

## Text Complexity Analysis Template

Text complexity analysis			
<b>Created by:</b>	Nancy Hamilton Reading Interventionist/Speech-Language Pathologist	<b>Event/Date:</b>	TeachFest Connecticut: Summer Academy; July 29, 2014
<b>Text and Author</b>	Extreme Survival: Polar Regions, Sally Morgan Pages: 12-13 ( <i>Informational Text</i> )	<b>Where to Access Text</b>	ISBN:1-4109-0003-7 Local Library (Waterford, CT): 577.586MOR
Text Description			
<p><b>In order for creatures to survive the harsh climate of the Arctic region, they must have ways to keep warm. This text provides examples of how various life forms (from insects to polar bears) survive the bitter winters of the Arctic.</b></p>			
Quantitative			
<b>Lexile and Grade Level</b>	910L; Grades 4-5	<b>Text Length</b>	319 words (p. 12-13)
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
<ul style="list-style-type: none"> <li>Big idea in text: Animals adapt differently to harsh environments</li> <li>There is a single, literal meaning. Purpose of text is clear.</li> <li>Introductory paragraph explicitly states main idea of passage.</li> <li>The big idea is explicitly stated in the introductory paragraph: "...the problem of keeping warm.... There is a constant struggle for survival."</li> <li>The ideas are explicit and require minimal inferences</li> </ul>		<ul style="list-style-type: none"> <li>Graphics: Photos with captions are integral to understanding the text (photo of musk oxen will be helpful to many students)</li> <li>Connection between ideas (different animals/different adaptations) may require oral discussion &amp; teacher guidance</li> <li>Text follows a main idea structure (topic sentence/supporting details) for each paragraph</li> <li>Introductory paragraph uses bold font for emphasis</li> </ul>	
Prior Knowledge Demands		Language Features	
<ul style="list-style-type: none"> <li>Text relies on practical background knowledge (cold weather) and some discipline-specific content knowledge (Arctic fox, musk oxen, -50 degrees Fahrenheit). Cultural experiences will offer limited benefit for the typical student.</li> <li>Author's perspective is not easily determined; appears unbiased</li> <li>Content specific prior-knowledge needed by the reader include: arctic region</li> <li>There are no allusions to other texts</li> <li>This text serves as a supplement to curricular materials; familiarity of other texts will aid student comprehension.</li> </ul>		<ul style="list-style-type: none"> <li>Language is contemporary but formal</li> <li>Language is literal</li> <li>Words that may need brief explanation include: <i>soil, constant, blubber, musk oxen</i></li> <li>Words that may invite discussion: <i>energy, risk, insulation, hibernation</i></li> <li>Text uses standard American English structure</li> <li>Text uses both simple and complex structures</li> </ul>	

### Potential Reader/Task Challenges

Students' prior experiences with long winters and snow storms will provide knowledge of harsh, cold conditions. However, challenges will include visualizing the remote region of the Arctic, the unfamiliar life forms that reside there (i.e., musk oxen, Arctic insects residing at bottom of frozen pools) and the severely cold temperatures. This text's Lexile of 910 is at the upper range (770-980) for the 4-5<sup>th</sup> grade text complexity grade band as defined by the CCSS.

### Big Takeaway

Main idea: Harsh environments require life forms to adapt in order to survive. Different life forms in the Arctic have different ways of adapting in this extreme climate.

Common Core ELA standard for this lesson:

- Grade 3 – RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.
- Grade 4 – RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- Grade 5 – RI.5.2: Determine two or more main ideas of a text and explain how they are supported by key details, summarize the text.

An extension activity would be for students to investigate what actions humans must take in order to visit the Arctic.

### 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>	Blubber (Tier 2) Musk oxen (Tier 2) Arctic (Tier 2)	
<b>Words that cannot be determined in context</b>	Soil (Tier 1) Constant (Tier 2) Energy (Tier 2)	Risk (Tier 2) Insulation (Tier 2) Hibernation (Tier 2)