

The TNReady English Language Arts Passage Specifications document is guideline for test developers to follow when selecting passages for TNReady. While classroom teachers can glean some useful information from the passage specifications, the document’s primary purpose is for assessment development. This document provides instructional implications for texts on TNReady.

	Passage Specifications Document	Instructional Implications																								
Passages	<p>Passages should be content rich, challenging, and well crafted, representing quality writing of professional caliber in their genre and subject matter. History/social studies and science/technical texts should reflect the quality of writing that is produced by authorities in the particular academic discipline and enable students to develop rich content knowledge. Informational texts may use informational or narrative structures; both structures should be represented. Most informational texts with narrative structures are found in history and literary nonfiction; science texts with a full narrative structure should be avoided when possible.</p>	<p>Teachers and curriculum developers should also select passages that are rich, challenging, well crafted, and representing quality writing.</p>																								
Passage Length and Complexity (Quantitative)	<p>The length and complexity of texts should vary within each grade-level assessment. Readability metrics and word count should be used to measure the text complexity of TNReady passages.</p> <table border="1" data-bbox="263 974 989 1262"> <thead> <tr> <th>Grade Bandⁱ</th> <th>Flesch-Kincaidⁱⁱ</th> <th>The Lexile Framework[®]</th> <th>Reading Maturity</th> </tr> </thead> <tbody> <tr> <td>2nd–3rd</td> <td>1.98–5.34</td> <td>420–820</td> <td>3.53–6.13</td> </tr> <tr> <td>4th–5th</td> <td>4.51–7.73</td> <td>740–1010</td> <td>5.42–7.92</td> </tr> <tr> <td>6th–8th</td> <td>6.51–10.34</td> <td>925–1185</td> <td>7.04–9.57</td> </tr> <tr> <td>9th–10th</td> <td>8.32–12.12</td> <td>1050–1335</td> <td>8.41–10.81</td> </tr> <tr> <td>11th–CCR</td> <td>10.34–14.2</td> <td>1185–1385</td> <td>9.57–12.00</td> </tr> </tbody> </table>	Grade Band ⁱ	Flesch-Kincaid ⁱⁱ	The Lexile Framework [®]	Reading Maturity	2 nd –3 rd	1.98–5.34	420–820	3.53–6.13	4 th –5 th	4.51–7.73	740–1010	5.42–7.92	6 th –8 th	6.51–10.34	925–1185	7.04–9.57	9 th –10 th	8.32–12.12	1050–1335	8.41–10.81	11 th –CCR	10.34–14.2	1185–1385	9.57–12.00	<p>Teachers should also select texts of varying length and complexity. However, while TNReady passages must remain within these guidelines, classroom teachers have wide discretion in selecting texts for their classrooms. In addition to the quantitative measures, teachers should use the qualitative measure and reader & task considerations when selecting texts for students. As a result, sometimes students will read texts that are above the quantitative measure in class; conversely, sometimes students will read texts that are below the quantitative measures in class.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Passage Word Count</p>	<p>TNReady has guidelines for the number of words per passage.</p> <table border="1" data-bbox="435 262 813 667"> <thead> <tr> <th>Grade</th> <th>Range of Number of Words*</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>100–700</td> </tr> <tr> <td>4</td> <td>100–900</td> </tr> <tr> <td>5</td> <td>200–1000</td> </tr> <tr> <td>6</td> <td>200–1100</td> </tr> <tr> <td>7</td> <td>300–1100</td> </tr> <tr> <td>8</td> <td>350–1200</td> </tr> <tr> <td>9</td> <td>350–1300</td> </tr> <tr> <td>10</td> <td>350–1350</td> </tr> <tr> <td>11</td> <td>350–1400</td> </tr> </tbody> </table>	Grade	Range of Number of Words*	3	100–700	4	100–900	5	200–1000	6	200–1100	7	300–1100	8	350–1200	9	350–1300	10	350–1350	11	350–1400	<p>Because TNReady is a timed test, it is critical that the texts student read have a limited number of words. While this is a good guideline for test developers, it is not a good guideline for classroom instruction.</p> <p>For example, on TNReady, students may closely read a soliloquy from Hamlet—in class, students would read the entire play, gaining an understanding of the language and universal themes. Teachers should know this guideline exists, but should not be restricted to these numbers in their classrooms.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Passage Complexity (Qualitative)</p>	<p>After quantitative measures can be used to place a passage within a grade band, qualitative measures are needed to help pinpoint the specific grade for which a passage is appropriate. The Text Complexity Worksheet at the end of this document should be completed for each passage or passage set.</p> <p>There are a few exceptions to the requirement for use of quantitative measures. It is not possible to produce an accurate quantitative estimate for some types of passages (e.g., poems or passages with a great deal of dialogue). In these instances, a qualitative measure should be used, along with the expert judgment of Tennessee educators.</p>	<p>Teachers should be very attentive to the qualitative measures of text. This measure, in the classroom, is just as important as the quantitative measure and must be used to make instructional choices. This means that teachers should engage in analyzing complex texts during PLC or other planning time before they use them in the classroom.</p>																				
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Text Types</p>	<p>In broad terms, texts are categorized as either literary or informational. Literary texts include fiction, drama, and poetry, and multi-media texts. Informational texts include a broad range of text types and topics, including literary nonfiction, history/social science, science/ technical, and digital texts.</p> <p>A chart showing the text types within the Tennessee Standards classifications for literary and informational texts appear in the Passage Specifications document on pages XXX-XXX.</p>	<p>The text types are very relevant to teachers making instructional decisions. These guidelines show the kinds of texts (both literary and informational) that students can be asked to read and analyze at every grade band. Teachers should make sure to include this range of text types during the school year.</p>																				

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Informational : Literary Balance</p>	<p>This demonstrates the balance of literary and informational texts students will see on TNReady.</p> <table border="1" data-bbox="428 262 818 667"> <thead> <tr> <th>Grade</th> <th>Informational: Literary</th> </tr> </thead> <tbody> <tr> <td>3</td> <td>50% : 50%</td> </tr> <tr> <td>4</td> <td>50% : 50%</td> </tr> <tr> <td>5</td> <td>50% : 50%</td> </tr> <tr> <td>6</td> <td>50% : 50%</td> </tr> <tr> <td>7</td> <td>50% : 50%</td> </tr> <tr> <td>8</td> <td>50% : 50%</td> </tr> <tr> <td>9</td> <td>70% : 30%</td> </tr> <tr> <td>10</td> <td>70% : 30%</td> </tr> <tr> <td>11</td> <td>70% : 30%</td> </tr> </tbody> </table>	Grade	Informational: Literary	3	50% : 50%	4	50% : 50%	5	50% : 50%	6	50% : 50%	7	50% : 50%	8	50% : 50%	9	70% : 30%	10	70% : 30%	11	70% : 30%	<p>Teachers should know this balance exists, and should strike to achieve the same balance in their classrooms. It is important to note, however, that the balance for secondary students is meant to occur throughout the school day—not just in the ELA class. District and school leaders make decisions about how this balance is achieved within the school.</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Seminal and Foundational Texts</p>	<p>Foundational literary texts include literature that addresses prominent themes, literary movements, schools of thought, or topics (political, social, or economic) within a given time period, including works of major writers in a variety of genres. Often, foundational texts in literary terms introduce concepts, ideas, metaphors, etc., that have influenced other texts or a literary or historical movement, and/or have been widely alluded to in other texts of literary merit written subsequent to the publication of the proposed text stimulus.</p> <p>At the high school level, three standards in the informational reading standards call on students to read seminal and foundational US documents of historical and literary significance. The focus on seminal and foundational US documents was suggested (and in some cases explicitly named) because:</p> <ol style="list-style-type: none"> 1. These texts are practical and educationally powerful, ensuring rigor and quality in terms of what students will be asked to read. Being able to handle informational texts of this nature is a strong predictor of college and career readiness, and prepares students for a wide range of reading challenges. 2. Overall, they invite careful and close analysis, making them ideal for instruction and for assessment. They are brief enough to be ideal for classroom use and typically can be excerpted beautifully for assessment use because of the density and repetition of ideas. 3. Lastly, grasping the import of these works reflects an understanding and commitment to participating in the civic life of the country. It is striking how much of political conversation of the US returns to the Founding Documents and the Great Conversation that they continue to generate. They are essential for access into public discourse and being an informed citizen. 	<p>Foundational texts must have a place in the ELA and social studies classroom. Teachers should make sure students have experience closely and deeply reading and discussing these important texts. Both ELA and social studies teachers should engage in the work of analyzing and deconstructing foundational texts. Whenever possible, students should read primary source documents, the text itself.</p>																				

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Pairings of Multiple Passages</p>	<p>Pairings of multiple passages should contain features that allow assessment of standards that require more than one text. This may include:</p> <ul style="list-style-type: none"> • literary passages with related themes, settings, plots, or other literary elements that allow significant points of comparison between texts • informational passages with related focused ideas about topics, allowing significant comparisons between the text in terms of point of view and focus, use of evidence, differences in emphasis, etc. • passages that contain ideas or events that have been reused and changed from an original text to a derivative text, allowing meaningful analysis of how the ideas have been transformed • informational passages (including visual and quantitative representations of information) that lend themselves to synthesis of ideas, allowing students to develop an understanding of a topic using multiple sources • passages that contain different text structures, allowing students to compare and contrast text structures between texts 	<p>Paired passages should be taught in the classroom. Students should have experiences closely reading multiple texts that are linked (by theme, by setting, by plot, or by other literary elements) and conducting analyses between texts.</p>
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