Text Complexity Analysis Template

Text complexity analysis			
Created by:	Pamela Desmarais	**Event/Date:**	TeachFest Connecticut: Summer Academy
Text and Author	"A Sense of Plants" by Daniel Chamovitz	**Where to Access Text**	National Geographic Explorer magazine- Grade 3 January-February 2014 Pioneer Edition

Text Description
This text is a non-fiction article that states plants have senses, just like humans, and portrays how plants learn about the world around them through these senses. The article sparks students' interest because it begins by stating that plants can sense light as well as feel and smell, too. The scientific method is explained to share how scientists have discovered these facts. Specific plants and their behaviors, demonstrating these senses, are discussed.

Quantitative			
Lexile and Grade Level	Grade level: 3 (Lexile level is unavailable)	**Text Length**	616 words

Qualitative	
Meaning/Central Ideas	**Text Structure/Organization**
Meaning and central idea of the text (plants have senses that allow them to learn/know their environment) is somewhat explicitly stated and is relatively easy to identify based upon context.	Graphics give specific examples that support and enhance an understanding of the text. Text feature used: headings. The headings state different senses of plants and tie directly to the main idea. A "Wordwise" section at the end of the article defines specific vocabulary. The more complex idea of the scientific method is introduced early in the article to explain how scientists determine plant senses. There is an implied connection to humans throughout the whole piece.
Prior Knowledge Demands	**Language Features**
An understanding of the senses: sight, hearing, smell, taste, touch is necessary as well as a general understanding of plants and plant behavior. Knowledge of scientific experimentation could be helpful.	Largely explicit and easy to understand with some occasions for more complex meaning. Mostly contemporary and familiar vocabulary with some subject – specific /academic vocabulary.

Potential Reader/Task Challenges
The article is appealing to all third grade readers as it shows plants having human characteristics. The academic vocabulary under one of the headings could be challenging.

Big Takeaway
CCSS.ELA-LITERACY.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. Plants have senses just like humans. Different plants exhibit different senses. Senses help plants, like humans, learn about and live in their environment.

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	*observed (Tier 2) *avocado (Tier 2) *scientist (Tier 2)	*hypothesis (Tier 3) *triggered (Tier 2) *chemical (Tier 3)
Words that cannot be determined in context	*method (Tier 2) *oxygen (Tier 3) *Venus Flytrap (Tier 3)	*scientific research (Tier 3) *conclusion (Tier 3) *experiment (Tier 3)