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Text Complexity Analysis Template

Text complexity analysis			
Created by:	Jennifer Childree	**Event/Date:**	TeachFest CT – Summer Academy
Text and Author	Color and Light Delta Science Readers	**Where to Access Text**	Text can be ordered from: *http://www.delta-education.com/productdetail.aspx?Collection=Y&prodID=1826*

Text Description
This text is an excerpt taken from the non-fiction text, Color and Light, and engages students' interest by asking, "How do we see objects?" in the heading. The reading walks students through the parts of the eye and the roles of each in terms of how we see. The full text allows readers to read about different aspects of light and color while focusing on the reflection, absorption and refraction of light. The text also introduces the reader to a famous astronomer, Annie Jump Cannon, and her work with stars, as well as, color blindness.

Quantitative			
Lexile and Grade Level	Lexile: 850 Grade Level: 4th – 6th	**Text Length**	313 words (pg. 10)

Qualitative	
Meaning/Central Ideas	**Text Structure/Organization**
The big idea is how we see and what each part of the eye does for that to occur. The multiple levels of meaning are related to understanding each part separately in terms of what it does in order to achieve the single meaning of how we see. The big ideas are stated explicitly through use of vocabulary and diagram of the eye.	Text features used include: • Labeled diagram of the eye • Bolded vocabulary terms • Glossary in back of book • Heading in question form to give purpose • Caption to highlight the main idea of the text The graphics allow readers to see the path for how we see while showing the main idea through its caption.
Prior Knowledge Demands	**Language Features**
Prior background knowledge is not necessarily needed for full comprehension. The author uses a question in the heading to make meaning and give purpose. Readers would need to connect back to previously learned facts within the text in order to build comprehension (i.e., luminous vs. illuminated objects, convex lens). Familiarity with reading and understanding informational non-fiction text, along with how to use text features, will assist the reader.	The text is modern and easy to understand with some discipline-specific words, however, the meanings are explicitly given within the text. The sentences are straightforward.

Potential Reader/Task Challenges
While the text is age-appropriate for 4th graders, the struggling readers might need more support and reinforcement for reading the text and recalling the proper path taken in order to see, while incorporating the appropriate vocabulary terms.
Big Takeaway

Literacy.RI.4.3 – Explain events, procedures, ideas or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.

Students will be able to answer the question in the heading, “How do we see objects?” using evidence from the text. They will also use the diagram to explain, in sequential order, the path of light while incorporating corresponding vocabulary (cornea, pupil, iris, convex lens, retina, optic nerve, brain).

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	• Cornea (Tier 3) • Retina (Tier 3) • Optic nerve (Tier 3)	• Pupil (Tier 3) • Iris (Tier 3)
Words that cannot be determined in context	• Luminous object (Tier 3) • Illuminate object (Tier 3) ➢ Both can be referred to in previous text parts (pg. 7) • Convex Lens (Tier 3) ➢ Further details can be found in previous text parts (pg. 6)	• Expands (Tier 2) • Contracts (Tier 2)