# Informational Texts Qualitative Analysis Tool

This tool is organized around the four categories of qualitative complexity: purpose (chiefly informational)/meaning (chiefly literary), language, structure, and knowledge. Within each category, you will first analyze the complexity level of each category, drawing from the Informational Text Qualitative Rubric, to determine what makes this text more or less complex. Then, you will identify relevant opportunities and cautions for culturally relevant pedagogy\(^1\). Note specific examples from the text that support your determinations in each section. Use these notes to plan for instruction.

<table>
<thead>
<tr>
<th>PURPOSE</th>
<th>HIGH COMPLEXITY</th>
<th>MIDDLE HIGH</th>
<th>MIDDLE LOW</th>
<th>LOW COMPLEXITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Complex, implied, and/or difficult to determine; may have multiple purposes</td>
<td>□ Implied, but can be inferred; may have multiple purposes</td>
<td>□ Implied, but easy to identify based on context</td>
<td>□ Explicitly stated</td>
<td></td>
</tr>
</tbody>
</table>

### Opportunities

- Explores **power, equity, justice, or injustice**
- Messages **disrupt stereotypes**/dominant ways of thinking.
- **Own stories** are being told (consider shared identity markers of author and characters/content, lived experiences, etc.).

### Cautions

- Messages **reinforce and accept the status quo** (e.g., do not showcase ability to organize for change, do not challenge preconceived notions).
- Messages (text/images) **reinforce dominant ways of thinking or stereotypes**.

Additional questions to ask yourself:
- How might this text connect to experiences that lead students to take action in their lives and communities? How could it be used for critical conversation?
- Whose perspective is presumed or centered in this text? How does this reflect students’ perspectives or identities?
- For which students in my class could this text serve as a mirror to their own experiences/identity? For which students in my class could this text serve as a window to new experiences/identities?\(^2\)

Text-Based Notes:\(^3\)

### STRUCTURE

<table>
<thead>
<tr>
<th>HIGH COMPLEXITY</th>
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<th>MIDDLE LOW</th>
<th>LOW COMPLEXITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ <strong>Organization</strong>: highly complex; implicit connections between ideas; conforms to the</td>
<td>□ <strong>Organization</strong>: complex; some explicit connections between ideas; may be complex; largely explicit connections between ideas;</td>
<td>□ <strong>Organization</strong>: may be complex; largely explicit connections between ideas; conforms to the</td>
<td></td>
</tr>
</tbody>
</table>

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\(^3\) Consider connections to text-specific questions to ask around particularly complex qualitative elements, the purpose for reading/re-reading, and other connections to lesson planning.
**Opportunities**

- Text features and/or graphics have potential to build on students’ understanding of themselves and their histories.
- Text features and/or graphics have the opportunity to increase awareness, appreciation, and understandings of historically marginalized communities.

**Cautions**

- Text features and/or graphics contribute to stereotypical beliefs that have been constructed in society (e.g., strict gender roles).

Additional questions to ask yourself:

- How might the identity/perspective of this author/illustrator influence the way in which they share this information?

**Text-Based Notes:**

**LANGUAGE**

<table>
<thead>
<tr>
<th>HIGH COMPLEXITY</th>
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<th>MIDDLE LOW</th>
<th>LOW COMPLEXITY</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Conventionality:</strong> contains abstract and/or figurative language</td>
<td><strong>Conventionality:</strong> occasionally contains abstract and/or figurative language</td>
<td><strong>Conventionality:</strong> largely contemporary, conversational language*</td>
<td><strong>Conventionality:</strong> contemporary, conversational language*</td>
</tr>
<tr>
<td><strong>Clarity:</strong> dense and complex language that is generally unfamiliar, archaic, discipline specific, or overly academic; language may be ambiguous or purposely misleading</td>
<td><strong>Clarity:</strong> somewhat complex language that is occasionally unfamiliar, archaic, discipline-specific, or overly academic</td>
<td><strong>Clarity:</strong> largely explicit, familiar language; easy-to-understand* and rarely archaic, discipline-specific, or overlay academic</td>
<td><strong>Clarity:</strong> clear, explicit, literal, easy-to-understand language*</td>
</tr>
</tbody>
</table>

* In making these determinations, consider the students in the room. For whom is language conversational? From whom would it be “easy-to-understand?” How does this allow you, or not allow you, to center historically and/or currently marginalized students?

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Note: Many books for the youngest students rely heavily on graphics to convey meaning and are an exception to this generalization.
<table>
<thead>
<tr>
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<th>Cautions</th>
</tr>
</thead>
<tbody>
<tr>
<td>☐ Builds <strong>academic language</strong></td>
<td>☐ Language makes <strong>generalizations</strong> or implies something is normal and absolute or a norm for all individuals and/or groups of people. Does not acknowledge or make space for different cultural norms.</td>
</tr>
<tr>
<td>☐ Provides opportunities to connect to <strong>multilingual learners</strong>' home language, based on prior knowledge or topics under study</td>
<td>☐ Language makes <strong>assumptions</strong> about a specific culture or group of people</td>
</tr>
</tbody>
</table>

Additional questions to ask yourself:
- Is the language likely to be familiar to students, and/or in language that represents the spoken language of students in the classroom? How so?
- Is there language or voice that’s local to the people, culture, country, or topic? (e.g., firsthand account, includes spoken/home language)
- How complex is the sentence structure (e.g., rich vocabulary, complex syntax, or other elements of *juicy sentences*)?

Text-Based Notes:

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**KNOWLEDGE**

<table>
<thead>
<tr>
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<tr>
<td>☐ <strong>Subject Matter Knowledge:</strong> requires extensive, perhaps <em>specialized</em> or even theoretical discipline-specific content knowledge</td>
<td>☐ <strong>Subject Matter Knowledge:</strong> requires <em>moderate levels</em> of discipline-specific content knowledge; some theoretical knowledge may enhance understanding</td>
<td>☐ <strong>Subject Matter Knowledge:</strong> everyday, practical knowledge is largely necessary; requires some discipline-specific content knowledge</td>
<td>☐ <strong>Subject Matter Knowledge:</strong> requires only everyday, practical knowledge and familiarity with conventions of the genre</td>
</tr>
<tr>
<td>☐ <strong>Intertextuality:</strong> many references to/citations of other texts or outside ideas, theories, etc.</td>
<td>☐ <strong>Intertextuality:</strong> some references to/citations of other texts or outside ideas, theories, etc.</td>
<td>☐ <strong>Intertextuality:</strong> few references to/citations of other texts or outside ideas, theories, etc.</td>
<td>☐ <strong>Intertextuality:</strong> no references to/citations of other texts or outside ideas, theories, etc.</td>
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*In making these determinations, consider the students in the room. How much do you know about students’ subject matter or content knowledge related to the content in this text? Whose knowledge are you considering as you think about what will be “specialized”? How does this allow you, or not allow you, to center historically and/or currently marginalized students?*

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5 *Juicy Sentence Guidance*, based on the work of Dr. Lily Wong Fillmore
<table>
<thead>
<tr>
<th>Opportunities</th>
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<tr>
<td>☐ Expands <em>students’ worldview</em> and/or understanding of <em>different perspectives</em></td>
<td>☐ Focuses on <em>challenges/obstacles</em> faced by historically marginalized identities</td>
</tr>
<tr>
<td>☐ Shows <em>joy, agency, creativity or resilience</em> of historically marginalized identities</td>
<td>☐ Omits or ignores historically marginalized voices, identities, or experiences</td>
</tr>
<tr>
<td>☐ Builds knowledge about a <em>topic, perspective, or event</em></td>
<td></td>
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<tr>
<td>☐ Connects to content knowledge of a <em>unit of study</em></td>
<td></td>
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<tr>
<td>☐ Connects to current events or topics that <em>matter to students</em></td>
<td></td>
</tr>
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</table>

Additional questions to ask yourself:
- How can the content of this text engage students in understanding the context or impact of real-world problems?
- For which students does this text provide opportunities to leverage their existing funds of knowledge and language resources? For which students might this text build new knowledge of others and the world?

Text-Based Notes:

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**Additional Student Considerations**

Revisit your thinking about who you are, who students are, and how that intersects with this specific text. Are there other considerations for your students when engaging with this text (e.g., cultural considerations, students’ lived experiences, etc.)?

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**Summarize Your Analysis**

Consider whether this is a grade-level text\(^6\) (quantitative and qualitative complexity), and what opportunities and cautions are present for culturally relevant content and instruction. Also think about any connections to units/topics under study, class-specific instructional needs, and how the text’s complexity may influence placement within the school year.

This text is:  
☐ Above grade level  
☐ Below grade level  
☐ Within grade level

And, has the following **opportunities** for culturally relevant pedagogy:

But, the following **cautions** for culturally relevant pedagogy need to be attended to:

**Scaffolds:** What **additional scaffolds** could support students when engaging with this text?

**Paired Resources:** What other texts, resources, or multimedia could be paired with this text (e.g., to connect to units/topics under study or present a more full depiction of the topic)?

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\(^6\) To determine if a text is of grade-level complexity: Use the quantitative measures to place a text within a grade band. Use the qualitative measures to place the text at the top, middle, or bottom of the band. Finally, consider what to do with the qualities of the text through instruction so students within a grade can access it in a meaningful way (reader and task considerations). Note that qualitative demands may cause you to determine that a text that falls outside of a specific grade band’s range is appropriate for the grade level.