**Meaning/Purpose:** *(Briefly explain the levels of meaning (Literary Text) or purpose (Informational text.)*

Very complex: May 5 of Harker’s journal has layers of meaning and some only implied. There is the journey aspect of traveling to a strange land, but also his relationship with Mina and his transition from student to professional. This suggests he is young, impressionable and eager, but the author suggests at a danger that is lurking and possible complications, although less physically dangerous, when he returns home.

**Text Structure: *(****Briefly describe the structure, organization, and other features of the text.)*

Moderately complex: Harker alludes to a life outside of this journey and allows the reader to glimpse a life with someone named Mina and an upcoming life change. However, the entry is straightforward in its structure with not too many subtleties as to give readers significant pause. The purpose is to build suspense and that is accomplished.

**Language Features: *(****Briefly describe the conventions and clarity of the language used in the text, including the complexity of the vocabulary and sentence structures.)*

Exceedingly complex: Although this is recounted as a simple journal entry, the prose is written with intricacies and in more formal language that is better suited to older readers. The unconventional language is not so archaic as to off put readers, but it is outside most high school students’ normal comfort zone. Some unfamiliar words such as “caleche” or “prodigious” or “my traps” demand a more from readers as well as the many complex sentences. Also, the use of punctuation to create mood such as the exclamation points in dialogue of the count who has the affect of a statue, is telling, but complex.

**Knowledge Demands: *(****Briefly describe the knowledge demands the text requires of students.)*

Very Complex: The cultural knowledge demands of this text are complex. To truly understand the remoteness and therefore desperateness of Harker’s situation a reader must consider the setting and time as well as the sometimes archaic language.

**Qualitative Measures**

Below are factors to consider with respect to the reader and task (See attached guiding questions to assist each teacher in filling out this section for his or her own class):

**Potential Challenges this Text Poses:**

**Major Instructional Areas of Focus (3-4 CCS Standards) for this Text:**

**Differentiation/Supports for Students:**

**Considerations for Reader and Task**

**Complexity Band Level** (provide range):

1185-1385

**Lexile or Other Quantitative Measure of the Text**: 1070L

**Quantitative Measure**

Optional: Created by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(name, state, e-mail, date) Reviewed by \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_(name, state, e-mail, date)

**Briefly explain the recommended placement of the text in a particular grade band.**

This text is well suited for 11-12 grade band based on text complexity considerations. The Lexile suggests it is appropriate for 9-10 grade, but considering themes, structure and language it seems a better fit for 11-12.

**Recommended Placement**

**Briefly describe the text:** This excerpt from *Dracula* is a one day journal account from Jonathan Harker whose descriptions and observations of his surroundings and host lead to an air of suspense and foreboding.

**Text Description**

**Text Complexity Analysis of**

*Dracula* excerpt, *Chapter 2 May 5*

byBram Stoker

**Recommended Complexity Band: 11-12**

