

****THIS DOCUMENT MUST BE READ RIGHT TO LEFT WITH THE INTENT TO MOVE STUDENTS FROM TO LEFT TO RIGHT TO MORE COMPLEX TEXTS**

****THIS DOCUMENT MUST BE USED IN CONJUNCTION WITH THE TEXT COMPLEXITY GRADIENT**

“Pre-Conventional” Object / Action / Environmental Cue as Text	“Pre-Conventional” Picture as Text	“Pre-Conventional” Symbol as Text	“Pre-Gradient” Words as Text	
<ul style="list-style-type: none"> • Exist in the real world • Performance of action as text • Actual object v. miniature object • Action as text • Multiple representation • Attending to action/object/person 	<ul style="list-style-type: none"> • TOBI (True Object Based Icon) (cut out of picture) • Two-dimensional photo • Picture in front of student • Variety of media depicting the object (painting, illustration.) • Video 	<ul style="list-style-type: none"> • Bold enlarged symbol • Number of symbols on page • Symbol or icon can be enlarged or reduced • May or may not be paired with written word • Multiple representation of similar symbols • Vertical or horizontal representation 	<ul style="list-style-type: none"> • Spacing of words • Variations of font (sizes, colors, types) • Number of words on a page • Isolated/simple illustrations • Labeling • Color coding • Minimal distractions on page • Glossary is digitally linked to relevant images • Digital format allows for link to audio pronunciation of the word • Picture directly supports word • Consistent placement of word on page 	<p>Layout</p>
<ul style="list-style-type: none"> • Modify interaction • Multiple representations of same item • Multiple themes, “function of objects” “things we drink” 	<ul style="list-style-type: none"> • Conveys a basic message • One picture 	<ul style="list-style-type: none"> • Clear, concise • Single word picture association • Single/multiple topics • Single/multiple messages 	<ul style="list-style-type: none"> • Simple idea • Simple word association • Single topic • Single message • Related to the student and serves a function • Familiar and/or sight words • Survival/functional words • Nouns or verbs 	<p>Purpose and Meaning</p>

“Pre-Conventional” Object / Action / Environmental Cue as Text	“Pre-Conventional” Picture of Object as Text	“Pre-Conventional” Symbol as Text	“Pre-Gradient” Word as Text	
<ul style="list-style-type: none"> • Common representation of an object • Object is consistent in its design • Multiple representations of object 	<ul style="list-style-type: none"> • TOBI (True Object Based Icon) • Photograph • Black and white photo • Variety of media 	<ul style="list-style-type: none"> • Sequence of symbols • Connections among symbols and topics are explicit and clear • Organization of symbols is chronological and easy to predict 	<ul style="list-style-type: none"> • Repetitive lines • Labeling pictures with words • Directionality • Words are clearly linked to a topic • Connections among ideas are clear and explicit 	<p style="text-align: center;">Structure</p> <p style="text-align: center;">.....</p>
<ul style="list-style-type: none"> • Multiple representation of objects • Familiar objects • Multiple features of an object • Function of an object • Classification of an object 	<ul style="list-style-type: none"> • Photograph in the context of use or function • Familiar pictures • Picture in isolation • Picture that addresses function 	<ul style="list-style-type: none"> • Literal symbols • Very familiar vocabulary • Context dependent words 	<ul style="list-style-type: none"> • Single words • Concrete language • Relatable and familiar vocabulary • Word is in isolation • Words in short phrases • Descriptive words and nouns 	<p style="text-align: center;">.....</p> <p style="text-align: center;">Language Features</p>

<p>“Pre-Conventional” Object as Text</p>	<p>“Pre-Conventional” Picture of Object as Text</p>	<p>“Pre-Conventional” Symbol of Object as Text</p>	<p>“Pre-Gradient” Words as Text</p>	
<ul style="list-style-type: none"> • Prior knowledge of object (OR) • Prior knowledge of same and difference (OR) • Ability to attend to /engage with an object 	<ul style="list-style-type: none"> • Prior knowledge about the object • Prior knowledge of same and difference • Ability to attend to a picture 	<ul style="list-style-type: none"> • Prior knowledge about the symbol • Prior knowledge of same and difference • Ability to attend to a symbol 	<ul style="list-style-type: none"> • Topic is familiar or unfamiliar • Relates to familiar topics or topic of interest • General understanding of topic • No prior experience or cultural knowledge related to this content • Concrete • Ability to attend to a word • Pictures always support the words 	<p>Knowledge Demands Informational</p>