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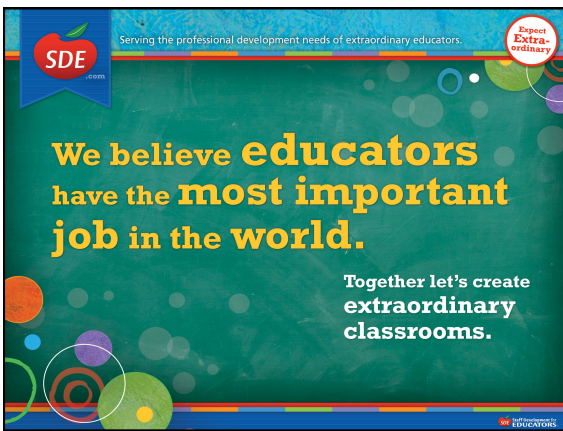
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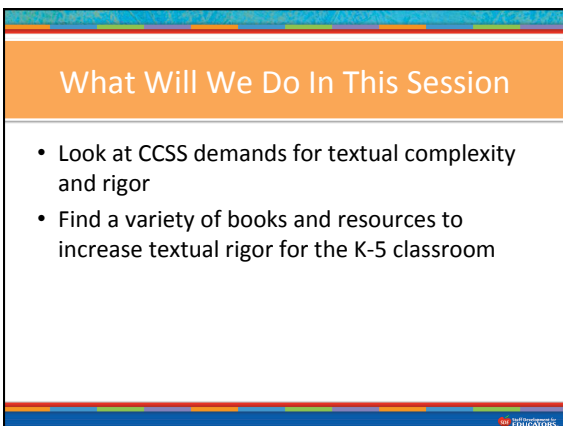
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**What does CCSS say?**

- Because informational text is emphasized so prominently in the CCSS, it is important to make the distinction between different types of texts and text structure. The CCSS Reading Standards divide text into **two main text types: literature and informational text** .



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**Textual Complexity**

**What makes a text complex and rigorous?**

**What are factors that can make a text challenging for students?**

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Determining Textual Complexity is focused on these three areas:

- Quantitative Measures*
- Qualitative Dimensions*
- Reader Considerations*

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## Quantitative Measures

Are aspects that are difficult or impossible for a person to evaluate efficiently.

Examples include word length or frequency, sentence length, and text cohesion. These are typically measured by computer software.

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## Qualitative Dimensions

Levels of Meaning (literary texts) or Purpose (informational texts)  
Structure  
Language Conventinality and Clarity  
Knowledge Demands

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## Reader Considerations

include motivation, knowledge, and experiences, while tasks to be considered take into account purpose, complexity, and questions.

Assessments made on reader and task considerations are best done by the teacher who understands the student's knowledge and experiences.

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**First, informational text** is a broad category that includes the subgenres of **exposition, argument, and functional text**. Informational text comes in many different forms, including books, magazines, handouts, brochures, CD-ROMs, journal articles, technical texts (directions, forms, and information displayed in graphs, charts, or maps), and Internet resources, and it focuses on many different topics, including those related to history, social studies, science, arts, and technical subjects.

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Literature tells a fictional story or true story or personal account; makes a comment about life; expresses emotions...  
And includes...  
**Stories** (short stories, myths, folk tales, fables, legends, adventure, autobiographies, biographies, historical fiction, realistic fiction, mysteries, science fiction, fantasies, allegories, parodies, satire, graphic novels); **drama; poetry**

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**The five Es are: engage, explore, explain, elaborate, and evaluate.**

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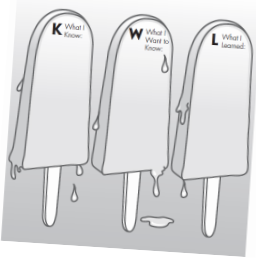
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### Engage

- The teacher and students can the engage segment by completing something like a K-W-L (i.e., what you know, what you want to know, what you learned).



The illustration shows three stylized figures standing side-by-side. The first figure on the left has a large letter 'K' on its head and the text 'What I Know' below it. The middle figure has a large letter 'W' on its head and 'What I Want to Know' below it. The third figure on the right has a large letter 'L' on its head and 'What I Learned' below it. Each figure has a small puddle of liquid dripping from its feet, suggesting they are melting or sweating.

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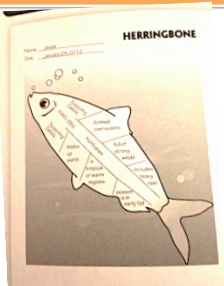
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### Explore

- Assign students flexible learning groups to read and explore the topic and question.



The illustration shows a hand-drawn diagram of a fish, specifically a herringbone. The fish is drawn in profile, facing left. The word 'HERRINGBONE' is written in bold capital letters above the fish. The body of the fish is filled with various small text labels and arrows, representing a complex network of information or a concept map related to the fish's anatomy or biology.

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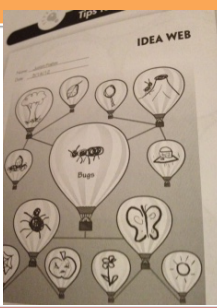
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### Explain

Students make connections to what they previously learned and to new information.



The illustration shows a hand-drawn 'IDEA WEB' diagram. It features a central lightbulb icon with the word 'Bugs' written inside it. Several lines radiate from this central lightbulb to other lightbulb icons arranged in a circle around it. Each of these surrounding lightbulbs contains a different drawing of an insect or a related concept, such as a fly, a spider, a butterfly, a flower, and a sun. The word 'IDEA WEB' is written in bold capital letters at the top of the diagram.

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## Elaborate

Students first learn everyday words when concepts are introduced and then more advanced vocabulary to connect, explain, and broaden their understanding of new information.

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## Evaluation

- Evaluation can be embedded throughout the lessons. For example, the teachers can assess whether students are learning key concepts by listening to students' questions and comments during whole-class and small-group discussions. The teachers can also examine student learning logs or notebooks.

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