<table>
<thead>
<tr>
<th>Qualitative</th>
<th>Very Complex</th>
<th>Slightly Complex</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meaning</strong></td>
<td>- Meaning: Several level/layers and competing elements of meaning that are difficult to identify, separate, and interpret; theme is implicit or subtle, often ambiguous and revealed over the entirety of the text</td>
<td>- Meaning: One level[layer of meaning; theme is obvious and revealed early in the text.</td>
</tr>
<tr>
<td><strong>Text Structure</strong></td>
<td>- Narration: Complex and/or unconventional; many shifts in point of view and/or perspective</td>
<td>- Narration: Simple and conventional; no shifts in point of view or perspective.</td>
</tr>
<tr>
<td><strong>Language Features</strong></td>
<td>- Conventionality: Dense and complex; contains abstract, ironic, and/or figurative language</td>
<td>- Conventionality: Explicit, literal, straightforward, easy to understand</td>
</tr>
<tr>
<td><strong>Knowledge Demands</strong></td>
<td>- Life Experiences: Explores many complex and sophisticated themes; experiences are distinctly different from the common reader</td>
<td>- Life Experiences: Explores a single theme; experiences portrayed are everyday and common to most readers</td>
</tr>
</tbody>
</table>
Questions to Consider in Planning for Instructional Scaffolding of Literary Text:

**Meaning:**
- Would spending time helping students to understand the multiple layers/levels of meaning present in the text be appropriate?
- Will students know in advance what they are expected to do with the information they gain from reading this text (i.e., summarize, gather and apply details, analyze, synthesize, create)?

**Text Structure:**
- Would graphic organizers or other aids be appropriate in making the structure of the text visible to students?
- Would a partial plotline, cast of characters, or some other text-based aid be appropriate in deciphering the structure of the text?
- Would previewing and discussing the graphics included with the text prior to reading be appropriate?

**Language Features:**
- Would a review of figurative, abstract, or ironic language and a modeling of how that type of language might be interpreted be appropriate?
- Would glossing certain vocabulary (particularly multiple meaning words that extend across other subject matter content areas, i.e. Tier 2 words) prior to reading be appropriate?

**Knowledge Demands:**
- What background knowledge needs to be introduced (or re-introduced) to facilitate reading success that will not supplant the actual information gained from the reading experience?
- What explicit references and/or allusions to other texts might require additional resources/opportunities for students to explore?

**General:**
- In what ways might collaborative groupings of students during the reading process be appropriate?