as a whole
- **central idea** – the unifying concept within an informational text to which other elements and ideas relate

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| | <ul style="list-style-type: none"> • objective summary – a brief account of a text’s central or main points, themes, or ideas that is free of bias, prejudice, and personal opinion and does not incorporate outside information • summary/summarize – a brief statement of the main points of a larger work or text; the act of providing such a statement or account • text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more • theme – the subject or underlying meaning that a literary text directly or indirectly explains, develops, and/or explores |
| <p>Anchor Standard/ Domain Name: <u>Reading: Informational Text</u> <u>Key Ideas and Details R.3 Analyze</u> how and why individuals, events, or ideas develop and interact over the course of a text.</p> | |
| <p>Standard Text: RI.7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> | <p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • determine how information in a text will be used. • analyze how an author connects ideas. • explain how an author presents contrasting information in a text. |
| <p>Vertical Alignment to Previous Grades: RI.1.3, RI.2.3, RI.3.3, RI.4.3, RI.5.3, RI.6.3</p> <p>Vertical Alignment to Future Grades: RI.8.3, RI.9-10.3, RI.11-12.3</p> | <p>Clarification Statement: Students analyze the relationship between specific people, events, and concepts in a text to explain how they interact with and affect each other. For example, how ideas influence individuals or events, or how individuals influence ideas or events</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole • event – a thing that happens; an occurrence • text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more |

| INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS | |
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| Strand: | <i>Key Ideas and Details</i> |
| Standard Alignment: | RI.7.1, RI.7.2 |
| Task: | <p>After reading “Santorio Santorio and the Thermometer” by Robert Mulcahy, students must respond to the prompt:</p> <p>What was Santorio Santorio like as a person? Make a claim about what kind of person he was and defend your claim using evidence from the text.</p> <p>A strong student response where student does the thinking and references text evidence will include most of the following points:</p> <ul style="list-style-type: none"> • Santorio’s inventions were focused on improving diagnoses for patients so that doctors could treat accordingly. The thermometer is a good example: “Santorio knew the thermometer would enable doctors to determine a person’s temperature exactly, making both diagnosis and treatment more precise.” |

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| | <ul style="list-style-type: none"> • Santorio also invented the pulsilogium to improve the accuracy of measuring a patient’s pulse. For both the thermometer and the pulsilogium, Santorio kept working to improve, showing determination and commitment to reach his goal of improving lives. • Santorio invented a bathing bag for those unable to get out of bed, further showing he was committed to making those suffering more comfortable. • Santorio also introduced a way of removing bladder stones. • He taught at the university, wanting to share his knowledge with others. • He willed all of his money to schools, charities, and scientific endeavors. <p>“Santorio Santorio and the Thermometer” by Robert Mulcahy is worthy of students’ time to read and also meets the expectations for text complexity at Grade 7. The vocabulary and sentence structure may be challenging but are still accessible to the average 7th grader.</p> |
| DOK and Blooms | Level 3, Analyzing |
| Possible language objectives aligned to this task: | <ul style="list-style-type: none"> • Students will cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text that will help form the basis of their claim (i.e. “Someone who does X is an X type of person”). • Students will analyze the interaction between the individual (Santorio) and the effect of his actions on others. |
| Possible Misconceptions: | <ul style="list-style-type: none"> • Students may focus on their opinions of Santorio Santorio’s acts rather than focus on textual evidence to support their claim. • Students may cite weak evidence to support their claim instead of stronger pieces of evidence. |

| 7TH GRADE INFORMATIONAL TEXT STANDARDS BREAKDOWN: CRAFT AND STRUCTURE | |
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| Anchor Standard/ Domain Name: <u>Reading: Informational Text</u> | |
| <u>Craft and Structure R.4</u> Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. | |
| Standard Text: RI.7.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. | Students who can demonstrate understanding can: <ul style="list-style-type: none"> • determine the meaning of words from context. • highlight or underline the parts of the text that offer information about the word and write a possible definition for their word. • identify alternative words may have similar meaning. |
| Vertical Alignment to Previous Grades: RI.1.4, RI.2.4, RI.3.4, RI.4.4, RI.5.4, RI.6.4 Vertical Alignment to Future Grades: RI.8.4, RI.9-10.4, RI.11-12.4 | Clarification Statement: Students examine the text to understand the meaning of words or phrases using the context to inform their thinking. Students analyze how a word chosen by the author affects the meaning and tone of text. Vocabulary for Teacher Development: <ul style="list-style-type: none"> • analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole • phrase(s) – a small group of words representing a conceptual unit, containing either a subject or a verb, but not both. Both a subject and a verb would constitute a clause (e.g., “Running through the forest, she breathed in the fresh, crisp air.”) |

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| | <ul style="list-style-type: none"> • text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more • tone – the attitude an author takes toward the subject or topic of a text, generally revealed through word choice, perspective, or point of view |
| <p>Anchor Standard/ Domain Name: <u>Reading: Informational Text</u> <u>Craft and Structure R.5</u> Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole</p> | |
| <p>Standard Text: RI.7.5 Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.</p> | <p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • understand how sections contribute to the development of ideas in a text. • identify clues in topic sentences that tell us about the text’s structure. • create a diagram of the text’s structure and annotate the diagram, explaining how each major section contributes to the text as a whole and to the development of ideas. |
| <p>Vertical Alignment to Previous Grades: RI.1.5, RI.2.5, RI.3.5, RI.4.5, RI.5.5, RI.6.5</p> <p>Vertical Alignment to Future Grades: RI.8.5, RI.9-10.5, RI.11-12.5</p> | <p>Clarification Statement: Students examine the organizational structure of a text, including how chapters or subsections add to the overall text and to the progression of its ideas.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole • text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more |
| <p>Anchor Standard/ Domain Name: <u>Reading: Informational Text</u> <u>Craft and Structure R.6</u> Assess how point of view or purpose shapes the content and style of a text.</p> | |
| <p>Standard Text: RI.7.6 Determine an author’s point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.</p> | <p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • compare two authors’ points of view or purposes and analyze how the authors shape and present their information. • reference words, phrases, sentences, and passages that reveal the author’s point of view or purpose. • explain how the author used a text to distinguish his or her position from that of others. |
| <p>Vertical Alignment to Previous Grades: RI.1.6, RI.2.6, RI.3.6, RI.4.6, RI.5.6, RI.6.6</p> <p>Vertical Alignment to Future Grades: RI.8.6, RI.9-10.6, RI.11-12.6</p> | <p>Clarification Statement: Students establish the author’s beliefs about a subject or his/her reason for writing a text (to inform, persuade, entertain, describe) and explain how the author makes his/her point of view unique or noteworthy.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole • point of view – a narrator’s, writer’s, or speaker’s position with regard to the events of a narrative; one’s stance on events or information given his/her orientation (physically and/or mentally) to the events or information; the vantage point • purpose – the reason for a particular action or creation (e.g., literary work or speech); the reason for which something |

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| | <p>exists (e.g., to persuade, to inform, to express, and/or to entertain)</p> <ul style="list-style-type: none"> • text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more |
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| INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS | |
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| Strand: | <i>Craft and Structure</i> |
| Standard Alignment: | RI.7.4 |
| Task: | <p>After reading “The Boston Massacre” from bostonhistory.org students must answer:</p> <p>What is the meaning of the word “disperse” as it is used in paragraph 2? What context clues help you determine the word’s meaning?</p> <p>A strong response would include some or all of the following: “Disperse” in paragraph 2 of Passage 1 means “drive off.” The soldiers wanted to drive off the crowds. The context clue “gathered townspeople” tells us that the people are together in a group as does the phrase “more colonists gathered”. The sentence tells us that the sentry couldn’t “disperse” the group but could “defend themselves” which is what they might have to do if the group stayed together.</p> <p>This text is worthy of students’ time to read/view and also meet the expectations for text complexity at Grade 8. This text is moderately complex and most appropriate for grade 7. While the structure and purpose are fairly straightforward, the language demands and sentence structures are quite demanding.</p> |
| DOK and Blooms | Level 1, Understanding |
| Possible language objectives aligned to this task: | <ul style="list-style-type: none"> • Students will determine the meaning of a word as it is used in a text. • Students will provide textual evidence to support their determination of a word’s meaning. |
| Possible Misconceptions: | <ul style="list-style-type: none"> • Students may think that “disperse” means “attack” as it is posited as an alternative to “defending themselves”. |

7TH GRADE INFORMATIONAL TEXT STANDARDS BREAKDOWN: INTEGRATION OF KNOWLEDGE AND IDEAS

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| <p>Anchor Standard/ Domain Name: Reading: Informational Text <u>Integration of Knowledge and Ideas R.7</u> Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words</p> | |
| <p>Standard Text: RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).</p> | <p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • create summary statements explaining how two versions of a text are similar and different. • highlight words that have an emotional impact on the listener or viewer of an audio/video recording that is different from the impact when the words are read silently. • analyze how the produced adaptation of the original is similar to or different from the original. |
| <p>Vertical Alignment to Previous Grades: RI.1.7, RI.2.7, RI.3.7, RI.4.7, RI.5.7, RI.6.7</p> <p>Vertical Alignment to Future Grades: RI.8.7, RI.9-10.7, RI.11-12.7</p> | <p>Clarification Statement: Students explain how a written version of a text is similar to and different from an audio, video, or multimedia version of the same text. They analyze how each of these different versions depicts the subject. For example, how the delivery in an audio recording of a speech affects the impact of the written words.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole • compare – in a general sense, this is to measure or note the similarities and differences between or among objects, people, etc.; however, when used together with contrast, this refers to the highlighting of the ways in which two or more objects, people, etc. are alike or similar |
| <p>Anchor Standard/ Domain Name: Reading: Informational Text <u>Integration of Knowledge and Ideas R.8</u> Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.</p> | |
| <p>Standard Text: RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims</p> | <p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • identify sufficient evidence that supports a claim. • determine if the author has used enough relevant evidence to support his/her claims. • list the criteria for evaluating whether reasoning is sound and evidence is relevant and sufficient. • create a rubric that they use when reading arguments and claims. • differentiate between valid and invalid claims using sound reasoning and evidence. |
| <p>Vertical Alignment to Previous Grades: RI.1.8, RI.2.8, RI.3.8, RI.4.8, RI.5.8, RI.6.8</p> <p>Vertical Alignment to Future Grades: RI.8.8, RI.9-10.8, RI.11-12.8</p> | <p>Clarification Statement: Students follow and assess the argument and specific claims made in a text by judging if the reasons provided are relevant and if the evidence used is applicable and sufficient enough for supporting the claims.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • argument – value statement(s) supported by evidence whose purpose is to persuade or explain |

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| | <ul style="list-style-type: none"> • claim(s) – an assertion(s) of the truth of something, often a value statement; generally, an author uses evidence to support the assertion of truth • evaluate – to determine quality or value after careful analysis or investigation • evidence – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement • reasons/reasoning – an explanation or justification for a claim, action, or value statement; the process of thinking through an argument, forming judgments, and drawing conclusions using a process of logic • relevant – closely connected or appropriate to what is being done or considered • sound – based on reason, sense or judgment • sufficient – enough or adequate • text – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more |
| <p>Anchor Standard/ Domain Name: <u>Reading: Informational Text</u> <u>Integration of Knowledge and Ideas R.9</u> Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.</p> | |
| <p>Standard Text: RI.7.9 Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.</p> | <p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • determine how authors present information on the same topic but emphasize different ideas. • compare two authors' points of view or purposes and analyze how the authors shape and present their information. • write conclusion statements about how an event or person is presented in a positive or negative way by different authors. • assess the author's bias in each text to understand the author's perspective on the subject. |
| <p>Vertical Alignment to Previous Grades: RI.1.9, RI.2.9, RI.3.9, RI.4.9, RI.5.9, RI.6.9</p> <p>Vertical Alignment to Future Grades: RI.8.9, RI.9-10.9, RI.11-12.9</p> | <p>Clarification Statement: Students compare how multiple authors writing on the same topic strategically structure their key information by placing a strong emphasis on certain evidence or promoting certain interpretations of facts.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • analyze – to critically examine the components of a subject to understand its meaning and/or nature as a whole • evidence – facts and/or information (quotes, statistics, graphs, etc.) presented together as a body of support for a claim or value statement • interpretations – explanations or representations of what is obscure or unknown based upon the viewer's/reader's understanding of the information and/or topic; multiple interpretations are often possible based on information provided and the format/medium of presentation • topic – the subject or matter being discussed or written about in a text, speech, etc. |
| <p>Anchor Standard/ Domain Name: <u>Reading: Informational Text</u> New Mexico State Standard</p> | |
| <p>Standard Text:</p> | <p>Students who can demonstrate understanding can:</p> |

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| <p>1. Students in Grade 7 will distinguish between primary and secondary sources.</p> | <ul style="list-style-type: none"> • identify the key characteristics of a primary source and secondary source. • compare a primary source and secondary source on the same topic and analyze the difference in tone, structure and point of view. • choose a current topic and identify a primary and secondary source for that topic, describing the criteria they used to distinguish each. |
| <p>Vertical Alignment to Previous Grades: 6.1 Vertical Alignment to Future Grades: 8.1</p> | <p>Clarification Statement: Students can distinguish between primary and secondary sources and understand the defining characteristics of each and how they should be used in understanding a topic.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • primary source – immediate, first-hand account of a topic, from people who had a direct connection with it • secondary source – a text that comments on, interprets, or discusses primary sources; documents written after an event has occurred by someone who was not present. |
| <p>Anchor Standard/ Domain Name: <u>Reading: Informational Text</u> New Mexico State Standard</p> | |
| <p>Standard Text:</p> <p>2. Students in Grade 7 will describe how the media use propaganda, bias, and stereotyping to influence audiences.</p> | <p>Students who can demonstrate understanding can:</p> <ul style="list-style-type: none"> • differentiate between propoganda, bias and stereotyping and identify and analyze examples of each. • compare two media coverages of the same topic and identify the use or lack thereof of propoganda, bias and stereotyping in each. • analyze how specific word choice, graphics, pictures, headlines, etc. are used to influence an audience in a given text. |
| <p>Vertical Alignment to Previous Grades: 6.2 Vertical Alignment to Future Grades: 8.2</p> | <p>Clarification Statement: Students can explain how the media use specific techniques of propoganda, bias and stereotyping to influence an audience’s perception of a topic.</p> <p>Vocabulary for Teacher Development:</p> <ul style="list-style-type: none"> • bias – prejudice in favor of or against one thing, person, or group compared with another, usually in a way considered to be unfair • media – various means of communication such as newspaper, television and the internet. • propaganda – information, especially of a biased or misleading nature, used to promote or publicize a particular political cause or point of view • stereotyping – using a set idea about what a particular type of person is like, especially an idea that is wrong |

| INSTRUCTIONALLY EMBEDDED FORMATIVE ASSESSMENTS | |
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| Strand: | <i>Integration of Knowledge and Ideas</i> |
| Standard Alignment: | RI.7.8 |
| Task: | After reading an excerpt from “The Omnivore’s Dilemma: The Secrets Behind What You Eat” by Michael Pollan students must respond to the following prompt: |

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| | <p>Identify the paragraph in which the author provides information that helps explain why farmers embraced the use of chemical fertilizer. Highlight three sentences from that paragraph that help explain why farmers embraced the use of chemical fertilizer and explain your choices.</p> <p>A well supported argument would include some or all of the following ideas:</p> <p>Paragraph 8 explains the benefits of chemical fertilizers to farmers and thus shows the reasons farmers adopted the use of these fertilizers.</p> <ul style="list-style-type: none"> • “Since there was no need for legumes to fix nitrogen, farmers could plant corn in every field, every year.” The first statement explains how farmers increased their corn yield with chemical fertilizers. • “Animals and their pastures could be eliminated” The second statement explains farmers gained a reduction in work and expense. • “Farming became much simpler” The third statement explains the general impact on the workload of farmers. <p>This text is worthy of students’ time to read and also meets the expectations for text complexity at Grade 7. This text is moderately complex in regard to organizational structure and knowledge demands. The vocabulary and sentence structure may be challenging but are still accessible to the average 7th grader.</p> |
| DOK and Blooms | Level 3, Analyzing |
| Possible language objectives aligned to this task: | <ul style="list-style-type: none"> • Students will trace and evaluate the argument and specific claims in a text. • Students will identify specific sentences that support an argument. |
| Possible Misconceptions: | <ul style="list-style-type: none"> • Students may choose paragraph 6 which focuses on one farmer who changed fertilizing methods, rather than reasons that many farmers utilized chemical fertilizers. • Students may choose paragraph 7 which explains the systematic change that happened to modern farms with the use of chemical fertilizers rather than the reasons that farmers used them. |

7TH GRADE INFORMATIONAL TEXT STANDARDS BREAKDOWN: RANGE OF READING LEVEL AND TEXT COMPLEXITY

Anchor Standard/ Domain Name: Reading: Informational Text

Range of Reading and Level of Text Complexity R.10: Read and comprehend complex literary and informational texts independently and proficiently.

Standard Text:

RI.7.10 By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.

Students who can demonstrate understanding can:

- use a strategy or keep a purpose in mind to monitor their comprehension.
- choose an annotation tool and mark passages for new learning and confusions.
- note new ideas learned and questions raised about the topic after reading a text.
- monitor their comprehension by stopping as they are reading and asking themselves questions throughout the text.

Vertical Alignment to Previous Grades:

RI.1.10, RI.2.10, RI.3.10, RI.4.10, RI.5.10, RI.6.10

Vertical Alignment to Future Grades:

RI.8.10, RI.9-10.10, RI.11-12.10

Clarification Statement: By the end of grade 7, students competently read and understand informational texts within the 6-8 text complexity band (Lexile: 925-1185). They are able to read independently for an extended time. Students make connections to their background knowledge and relevant experiences to engage with text.

Vocabulary for Teacher Development:

- **independently** – on one’s own, without aid from another (such as a teacher)
- **informational text** – a nonfiction text whose purpose is to provide information about or explain a topic (e.g., infographic, advertisement, documentary film, etc.)
- **proficient/proficiently** – competent, skilled, and/or showing knowledge and aptitude in doing something; the level at which one is able to complete a particular skill, such as reading complex texts, with success
- **text** – anything that students can read, write, view, listen to, or explore, including books, photographs, films, articles, music, art, and more
- **text complexity band** – stratification of the levels of intricacy and/or difficulty of texts, corresponding to associated grade levels (2-3, 4-5, 6-8, 9-10, 11-12) determined by three factors: 1) qualitative dimensions (levels of meaning, language complexity as determined by the attentive reader), 2) quantitative dimensions (word length and frequency, sentence length, and cohesion), and 3) reader and task considerations (factors related to a specific reader such as motivation, background knowledge, persistence; others associated with the task itself such as the purpose or demands of the task itself).