

Exercise: Consider Options for Complex Texts

Teachers must be aware of what, in particular, qualifies a text to be complex. Review the three-part complexity model explained in this chapter and the reproducibles “Read-Aloud Text Complexity: Qualitative Measures Rubric—Literature” and “Read-Aloud Text Complexity: Qualitative Measures Rubric—Informational Texts” (pages 265–268) to ascertain the complexity level of any text under consideration for classroom instruction.

Use the following questions to guide this exercise.

- What plans can our team make to select appropriately challenging complex texts?

- Can we use the text as a mentor text to exemplify any of the learning targets?

- Has our team considered culturally responsive texts (chapter 9, page 239)?

- What texts do we already use, and how do they evaluate?