

Children of the Gold Rush Text Complexity

QUALITATIVE MEASURES	QUANTITATIVE MEASURES
<p>Levels of Meaning Multiple themes throughout the book increase the challenge for readers of this text. Themes include but are not limited to culture, overcoming hardships, the spirit of optimism, and the historical importance of how a group of people lived in past times. These themes are conveyed through a collection of stories. These themes will be generalized across the stories.</p> <p>Structure This narrative nonfiction text is organized as an anthology of stories. While each story is told chronologically, the collection of stories can be read in any order. In addition, each story is also told through the pictures, maps, and memorabilia that the authors have collected and showcased in the book. Cause and effect relationships contribute to the overall structure of this text.</p> <p>Language Conventionalty and Clarity Historical language and primary documents add depth to the language of this text. Domain-specific vocabulary also increases the text complexity.</p> <p>Knowledge Demands Students will need to have a great deal of background knowledge about the time period before, during, and after these stories.</p>	<p>The Lexile level for <i>Children of the Gold Rush</i> is 1070, based on word frequency and sentence length. This is in the middle of the range of the complexity band for 6th–8th grade according to the Common Core State Standards.</p> <p>READER TASK CONSIDERATIONS</p> <p>These should be determined locally with reference to motivation, knowledge, and experiences as well as to the purpose and complexity of the tasks assigned and the questions posed.</p>