

Text Complexity Analysis Template

Text complexity analysis			
Created by:	Marcia Meakim	Event/Date:	Teach Fest July 2014
Text and Author	<u>How Rocks Are Like Dessert</u> by Kyria Abrahams	Where to Access Text	ReadWorks.org
Text Description			
<p>This text is literary, yet explains the scientific concept of why rocks have stripes in the middle. A young girl who enjoys collecting rocks is puzzled by the question and seeks answers from her father who then refers her to the library. She visits the library but is confused by the difficult texts she is given. She sees pictures but remains confused. When she returns home, her dad, a pastry chef, helps her understand the concept by making tiramisu. She sees that the layers make stripes, helping her determine the answer to her question. Perseverance is a key concept in her being able to finally have an answer to her question.</p>			
Quantitative			
Lexile and Grade Level	610 – Grade 2/3	Text Length	810 words
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
<p>Meaning and central idea of the text (perseverance and seeking assistance to answer questions you are curious about) can be implied by the conclusion of the text.</p>		<p>Sequentially organized and of high interest. Story format including dialogue is easily read. Demonstrates how using models can help explain new information. One photograph is used at the beginning which does not seem to have a strong connection to the text (Celia collecting individual rocks with stripes and patterns) until the conclusion when the character realizes that stripes in rocks are formed over time resulting in various layers.</p>	
Prior Knowledge Demands		Language Features	
<p>Literary text that contains information. Would work well as an entry lesson prior to the study of rocks. Several scientific terms included, some explained by context. Students should be able to describe how a character responds to challenges.</p>		<p>Mostly literal language. One use of figurative language (ladyfingers). Dialog is easy to read. Several scientific terms used will need explanation.</p>	
Potential Reader/Task Challenges			
<p>Literary text used to teach scientific concept. Scientific terms could pose a challenge and will need to be explained. Students will most likely read dessert as desert. Students should be redirected to the picture at the end and asked why the author included it.</p>			
Big Takeaway			
<p>Students will be able to explain the steps Celia took to solve/answer her question, ‘Why do they (the rocks) have stripes in them?’ Students will be able to find specific evidence within the passage to prove that dad making tiramisu helped Celia understand the concept. Students will be able to explain why the author chose to include the photograph in the text. Students will be able to explain how using models and symbols can help people understand new information.</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	<ul style="list-style-type: none"> • Treasure hunt (tier 2) • Explorer (tier 2) • Collecting (tier 2) • Librarian (tier 2) • Geology (tier 3) • Lava (tier 3) • Striations (tier 3) • Geologist (tier 3) 	<ul style="list-style-type: none"> • Dessert (tier 2) • Pastry chef (tier 3) • Ladyfingers (tier 3) • Spreads (tier 2) • Piece (tier 2)
Words that cannot be determined in context	<ul style="list-style-type: none"> • Sieve (tier 3) – provide a sieve to demonstrate • Gently (tier 2) • Edges (tier 2) • Gem stones (tier 3) • Jewels (tier 2) • Research (tier 2) • Physical earth (tier 3) • Including (tier 2) • Fossils (tier 3) • Volcano (tier 3) • Erupts (tier 3) • Series of photos • Glacier (tier 3) • Grooves (tier 2) • Imagine (tier 2) • Decide (tier 2) 	<ul style="list-style-type: none"> • Layer (tier 2) • Tiramisu (tier 3) • Repeats (tier 2) • Similar (tier 2) •