

Text Complexity Analysis Template

Text complexity analysis					
Created by:	Cheryl Martinelli	Date:	TeachFest Summer Academy 2014		
Text and Author	<i>Lost Treasure</i> Readworks.org	Where to Access Text	(http://www.readworks.org/passages/lost-treasure)		
Text Description					
<p>A fictional story of Captain Redbeard and his crew, <i>Lost Treasure</i> tells of a brief time at sea as the captain and crew followed a faded and wrinkled map toward what they hoped was a treasure. Across the sparkling, blue water they sailed, and entered a cave on the rocky shore. “The treasure awaits!” they cried, but so did something else!</p>					
Quantitative					
Lexile and Grade Level	680L, 3 rd grade	Text Length	1 page, 6 small paragraphs		
Qualitative					
Meaning/Central Ideas		Text Structure/Organization			
The main idea is story plot....with a twist at the end!		There are no graphics. The story is broken into smaller paragraphs for possible easier reading.			
Prior Knowledge Demands		Language Features			
Story features (B,M,E), some problem solving strategies, geography, ocean creatures, pirate lore		Descriptive language, creative word choices, inferential ideas, geographic areas, Maritime history			
Potential Reader/Task Challenges					
<p>Who was Captain Redbeard? (possible follow up with non-fiction reading about this captain) Pirates – then and now (fictional or real?) Antiquity of the language presented</p>					
Big Takeaway					
<p>CCSS – RL 3.1, 3.2, 3.3 The captain and his pirate crew planned, followed a map, and worked hard in order to acquire a treasure – something from their wildest dreams! But upon finding the treasure within their grasp, a giant obstacle prevented them from getting what they wanted. This plot twist caused an issue. <u>What will the pirates do now?</u> (Plot twist, predictions) Final result – no treasure is acquired! Text evidence must be used for students' predictions. (Students will find evidence of this in inferential thinking from Redbeard's comments about his crew in paragraph 2, and Redbeard's apparent panic trying to think of a new plan in paragraph 6.) Motivations: wanting the treasure Feelings: How do they change by the end of the story? Sequencing: their plan, their work, results of their plan, How does the twist at the end affect them? (frustration, panic...)</p>					

Vocabulary Analysis Template

	Words that demand less teaching time (i.e. the definition is singular and concrete)	Words that demand more teaching time (i.e. words with multiple meanings and/or that are part of a word family)
Words that can be determined in context	shore, steer, tentacles, octopus	bow, starboard, (add port and stern)
Words that cannot be determined in context	horizon, lads, inlet, cove, treasure, “Land, ho”, rocky shelf, on course	(geographic components) shore, coast, inlet, cove, shelf, etc., anchor (as for a boat)