

## Text Complexity Analysis Template

Text complexity analysis					
<b>Created by:</b>	Sherree Wolfgang	<b>Event/Date:</b>	TeachFest Connecticut: Summer Academy, July 2014		
<b>Text and Author</b>	“This tree produces 40 different types of fruit” by Becky Crew	<b>Where to Access Text</b>	<a href="http://sciencealert.com.au/news/20142107-25892.html">http://sciencealert.com.au/news/20142107-25892.html</a>		
Text Description					
<p><b>This nonfiction article describes the efforts of an artist to preserve 150-200 varieties of stone fruit found in an orchard by grafting different species onto the same tree. There is a link at the bottom of the article that directs the reader to epicurious.com and an additional interview with the artist.</b></p>					
Quantitative					
<b>Lexile and Grade Level</b>	Lexile: 1640L	<b>Text Length</b>	574 words		
Qualitative					
<b>Meaning/Central Ideas</b>		<b>Text Structure/Organization</b>			
<p>There are two main ideas that come from this text. The first is the idea that we need to preserve biodiversity. Grafts on this particular tree include antique and heirloom varieties of stone fruits that could be lost if not protected. The other main idea is sustainability. This type of tree produces a variety of fruit for four consecutive months.</p>		<p>This informative text shares the story of the creation of the 40 fruit tree. It has basic information about the grafting process and the tree’s possible impact on society today is implied. There is a picture of the tree in spring showing the various blossom colors of the different species grafted on the specimen.</p>			
<b>Prior Knowledge Demands</b>		<b>Language Features</b>			
<p>Students must have a basic understanding of the plant life cycle as well as the process of grafting to fully grasp how the tree was created and survives. They must also have a basic understanding of how agriculture provides food for people in order to reach the big takeaway.</p>		<p>Contemporary language is used in the article. There are a number of tier 2 words that I’m uncertain my middle school students would understand, so some pre-teaching/reinforcement of vocab would be necessary.</p>			
Potential Reader/Task Challenges					
<p>I think that a possible challenge will be the tier 2 words used throughout the article. I find that students are generally turned off to words they aren’t familiar with, so introducing and defining these words will be necessary.</p>					
Big Takeaway					
<p>Students should understand that the 40 fruit tree project is a great advance in sustainability. Based on facts from the article, trees like this can potentially feed people for months out of the year providing varied nutrients all from only one organism. Not only does the single tree’s output last longer than its ordinary counterparts, having just the single tree saves space (compared to an orchard growing the same varieties of fruit in a traditional way). These trees can be planted worldwide in communal areas to feed many people. (Literacy.RST.6-8.1)</p>					

## Vocabulary Analysis Template

	<b>Words that demand less teaching time (i.e. the definition is singular and concrete)</b>	<b>Words that demand more teaching time (i.e. words with multiple meanings and/or that are part of a word family)</b>
<b>Words that can be determined in context</b>	<ul style="list-style-type: none"><li>stone fruit</li><li>graft/chip graft</li><li>preserve</li><li>diversity</li><li>foremost</li><li>inundated</li></ul>	<ul style="list-style-type: none"><li>pool</li><li>prune</li></ul>
<b>Words that cannot be determined in context</b>	<ul style="list-style-type: none"><li>agricultural</li><li>heirloom</li><li>incision</li><li>specimen</li><li>viable</li></ul>	<ul style="list-style-type: none"><li>commercial</li></ul>