

Questions within the Instructional Practice Guide: Lesson Planning Tool (organized by planning module, in the order the questions appear in the tool):

Module	Navigation Item	Questions	Core Action/ Indicators from Coaching Tool
Planning a Standards-Aligned Close Reading Lesson	Text Choice	Text Selection What text will I use in the lesson?	Core Action 1: Focus each lesson on a high-quality text (or multiple texts)
	Text Analysis	Text Complexity Has this text already been evaluated for complexity	Core Action 1: Focus each lesson on a high-quality text (or multiple texts)
	Text Analysis	Text Analysis Am I confident that this text belongs at this grade at this time of year?	Core Action 1: Focus each lesson on a high-quality text (or multiple texts)
	Quantitative Measure	Quantitative Measure Select the tool you will use to determine the quantitative level? What is quantitative measure for your text?	Core Action 1: Focus each lesson on a high-quality text (or multiple texts). Indicator B: The text(s) are above the complexity level expected for the grade and time in the school year.
Planning a Standards-Aligned Close Reading Lesson - Evaluating for Qualitative Text Complexity – Literary Choice Use the attached SCASS rubric for literature to determine the	Meaning	Meaning of text	Core Action 1: Focus each lesson on a high-quality text (or multiple texts). K-2: Indicator C: The text(s) exhibit exceptional craft and thought and/or provide useful information; where appropriate the texts are richly illustrated. 3-12: Indicator C: The text(s) exhibit exceptional craft and thought and/or provide useful information.

qualitative complexity of the text.	Text Structure	Text Structure: Organization and Use of Graphics	Core Action 1: Focus each lesson on a high-quality text (or multiple texts). Indicator B: The text(s) are above the complexity level expected for the grade and time in the school year.
	Language Features	Language Features: Conventionality, Vocabulary, Sentence Structure	Core Action 1: Focus each lesson on a high-quality text (or multiple texts). Indicator B: The text(s) are above the complexity level expected for the grade and time in the school year.
	Knowledge Demands	Knowledge Demands: Life Experience, Intertextuality and Cultural Knowledge	Core Action 1: Focus each lesson on a high-quality text (or multiple texts). Indicator B: The text(s) are above the complexity level expected for the grade and time in the school year.
Planning a Standards-Aligned Close Reading Lesson - Evaluating for Qualitative Text Complexity – Informational Choice Use the attached SCASS rubric for informational text to determine the qualitative complexity of the text.	Purpose	Purpose:	Core Action 1: Focus each lesson on a high-quality text (or multiple texts). Indicator C: The text(s) exhibit exceptional craft and thought and/or provide useful information; where appropriate the texts are richly illustrated.
	Text Structure - Organization of Main Ideas, Text Features, and Use of Graphics	Text Structure: Organization of Main Ideas, Text Features, and Use of Graphics	Core Action 1: Focus each lesson on a high-quality text (or multiple texts). Indicator B: The text(s) are above the complexity level expected for the grade and time in the school year.

	Language Features - Conventionality, Vocabulary, Sentence Structure	Language Features: Conventionality, Vocabulary, Sentence Structure	Core Action 1: Focus each lesson on a high-quality text (or multiple texts). Indicator B: The text(s) are above the complexity level expected for the grade and time in the school year.
	Knowledge Demands - Subject Matter Knowledge and Intertextuality	Knowledge Demands: Subject Matter Knowledge and Intertextuality	Core Action 1: Focus each lesson on a high-quality text (or multiple texts). Indicator B: The text(s) are above the complexity level expected for the grade and time in the school year.
Reader and Task	Reader considerations	How will I focus on challenging sections of text(s) and engage students in a productive struggle through discussion questions and other supports that build toward independence?	Core Action 3: Provide all students with opportunities to engage in the work of the lesson. Indicator A: The teacher keeps all students persevering with challenging tasks. Students habitually display persistence with challenging tasks, particularly when providing textual evidence to support answers and responses, both orally and in writing.
	Reader considerations	Student Opportunities with Complex Text How will I provide students with multiple opportunities to engage with text of appropriate complexity for the grade level? How can I include appropriate scaffolding so that students will persevere through difficult sections of text?	Core Action 3: Provide all students with opportunities to engage in the work of the lesson. Indicator A: The teacher keeps all students persevering with challenging tasks. Students habitually display persistence with challenging tasks, particularly when providing textual evidence to support answers and responses, both orally and in writing.
	Reader considerations	What extensions and/or more advanced text will I provide for students who read well above the grade level text band?	Core Action 3: Provide all students with opportunities to engage in the work of the lesson. Indicator D: The teacher demonstrates awareness and appropriate action regarding the variations present in student progress toward reading independently. When appropriate, students demonstrate progress toward independence in reading and writing.

	Reader considerations	<p>Student Support</p> <p>What supports will I provide for students who read below the grade level text band?</p>	<p>Core Action 3: Provide all students with opportunities to engage in the work of the lesson.</p> <p>Indicator D: The teacher demonstrates awareness and appropriate action regarding the variations present in student progress toward reading independently.</p> <p>When appropriate, students demonstrate progress toward independence in reading and writing.</p>
	Tasks	<p>Evidence Support</p> <p>What specifically will I do to ensure students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, summaries, short responses, or formal essays?)</p>	<p>Core Action 3: Provide all students with opportunities to engage in the work of the lesson.</p> <p>Indicator B: The teacher encourages reasoning and problem solving by posing challenging questions and tasks that offer opportunities for productive struggle.</p> <p>Students persevere in solving questions and tasks in the face of initial difficulty.</p>
	Tasks	<p>How will I integrate targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules and all aspects of foundational reading for grades K-5 (if applicable)?</p>	<p>Core Action 3: Provide all students with opportunities to engage in the work of the lesson.</p> <p>K-2: Indicator E: The teacher focuses on explicitly and systematically strengthening students' reading foundational skills.</p> <p>Students demonstrate use of language conventions and decoding skills, activating such strategies as needed to read, write, and speak with grade level fluency and skill.</p> <p>3-12: Indicator E: When appropriate, the teacher explicitly attends to strengthening students' language and reading foundational skills.</p> <p>Students demonstrate use of language conventions and decoding skills, activating such strategies as needed to read, write, and speak with grade level fluency and skill.</p>
The Big Idea & Culminating Task	The Big Idea	<p>Big Idea</p> <p>What are the Big Ideas of the text?</p>	<p>Core Action 1: Focus each lesson on a high-quality text (or multiple texts).</p>

	Culminating Task	<p>Big Idea and Culminating Activity</p> <p>How will students demonstrate understanding of the Big Idea and what will the culminating activity be?</p> <p>How will I provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and/or reflection?</p>	<p>Core Action 1: Focus each lesson on a high-quality text (or multiple texts).</p> <p>K-2: Indicator C: The text(s) exhibit exceptional craft and thought and/or provide useful information; where appropriate the texts are richly illustrated.</p> <p>3-12: Indicator C: The text(s) exhibit exceptional craft and thought and/or provide useful information.</p>
Text-Dependent Questions, Activities and Tasks	Creation of Text-Dependent Questions, Activities, & Tasks	<p>Text Dependent Questions and Activities</p> <p>Create a series of questions structured to bring the reader to an understanding of the text. Then, create an activity to go with each question. Consider, how students will engage with this text-dependent question or how they will answer the question? (e.g. Think, Pair, Share; journal; small group discussion, act it out, etc..)</p> <p>When you are done, sequence the questions you created in the order that you would ask them so as to guide students to the central idea and development of the text. Drag and drop questions by clicking on [insert icon].</p>	Core Action 2: Employ questions and tasks, both oral and written, that are text specific and reflect the standards.
	Vocabulary	<p>Vocabulary</p> <p>What vocab words demand time and attention because they are critical to comprehension or are related to the big picture? Once you have determined these words, you may choose to create additional text-dependent questions to address this vocabulary.</p>	<p>Core Action 2: Employ questions and tasks, both oral and written, that are text specific and reflect the standards.</p> <p>Indicator C: Questions and tasks attend to the words, phrases and sentences within the text.</p>
Add Standards	Standards	What standard(s) am I targeting in this lesson?	<p>Core Action 1: Focus each lesson on a high-quality text (or multiple texts).</p> <p>Core Action 2: Employ questions and tasks, both oral and written, that are text specific and reflect the standards.</p>

Questions within the Instructional Practice Guide: Lesson Planning Tool (organized by Core Action and Indicator from the Instructional Practice Guide: Coaching Tool):

This format was created to help to facilitate discussion with a peer, coach, or supervisor who is using the Coaching Tool for non-evaluative observation.

Core Action/ Indicators from Coaching Tool	Module	Navigation Items	Associated Questions
Core Action 1: Focus each lesson on a high-quality text (or multiple texts)	Planning a Standards-Aligned Close Reading Lesson	Text Choice	Text Selection What text will I use in the lesson?
	Planning a Standards-Aligned Close Reading Lesson	Text Analysis	Text Complexity Has this text already been evaluated for complexity
	Planning a Standards-Aligned Close Reading Lesson	Text Analysis	Text Analysis Am I confident that this text belongs at this grade at this time of year?
	The Big Idea & Culminating Task	The Big Idea	Big Idea What are the Big Ideas of the text?
Core Action 1: Focus each lesson on a high-quality text (or multiple texts). Core Action 2: Employ questions and tasks, both oral and written, that are text specific and reflect the standards.	Add Standards	Standards	What standard(s) am I targeting in this lesson? Start typing below to pull up one or more grade-level standards.
Core Action 1: Focus each lesson on a high-quality text (or multiple texts). Indicator B: The text(s) are above the complexity level expected for the grade and time in the school year.	Planning a Standards-Aligned Close Reading Lesson	Quantitative Measure	Quantitative Measure Select the tool you will use to determine the quantitative level? What is quantitative measure for your text?
	Planning a Standards-Aligned Close Reading Lesson - Evaluating for Qualitative Text Complexity	Text Structure	Text Structure: Organization and Use of Graphics - Literary Choice Use the attached SCASS rubric for literature to determine the qualitative complexity of the text.

	Planning a Standards-Aligned Close Reading Lesson - Evaluating for Qualitative Text Complexity	Language Features	<p>Language Features: Conventionality, Vocabulary, Sentence Structure - Literary Choice</p> <p>Use the attached SCASS rubric for literature to determine the qualitative complexity of the text.</p>
	Planning a Standards-Aligned Close Reading Lesson - Evaluating for Qualitative Text Complexity	Knowledge Demands	<p>Knowledge Demands: Life Experience, Intertextuality and Cultural Knowledge - Literary Choice</p> <p>Use the attached SCASS rubric for literature to determine the qualitative complexity of the text.</p>
	Planning a Standards-Aligned Close Reading Lesson - Evaluating for Qualitative Text Complexity	Text Structure	<p>Text Structure: Organization of Main Ideas, Text Features, and Use of Graphics - Informational Choice</p> <p>Use the attached SCASS rubric for informational text to determine the qualitative complexity of the text.</p>
	Planning a Standards-Aligned Close Reading Lesson - Evaluating for Qualitative Text Complexity	Language Features	<p>Language Features: Conventionality, Vocabulary, Sentence Structure - Informational Choice</p> <p>Use the attached SCASS rubric for informational text to determine the qualitative complexity of the text.</p>
	Planning a Standards-Aligned Close Reading Lesson - Evaluating for Qualitative Text Complexity	Knowledge Demands	<p>Knowledge Demands: Subject Matter Knowledge and Intertextuality - Informational Choice</p> <p>Use the attached SCASS rubric for informational text to determine the qualitative complexity of the text.</p>

<p>Core Action 1: Focus each lesson on a high-quality text (or multiple texts). K-2: Indicator C: The text(s) exhibit exceptional craft and thought and/or provide useful information; where appropriate the texts are richly illustrated. 3-12: Indicator C: The text(s) exhibit exceptional craft and thought and/or provide useful information.</p>	<p>Planning a Standards-Aligned Close Reading Lesson - Evaluating for Qualitative Text Complexity</p>	<p>Meaning</p>	<p>Meaning of text - Literary Choice</p> <p>Use the attached SCASS rubric for literature to determine the qualitative complexity of the text.</p>
	<p>Planning a Standards-Aligned Close Reading Lesson - Evaluating for Qualitative Text Complexity</p>	<p>Purpose</p>	<p>Purpose - Informational Choice</p> <p>Use the attached SCASS rubric for informational text to determine the qualitative complexity of the text.</p>
	<p>The Big Idea & Culminating Task</p>	<p>Culminating Task</p>	<p>Big Idea and Culminating Activity</p> <p>How will students demonstrate understanding of the Big Idea and what will the culminating activity be? How will I provide for authentic learning, application of literacy skills, student-directed inquiry, analysis, evaluation and/or reflection?</p>
<p>Core Action 2: Employ questions and tasks, both oral and written, that are text specific and reflect the standards.</p>	<p>Text-Dependent Questions, Activities and Tasks</p>	<p>Creation of Text-Dependent Questions, Activities, & Tasks</p>	<p>Text Dependent Questions and Activities</p> <p>Create a series of questions structured to bring the reader to an understanding of the text. Then, create an activity to go with each question. Consider, how students will engage with this text-dependent question or how they will answer the question? (e.g. Think, Pair, Share; journal; small group discussion, act it out, etc..)</p> <p>When you are done, sequence the questions you created in the order that you would ask them so as to guide students to the central idea and development of the text. Drag and drop questions by clicking on [insert icon].</p>

<p>Core Action 2: Employ questions and tasks, both oral and written, that are text specific and reflect the standards. Indicator C: Questions and tasks attend to the words, phrases and sentences within the text.</p>	<p>Planning a Standards-Aligned Close Reading Lesson - Evaluating for Qualitative Text Complexity</p>	<p>Language Features- Vocabulary</p>	<p>Language Features: Conventionality, Vocabulary, Sentence Structure Structure</p> <p>Evaluate the complexity of the text by selecting one of the following:</p>
	<p>Planning a Standards-Aligned Close Reading Lesson - Evaluating for Qualitative Text Complexity</p>	<p>Language Features - Vocabulary</p>	<p>Language Features: Conventionality, Vocabulary [bold], Sentence Structure</p> <p>Evaluate the complexity of the text by selecting one of the following:</p>
		<p>Vocabulary</p>	<p>Vocabulary</p> <p>What vocab words demand time and attention because they are critical to comprehension or are related to the big picture? Once you have determined these words, you may choose to create additional text-dependent questions to address this vocabulary.</p>
<p>Core Action 3: Provide all students with opportunities to engage in the work of the lesson. Indicator A: The teacher keeps all students persevering with challenging tasks. Students habitually display persistence with challenging tasks, particularly when providing textual evidence to support answers and responses, both orally and in writing.</p>	<p>Reader and Task</p>	<p>Reader considerations</p>	<p>How will I focus on challenging sections of text(s) and engage students in a productive struggle through discussion questions and other supports that build toward independence?</p>
	<p>Reader and Task</p>	<p>Reader considerations</p>	<p>Student Opportunities with Complex Text</p> <p>How will I provide students with multiple opportunities to engage with text of appropriate complexity for the grade level? How can I include appropriate scaffolding so that students will persevere through difficult sections of text?</p>

<p>Core Action 3: Provide all students with opportunities to engage in the work of the lesson.</p> <p>Indicator B: The teacher encourages reasoning and problem solving by posing challenging questions and tasks that offer opportunities for productive struggle. Students persevere in solving questions and tasks in the face of initial difficulty.</p>	Reader and Task	Tasks	<p>Evidence Support</p> <p>What specifically will I do to ensure students draw evidence from texts to produce clear and coherent writing that informs, explains, or makes an argument in various written forms (e.g., notes, summaries, short responses, or formal essays?)</p>
<p>Core Action 3: Provide all students with opportunities to engage in the work of the lesson.</p> <p>Indicator D: The teacher demonstrates awareness and appropriate action regarding the variations present in student progress toward reading independently.</p> <p>When appropriate, students demonstrate progress toward independence in reading and writing.</p>	Reader and Task	Reader considerations	<p>What extensions and/or more advanced text will I provide for students who read well above the grade level text band?</p>
	Reader and Task	Reader considerations	<p>Student Support</p> <p>What supports will I provide for students who read below the grade level text band?</p>
<p>Core Action 3: Provide all students with opportunities to engage in the work of the lesson.</p> <p>K-2: Indicator E: The teacher focuses on explicitly and systematically strengthening students' reading foundational skills.</p> <p>Students demonstrate use of language conventions and decoding skills, activating such strategies as needed to read, write, and speak with grade level fluency and skill.</p> <p>3-12: Indicator E: When appropriate, the teacher explicitly attends to strengthening students' language and reading foundational skills.</p> <p>Students demonstrate use of language conventions and decoding skills, activating such strategies as needed to read, write, and speak with grade level fluency and skill.</p>	Reader and Task	Tasks	<p>How will I integrate targeted instruction in such areas as grammar and conventions, writing strategies, discussion rules and all aspects of foundational reading for grades K-5 (if applicable)?</p>

<p>Core Action 1: Focus each lesson on a high-quality text (or multiple texts).</p> <p>Core Action 2: Employ questions and tasks, both oral and written, that are text specific and reflect the standards.</p>	Add Standards	Standards	<p>What standard(s) am I targeting in this lesson? Start typing below to pull up one or more grade-level standards.</p>
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Text Complexity: Qualitative Measures Rubric¹

LITERATURE

Text Title _____

Text Author _____

	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
TEXT STRUCTURE	<ul style="list-style-type: none"> ○ Organization: Is intricate with regard to such elements as point of view, time shifts, multiple characters, storylines and detail ○ Use of Graphics: If used, illustrations or graphics are essential for understanding the meaning of the text 	<ul style="list-style-type: none"> ○ Organization: May include subplots, time shifts and more complex characters ○ Use of Graphics: If used, illustrations or graphics support or extend the meaning of the text 	<ul style="list-style-type: none"> ○ Organization: May have two or more storylines and occasionally be difficult to predict ○ Use of Graphics: If used, a range of illustrations or graphics support selected parts of the text 	<ul style="list-style-type: none"> ○ Organization: Is clear, chronological or easy to predict ○ Use of Graphics: If used, either illustrations directly support and assist in interpreting the text or are not necessary to understanding the meaning of the text
LANGUAGE FEATURES	<ul style="list-style-type: none"> ○ Conventionality: Dense and complex; contains abstract, ironic, and/or figurative language ○ Vocabulary: Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading ○ Sentence Structure: Mainly complex sentences with several subordinate clauses or phrases; sentences often contain multiple concepts 	<ul style="list-style-type: none"> ○ Conventionality: Fairly complex; contains some abstract, ironic, and/or figurative language ○ Vocabulary: Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic ○ Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words 	<ul style="list-style-type: none"> ○ Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning ○ Vocabulary: Mostly contemporary, familiar, conversational; rarely unfamiliar or overly academic ○ Sentence Structure: Primarily simple and compound sentences, with some complex constructions 	<ul style="list-style-type: none"> ○ Conventionality: Explicit, literal, straightforward, easy to understand ○ Vocabulary: Contemporary, familiar, conversational language ○ Sentence Structure: Mainly simple sentences
MEANING	<ul style="list-style-type: none"> ○ Meaning: Multiple competing levels 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 	<ul style="list-style-type: none"> ○ Meaning: Multiple levels of meaning that may be difficult to identify or separate; theme is implicit or subtle and may be revealed over the entirety of the text 	<ul style="list-style-type: none"> ○ Meaning: Multiple levels of meaning clearly distinguished from each other; theme is clear but may be conveyed with some subtlety 	<ul style="list-style-type: none"> ○ Meaning: One level of meaning; theme is obvious and revealed early in the text.
KNOWLEDGE DEMANDS	<ul style="list-style-type: none"> ○ Life Experiences: Explores complex, sophisticated or abstract themes; experiences portrayed are distinctly different from the common reader ○ Intertextuality and Cultural Knowledge: Many references or allusions to other texts or cultural elements 	<ul style="list-style-type: none"> ○ Life Experiences: Explores themes of varying levels of complexity or abstraction; experiences portrayed are uncommon to most readers ○ Intertextuality and Cultural Knowledge: Some references or allusions to other texts or cultural elements 	<ul style="list-style-type: none"> ○ Life Experiences: Explores several themes; experiences portrayed are common to many readers ○ Intertextuality and Cultural Knowledge: Few references or allusions to other texts or cultural elements 	<ul style="list-style-type: none"> ○ Life Experiences: Explores a single theme; experiences portrayed are everyday and common to most readers ○ Intertextuality and Cultural Knowledge: No references or allusions to other texts or cultural elements

¹ Adapted from Appendix A: Research Supporting Key Elements of the Standards, Common Core State Standards for English Language Arts and Literacy in History/Social Studies and Science and Technical Subjects (2010).

Text Complexity: Qualitative Measures Rubric

INFORMATIONAL TEXTS

Text Title_____

Text Author_____

	Exceedingly Complex	Very Complex	Moderately Complex	Slightly Complex
TEXT STRUCTURE	<ul style="list-style-type: none"> ○ Organization: Connections between an extensive range of ideas, processes or events are deep, intricate and often ambiguous; organization is intricate or discipline-specific ○ Text Features: If used, are essential in understanding content ○ Use of Graphics: If used, intricate, extensive graphics, tables, charts, etc., are extensive are integral to making meaning of the text; may provide information not otherwise conveyed in the text 	<ul style="list-style-type: none"> ○ Organization: Connections between an expanded range ideas, processes or events are often implicit or subtle; organization may contain multiple pathways or exhibit some discipline-specific traits ○ Text Features: If used, directly enhance the reader's understanding of content ○ Use of Graphics: If used, graphics, tables, charts, etc. support or are integral to understanding the text 	<ul style="list-style-type: none"> ○ Organization: Connections between some ideas or events are implicit or subtle; organization is evident and generally sequential or chronological ○ Text Features: If used, enhance the reader's understanding of content ○ Use of Graphics: If used, graphic, pictures, tables, and charts, etc. are mostly supplementary to understanding the text 	<ul style="list-style-type: none"> ○ Organization: Connections between ideas, processes or events are explicit and clear; organization of text is chronological, sequential or easy to predict ○ Text Features: If used, help the reader navigate and understand content but are not essential to understanding content. ○ Use of Graphics: If used, graphic, pictures, tables, and charts, etc. are simple and unnecessary to understanding the text but they may support and assist readers in understanding the written text
LANGUAGE FEATURES	<ul style="list-style-type: none"> ○ Conventionality: Dense and complex; contains considerable abstract, ironic, and/or figurative language ○ Vocabulary: Complex, generally unfamiliar, archaic, subject-specific, or overly academic language; may be ambiguous or purposefully misleading ○ Sentence Structure: Mainly complex sentences with several subordinate clauses or phrases and transition words; sentences often contains multiple concepts 	<ul style="list-style-type: none"> ○ Conventionality: Fairly complex; contains some abstract, ironic, and/or figurative language ○ Vocabulary: Fairly complex language that is sometimes unfamiliar, archaic, subject-specific, or overly academic ○ Sentence Structure: Many complex sentences with several subordinate phrases or clauses and transition words 	<ul style="list-style-type: none"> ○ Conventionality: Largely explicit and easy to understand with some occasions for more complex meaning ○ Vocabulary: Mostly contemporary, familiar, conversational; rarely overly academic ○ Sentence Structure: Primarily simple and compound sentences, with some complex constructions 	<ul style="list-style-type: none"> ○ Conventionality: Explicit, literal, straightforward, easy to understand ○ Vocabulary: Contemporary, familiar, conversational language ○ Sentence Structure: Mainly simple sentences
PURPOSE	<ul style="list-style-type: none"> ○ Purpose: Subtle and intricate, difficult to determine; includes many theoretical or abstract elements 	<ul style="list-style-type: none"> ○ Purpose: Implicit or subtle but fairly easy to infer; more theoretical or abstract than concrete 	<ul style="list-style-type: none"> ○ Purpose: Implied but easy to identify based upon context or source 	<ul style="list-style-type: none"> ○ Purpose: Explicitly stated, clear, concrete, narrowly focused
KNOWLEDGE DEMANDS	<ul style="list-style-type: none"> ○ Subject Matter Knowledge: Relies on extensive levels of discipline-specific or theoretical knowledge; includes a range of challenging abstract concepts ○ Intertextuality: Many references or allusions to other texts or outside ideas, theories, etc. 	<ul style="list-style-type: none"> ○ Subject Matter Knowledge: Relies on moderate levels of discipline-specific or theoretical knowledge; includes a mix of recognizable ideas and challenging abstract concepts ○ Intertextuality: Some references or allusions to other texts or outside ideas, theories, etc. 	<ul style="list-style-type: none"> ○ Subject Matter Knowledge: Relies on common practical knowledge and some discipline-specific content knowledge; includes a mix of simple and more complicated, abstract ideas ○ Intertextuality: Few references or allusions to other texts or outside ideas, theories, etc 	<ul style="list-style-type: none"> ○ Subject Matter Knowledge: Relies on everyday, practical knowledge; includes simple, concrete ideas ○ Intertextuality: No references or allusions to other texts, or outside ideas, theories, etc.