Text Complexity Analysis Template

Text complexity analysis			
Created by:	Patrick Walsh	**Event/Date:**	Connecticut TeachFest
Text and Author	<u>River to the Sea</u> by Stephen R. Swinburne	**Where to Access Text**	Expeditionary Learning NYS Common Core ELA Curriculum Grade 3: Module 4: Unit 1: Lesson 8 <u>Highlights Magazine</u>

Text Description
The author of this informational text discusses his appreciation of the West River in Vermont. The author describes water's path from a trickle to being a part of the ocean. It is written to inform the reader about the creation and impact of different bodies of water such as streams, rivers, and oceans.

Quantitative			
Lexile and Grade Level	3rd Grade Lexile Range: 330L-700L	**Text Length**	2 pages

Qualitative	
Meaning/Central Ideas	**Text Structure/Organization**
• Formation of bodies of water and how they are interconnected • Impact of bodies of water on surrounding ecosystems • Appreciation of nature	The text includes photographs that support the reader's understanding of currents and the vast West River. Each paragraph includes a main idea with supporting details that connect to the overall central message.
Prior Knowledge Demands	**Language Features**
The lack of headings may cause confusion with students of where paragraphs end and begin. The lack of experience with fishing, skimming stones, brooks, streams may also cause some challenges and may need to be explicitly taught through pictures, showing short video clips and discussion.	The text includes figurative language such as similes, metaphors, and personification. Most of the text will be familiar to the students but some new words will need to be introduced.

Potential Reader/Task Challenges
It will be important for students to understand how bodies of water connect to one another. Also, the students will require understanding of the effect of currents on bodies of water. Finally, the student will require understanding of various text-specific vocabulary words such as supply, skimming, trickle, swift, dribble, and sturdy. This text requires a complex amount of matter knowledge because it assumes the reader understands water flow and its impact on an ecosystem.

	Big Takeaway

There are a variety of contributing factors that cause water's path to become an ocean. Rain, melting snow, and water move downhill to form brooks, which eventually grow into larger streams and rivers. In the following paragraphs, the author describes the impact currents have with rivers. The author concludes this piece by discussing the eventuality of the West River; it flows across several states until it joins the Long Island Sound, emptying then into the ocean. The information evident in this piece will serve as a model text for students studying cause and effect.

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	downstream skimming	current sturdy
Words that cannot be determined in context	eventually swift trickle	brooks streams