

Protocol for Measuring Text Complexity

Common Core State Standards Appendix A Annotation of *Grapes of Wrath*

Text being measured: *Grapes of Wrath* by John Steinbeck

Type of Text: Literary X Informational ___



I. Quantitative Measures:

Find the appropriate grade band for the text using the chart below. (If Lexile measures are not available, you may locate the text's Lexile level at: www.Lexile.com)

Text Complexity Grade Band in the Standards	Lexile Ranges Aligned to CCR expectations
K-1	N/A
2-3	450-790
4-5	770-980
6-8	955-1155
9-10	1080-1305
11-CCR	1215-1355

Text Complexity Grade Band based upon quantitative measures from above: 680L

II. Qualitative Measures:

A. Read the text or excerpt. Record any ideas, vocabulary, or text characteristics that could make this text difficult to read.

- Character dialect (e.g., *We got a thousan' miles to go, an' we don' know if we'll make it*)
- Vocabulary that requires high levels of inferring (e.g., *humility, faltering, sullenly, snarlingly, resignedly*)
- Understanding of: Great Depression, "Okie Migration" to California, religion and music of the migrants

B. Use the *Text Complexity: Qualitative Measures Rubric* that corresponds to the appropriate text type (literary/informational). Check the appropriate boxes that correspond to each qualitative measure category. **See below**

- C. Based upon the findings from the rubric, identify the complexity descriptor for each category of qualitative measures and include any notes to extend your thinking.

Qualitative Measures Categories	Complexity Descriptor (e.g., Very Complex, Complex, Somewhat Complex, Simple)	Notes Examples: <u>Language</u> : Uses some figurative language (e.g., juxtaposing literal <i>bread</i> with the metaphorical <i>bread of knowledge</i>). <u>Knowledge Demands</u> : general background knowledge about slavery and race in mid-nineteenth-century America is helpful.
Levels of Meaning/Purpose	Very Complex	Multiple and often implicit levels of meaning. Literal level focuses on the journey of the Joads, but there are also metaphorical and philosophical levels presented in the text.
Structure	Simple	Simple, explicit, conventional Events presented in chronological order
Language Conventinality and Clarity	Somewhat Complex	Generally familiar, clear, and conversational Character dialect may be challenging Author puts a great deal of weight on certain less familiar words, such as <i>faltering</i> . Within the novel, the author combines rich, vivid, and detailed description with an economy of words that requires heavy inferencing.
Knowledge Demands	Complex	Themes are sophisticated. Students may not be able to connect to the experiences and perspectives conveyed. Readers would benefit from having knowledge about: Great Depression, the "Okie Migration" to California, and the religion and music of the migrants, but a great deal of context is provided to assist those who do not.

III. Reader-Task Considerations:

These are to be determined locally with reference to such variables as a student's motivation, knowledge, and experiences as well as purpose and the complexity of the task assigned and the questions posed.

Participants should engage in deep discussions regarding the specific text and their learners' backgrounds and needs.

IV. Recommended Placement:

Based upon the text complexity grade band derived from quantitative measures, information gathered using the qualitative rubric, and any reader-task considerations, recommend a text complexity band for this text.

(Complexity bands: K-1, 2-3, 4-5, 6-8, 9-10, or 11-12)

RECOMMENDED PLACEMENT: 9-10