Text Complexity Analysis Template

Text complexity analysis			
Created by:	Johnna Cunningham	**Event/Date:**	TeachFest Connecticut: Summer Academy July 2014
Text and Author	"Can You Hear Me Now? – National Geographic Pathfinder **(Focus on sections: Catch the Waves and Inside the Inner Ear)** By Glen Phelan	**Where to Access Text**	National Geographic Explorer November-December 2011 Issue

Text Description
This text is a non-fiction article that draws the student in by asking the question "Can You Hear Me Now?" The author begins the article by discussing energy, sound waves, pitch, and frequency. He then moves into the parts of the ear and how they help humans/animals hear sound.

Quantitative			
Lexile and Grade Level	4th Grade	**Text Length**	Catch The Waves/Inside the Inner Ear – 330 words

Qualitative	
Meaning/Central Ideas	**Text Structure/Organization**
Meaning and central ideas in this section of the text (how do the different parts of the ear help you to hear sound?) are multi leveled. Each part of the ear has its own job yet all parts need to work together to answer the single question of how humans/animals hear sound.	The text is organized through the use of a variety of text features. This includes the headings (Catch the Waves and Inside the Inner Ear), a diagram of the parts of an ear, and a chart of various animals and the shapes of their ears. The text is organized in a step-by-step fashion which describes each part of the ear and its job in the chain of events that help humans/animals to hear sound.
Prior Knowledge Demands	**Language Features**
Students should be familiar with various aspects of the study of sound including, but not limited to, sound waves, vibration, pitch, and frequency. Students should be familiar with non-fiction text features and the way in which one reads an article as text	The language is literal with a step-by-step description of the parts of the ear and their function. There are discipline-specific words related to the parts of the ear that students will need to become familiar with in order to understand the process of how humans/animals hear sounds.

Potential Reader/Task Challenges
Some students may have difficulty sequencing the chain of events necessary in order to hear sound (i.e. how one part of the ear depends on the job of the part before it in the chain). Students who are unfamiliar with non-fiction text structure may have difficulty reading the article if prior knowledge of how to read an article is not present in the student's bank of knowledge.

Big Takeaway
The big takeaway for students is to answer the following question: How do all parts of the ear work together, in a sequence of steps, necessary for humans and animals to hear sound? Students should be able to explain the procedures from this informational text and support their explanation using details from the text. (CCSS RI.4.3)

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	Sound Waves (Tier 2) Funnel (Tier 2) Vibrate (Tier 2)	Eardrum (Tier 3) Ear Canal (Tier 3) Pinna (Tier 3)
Words that cannot be determined in context	Nerves (Tier 2) Meters (Tier 2)	Hammer (Tier 3) Anvil (Tier 3) Stirrup (Tier 3) Cochlea (Tier 3)