

Text Complexity Analysis Template

Text complexity analysis					
Created by:	Stacy Dutil	Event/Date:	July 29, 2014		
Text and Author	“After the Tornado” by Justin O’Neill	Where to Access Text	Storyworks Common Core Reader - Disaster and Survival Edition - by Scholastic. www.storyworks.scholastic.com		
Text Description					
<p>This article gives the reader insight into a first person account relaying the events of two tornadoes that struck Henryville, Indiana in March, 2012. The details of this natural disaster are relayed by the author documenting the words of Cody Gray, a survivor. This article is part of a Storyworks Common Core Reader Magazine. The magazine contains 10 articles each featuring a different genre, but sharing one theme.</p>					
Quantitative					
Lexile and Grade Level	Lexile 610L Grade 2	Text Length	2 pages (8 paragraphs)		
Qualitative					
Meaning/Central Ideas		Text Structure/Organization			
<p>This text relates a first person account of what it is like to live through a tornado. It tells the story of Cody Gray, a survivor of two tornadoes in Henryville, Indiana.</p>		<p>The text is organized in chronological order and is told from a first person account of the events that happened on March 2, 2012. The author uses two photographs as text features with captions that support each photograph. The article begins with a paragraph in italic print to describe what the article will be about.</p>			
Prior Knowledge Demands		Language Features			
<p>Prior knowledge of natural weather disasters such as tornadoes.</p>		<p>The language in this article is primarily tier 1 told in a conversational format. There are three academic vocabulary words featured in this text which rely on using context clues to formulate definitions.</p>			
Potential Reader/Task Challenges					
<p>Readers may have difficulty understanding that this story is told in a first person point of view. They will need to distinguish why and how they know that the author of the article is not actually the person who is speaking in the article. In addition, the reader will need to be able to use context clue skills to determine the meaning of the academic vocabulary highlighted and used throughout this vocabulary.</p>					
Big Takeaway					
<p>Students will refer to details and examples in this text when explaining what the text says explicitly when drawing inferences from the text. They will use the inferences they have formed to describe another person’s point of view. They will be able to use text evidence and details to support their answers. (CCSS Literacy RI.4.1) They can also compare and contrast a firsthand and secondhand account of the same event or topic by pairing this article with other articles from the Storyworks common core reader. (CCSS Literacy RI.4.6)</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">• Shattering (Tier 2)• Indescribable (Tier 2)• Shards (Tier 2)• Debris (Tier 2)• Tornado (Tier 3)• Eerie (Tier 2)• Frantic (Tier 2)• Sifts (Tier 2)	
Words that cannot be determined in context		