

Text Complexity Analysis Template

Text complexity analysis					
Created by:	Nicole Solimine	Event/Date:	Teachfest Connecticut: Summer Academy 2014		
Text and Author	The Stamp Act; unknown	Where to Access Text	Waterbury Grade 5 ELA Curriculum		
Text Description					
This article is a sequence of chronological events relating to The Stamp Act that uses rich vocabulary related to the content area that spans ELA and Social Studies.					
Quantitative					
Lexile and Grade Level	Grade 5	Text Length	199 words, 3 paragraphs		
Qualitative					
Meaning/Central Ideas		Text Structure/Organization			
Timeline of events of the Stamp Act. Content rich vocabulary and use of terms like, "No taxation without representation and No Stamped Paper to be Had." The purpose of the text is to give an accurate portrayal of events around The Stamp Act. The text is dense with vocabulary but meanings can be determined by using context clues in the text. The author makes it clear that the American colonists wanted to be free from British rule and followed several steps to make that happen.		The author of this text wrote it in chronological order, while incorporating terminology that is very specific and provides a clear understanding of what is happening throughout the text. The narrator is consistent throughout the text, giving a complete perspective, not a one sided viewpoint. Sections of the passage are in chronological order and quotations of specific terms that were used in that time period are utilized.			
Prior Knowledge Demands		Language Features			
There are no references to other texts in this passage. Basic knowledge of American history would support a deeper understanding of the text.		The article uses language features that are mostly explicit and easy to understand with some more complex meaning. The vocabulary is fairly complex that is sometimes unfamiliar and subject-specific. Sentence structure uses simple and compound sentences, with some complex constructions.			
Potential Reader/Task Challenges					
American history is an engaging subject matter for 5 th grade students. Most students have some knowledge of some events, for example The Boston Tea Party and Paul Revere's midnight ride. The text offers great insight to the order of events and gives great terms to learn in the content area.					
Big Takeaway					
Students should be able to identify events in chronological order and use the newly acquired vocabulary to move forward and research and great a biography on one of the people from the American Revolution. I chose this text as it is part of the ELA and Social Studies curriculum from grade 5. It can be used in several of the marking periods to cover biography, historical fiction and the American Revolution timeline for Social Studies.					

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"> • Parliament (Tier 3) • Boycotted (Tier 2) • Legislature (Tier 2) • Disobedience (Tier 2) • Resistance (Tier 2) • Burden (Tier 2) 	<ul style="list-style-type: none"> • Patriots (Tier 3)
Words that cannot be determined in context	<ul style="list-style-type: none"> • Repealed (Tier 2) 	<ul style="list-style-type: none"> • masthead (Tier 3)