Text Complexity Analysis Template

Text complexity analysis			
Created by:	Megan Field	**Event/Date:**	TeachFest 2014 Hartford, Connecticut
Text and Author	The Dragon Hunter By Keith Wilson	**Where to Access Text**	"Dragonfly Hunter" from National Geographic Explorer, copyright (c) 2005 Keith Wilson/National Geographic Image Collection.

Text Description
This nonfiction article engages the students immediately when the author introduces himself as a dragon hunter and then clarifies that he hunts dragonflies. After a short introduction about why the author hunts dragonflies, the article is broken down into five sections (Flying Colors, Super Sizes, Built to Hunt, From Water to Air, Dragonflies in Danger) giving more specific facts about dragonfly characteristics.

Quantitative			
Lexile and Grade Level	3rd grade	**Text Length**	495 words

Qualitative

Meaning/Central Ideas	Text Structure/Organization
The purpose and main idea of the text (that hunting dragonflies helps scientists discover the many different kinds) is implied and easy to identify. The author informs the reader all about dragonflies. The reader learns about dragonfly colors, sizes, their hunting abilities, where they live, and why they're in danger.	The organization of the text is not complex. It is broken down into five different sections, each one having its own heading. Each section addresses a different topic about dragonflies, supporting the heading. Sophisticated vocabulary is used throughout the text. There are no other text features used in this passage other than the title and headings.

Prior Knowledge Demands	Language Features
This text assumes some prior knowledge with dragonflies, so if readers are not familiar with the insect, then this text may be more challenging. The readers also need some number sense into the thousands and a concept of measurement (ft., miles an hour) in order to understand some of the facts presented in the article. Also, the article discusses the life cycle of a dragonfly so readers need a basic understanding how that process occurs.	The language is conversational but clearly supports the authors opinion about dragonflies. There is some use of literal language (buzz, zoom, beautiful) along with figurative language (a metaphor - the smallest one is the size of your thumbnail, the largest one would cover your face). There are many content-specific, Tier 3 vocabulary words used (odonatologist, tropical rockmaster, petaltail, larva, prey). Although some of these words are defined in the text, a few of them would demand more teaching time. The sentence structure is primarily simple with a few complex sentences mixed in.

Potential Reader/Task Challenges
Some vocabulary in this text would be difficult for students to understand. They will need to develop an understanding of familiar words in a different text. The topic also requires some prior knowledge on dragonflies and their characteristics. It may be helpful for students to have exposure to more illustrations of different kinds of dragonflies.

Big Takeaway
Readers should take away from the article the different characteristic of dragonflies as well as why the author hunts dragonflies and his opinion about them. (RI.3.2) When teaching this passage, it would be important to spend 2-3 days having students identify the main idea of each paragraph (i.e. dragonflies are beautifully colored, dragonflies come in many sizes, dragonflies are built to hunt, dragonflies go through a life cycle, dragonflies may become extinct) and then use the paragraphs combined to come up with the main idea of the passage (i.e. studying and hunting dragonflies requires a scientist to know about their many characteristics in order to identify the different kinds of dragonflies).

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	- species (Tier 2) - tropical rockmaster (Tier 3) - petaltail (Tier 3) - larva (Tier 3)	- odonatologist (Tier 3) - rare (Tier 2) - compund (Tier 2)
Words that cannot be determined in context	- buzz (Tier 2) - patterns (Tier 1) - spotted (Tier 2) - zooming (Tier 2) - soar (Tier 2) - sheds (Tier 2)	- hover (Tier 2) - prey (Tier 3)