

Selecting Text Tool

Adapted by CRESST, UCLA, 2014

Title and source: _____

Author: _____ Grade Level and area: _____

Factors Affecting Text Challenge	Notes
<p>Age appropriateness Consider:</p> <ul style="list-style-type: none">• word recognition demands (sight words & decoding)• age of the main character(s)• prior knowledge assumed by the text• maturity required to deal with the themes• familiarity of contexts, settings, and subject matter• likely interests, motivation, and experiences of readers	
<p>Complexity of ideas Consider:</p> <ul style="list-style-type: none">• accessibility of the themes• implied information or ideas (requiring readers to infer)• irony or ambiguity• abstract ideas• metaphors and other figurative or connotative language• technical information• support from illustrations, diagrams, graphs, and so on	
<p>Structure and coherence of the text Consider:</p> <ul style="list-style-type: none">• flashbacks or time shifts• narrative point of view• mixed text types• connections across the text• examples and explanations• competing information• length of paragraphs• unattributed dialogue• use of headings and subheadings	

<p>Syntactic structure of the text</p> <p>Consider:</p> <ul style="list-style-type: none"> • sentence length • the balance of simple, compound, complex, or incomplete sentences • use of passive voice or nominalization • repetition of words or phrases • changes in verb tense 	
<p>Vocabulary difficulty</p> <p>Consider:</p> <ul style="list-style-type: none"> • unfamiliar vocabulary • technical and academic terms, non-English words, and proper nouns • sentence-level and/or visual support • contextual clues • the use of a glossary or footnotes 	
<p>Length of the text</p>	

<p>Estimated reading year level:</p> <p>_____</p>	<p>Notes:</p>
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This tool is adapted with permission from the Ministry of Education, New Zealand website, www.nzcurriculum.tki.org.nz/Curriculum-resources/NZC-Updates/Issue-19-April-2012/Framework-for-estimating-text-difficulty.