**Qualitative Analysis of Text**

**Name of Text:** Linda R. Monk, *The Words We Live By: Your Annotated Guide to the Constitution*

**Lexile:** 1250

**Type of Text (Literary/Informational):** Informational

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| **Category** | **Notes and comments on text, support for placement in this band** | **Where to place within the level?** | | | |
| **Beginning**  **of Level** | **Middle of Level** | **Top of Level** | **NOT Suited**  **to Level** |
| **Structure** | The form of this piece is fairly straightforward for this level: An opening statement followed by a question then is answered by considering quotes and then offering a brief chronology. The block quote might throw some readers, but overall the structure of the explication is direct and clear. |  |  | ✓ |  |
| **Language Clarity and Conventions** | The language overall is fairly explicit and literal, but Monk uses several academic words that would be challenging to students of this level and that are important to the meaning of the essay. On the other hand, except for the quote by Marshall, the sentence structures are usually simple and direct, with a minimum of subordination. |  | ✓ |  |  |
| **Knowledge Demands** | The subject matter of the text involves some understanding of basic principles of a democratic government, but students at this level should not struggle too much with that expectation and the overarching idea (who is included in “we the people”) driving the discussion. |  | ✓ |  |  |
| **Purpose** | The purpose of the text is simple and direct, though of course the history behind answering the question is complex and multi-faceted. Those facets, however, are presented in a direct fashion directly linked to the central focus on the source of sovereignty. |  | ✓ |  |  |
| **Overall Placement** | The clarity of the explanation and the singular focus on one theme, despite the occasional academic vocabulary word and complexity of Marshall’s remarks, make this text appropriate for the beginning of the level. |  | ✓ |  |  |

**Qualitative Analysis of Text**

**Name of Text:** Martha Graham, “An Athlete of God”

**Lexile:** 970

**Type of Text (Literary/Informational):** Informational

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| **Category** | **Notes and comments on text, support for placement in this band** | **Where to place within the level?** | | | |
| **Beginning**  **of Level** | **Middle of Level** | **Top of Level** | **NOT Suited**  **to Level** |
| **Structure** | The form of this piece is likely to be challenging for this level: The overall text structures are expository rather than narrative; connections among ideas are subtle and understated; the extended comparison between dancing and living is often implicit rather than explicit. |  |  | ✓ |  |
| **Language Clarity and Conventions** | The language is usually explicit and literal, but Graham uses several academic words that are challenging at this level and important to the meaning of the essay. On the other hand, the sentence structures are usually simple and direct, with a minimum of subordination. |  | ✓ |  |  |
| **Knowledge Demands** | The subject matter of the text involves a minimum of knowledge about artistic dancing, but students in this level can be expected to have the small amount of background required for understanding Graham’s ideas. The reference to a high-wire act also calls for background knowledge that is reasonable to expect for this level, as are the mature and abstract themes of how to live one’s life. |  | ✓ |  |  |
| **Purpose** | The text contains intricate and subtle purposes, as it reflects on ideas about both professional dancing and links between dance and life. |  |  | ✓ |  |
| **Overall Placement** | The maturity of the themes, with their emphasis on hard work and disciplined practice delivering many of the elements of a life worth living, make this text appropriate for mid-level students. |  | ✓ |  |  |