



Text Complexity Analysis of: *The Book of Qualities*
by: J. Ruth Gendler
Text Type: Informational

Text Description		Recommended Complexity Band Level
<p>From Beauty to Pleasure to Terror; from Resignation to Joy- here is an insightful exploration of the rich diversity of human qualities. J. Ruth Gendler’s evocative book has its cast of familiar characters our own emotions, brought to life with a poet’s wisdom and an artist’s perspective eye. In <i>The Book of Qualities</i>’ magical community, Excitement wears orange socks, Faith lives in the same apartment building as Doubt, and Worry makes lists of everything that could go wrong while she is waiting for the train. In portraying the complexities of the psyche, Gendler uses the Qualities to bridge the distinctions between literature and psychology, and has created an original work that challenges us to look at our emotions in new and inspiring ways.</p>		<p><i>What is your final recommendation based on quantitative, qualitative, and reader-task considerations? Why?</i> The Book of Qualities is a text that can be used across multiple grade levels. The reading level makes the text accessible to readers as young as 4th grade. The content and figurative language are appropriate for older readers as this provides a more in-depth explanation of the emotions listed.</p> <p>Mark all that apply: Grade Level Band: K-5 <input checked="" type="checkbox"/> 6-8 x 9-12 <input type="checkbox"/> PD <input type="checkbox"/></p> <p>Content Area: English/Language Arts (ELA) <input checked="" type="checkbox"/> Foreign Language (FL) <input type="checkbox"/> General (G) <input type="checkbox"/> Health/Physical Education (HPE) <input type="checkbox"/> History/Social Studies (HSS) <input type="checkbox"/> Humanities (H) <input type="checkbox"/> Math (M) <input type="checkbox"/> Professional Development (PD) <input type="checkbox"/> Career and Technical Education (CTE) <input type="checkbox"/> Science (S) <input type="checkbox"/></p>
Quantitative Measure		
<p>Quantitative Measure of the Text: Lexile 800-900</p>	<p>Range: 800L-900L</p>	<p>Associated Grade Band Level: 4th to 7th grades</p>
Qualitative Measures		
<p>Text Structure (story structure or form of piece): Poetry with related illustrations. The text structure includes a variety of sentence types, complex sentences using lots of figurative language, and provides lots of information about each quality. The text is moderately complex. The emotions tie to each other in the relationships provided by living in a large city and in a large apartment complex. Some sections are longer than others based on the descriptors needed to understand each emotion.</p> <p>Language Clarity and Conventions (including vocabulary load): The poetry is moderately complex in that there is quite a bit of figurative language and new vocabulary that will require scaffolding and accommodations for understanding. The sentence structure includes a variety of types and lengths of sentences.</p> <p>Levels of Meaning (for literary texts) or Purpose (for informational texts): The lexile is on the lower end of the band for high school students. Each emotion description builds on and reflects back to the relationships that are connected within the emotions allowing readers to grasp how the emotions are intertwined within each other and can be felt at the same time as</p>		

other emotions. This interplay allows the reader to understand that emotions are not just a stand-alone meaning and are interconnected across settings.

Knowledge Demands (life, content, cultural/literary):

Even though the lexile level is on the lower end for high school, the book explores a complex topic such as emotions that is relevant to readers of all ages. A fourth grade student will not get as much meaning out of the figurative language as a ninth grade student. The figurative language helps make the text relatable and rich in details. This provides the reader with a chance to connect to the text on a deeper level each time they read it.

Considerations for Reader and Task

Possible Major Instructional Areas of Focus (include 3-4 Idaho Content Standards for ELA/Literacy) for this Text:

1. R.L11-12.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings and tone, including words with multiple meanings or powerful language that is particularly fresh, engaging, or beautiful.
2. RL.11-12.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated a text from what is really meant (e.g. satire, sarcasm, irony, or understatement).
3. RI.11-12.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes a point clear, convincing, and engaging.
4. RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Below are factors to consider with respect to the reader and task:

Potential Challenges this Text Poses:

The Lexile level would pose a challenge to my lower readers, but it is within the lexile level of most of my readers. The concepts and figurative language will be a challenge to my readers.

Differentiation/Supports for Students:

Students will need background information on similes, metaphors, and personification. Students will need vocabulary instruction on the large number of terms that are used throughout the book. Students will receive a thought catcher to draw pictures while the book is being read. Students will require frequent discussion about each of the emotions and how it relates to others.

