

## Text Complexity Analysis Template

Text complexity analysis					
<b>Created by:</b>	Jessica Murray	<b>Event/Date:</b>	Summer Academy TeachFest/July 29, 2014		
<b>Text and Author</b>	George vs. George: The American Revolution as seen from Both Sides by Rosalyn Schanzer	<b>Where to Access Text</b>	Scholastic		
Text Description					
<p><b>This is part of a non-fiction text, and this section specifically is about why the colonists decided to aim for total independence from King George and drafted the Declaration of Independence as a way to do so.</b></p>					
Quantitative					
<b>Lexile and Grade Level</b>	1120L/GL 6	<b>Text Length</b>	Pg.36-37		
Qualitative					
<b>Meaning/Central Ideas</b>		<b>Text Structure/Organization</b>			
<p>The big idea is that colonists wanted total freedom from King George, and therefore drafted the Declaration of Independence. While the idea that colonists wanted total independence is explicit, the fact that the Declaration of Independence was the document that formed a new nation needs to be inferred.</p>		<ul style="list-style-type: none"> <li>-Section within a book</li> <li>-Illustrations and quotes to support ideas and extend meaning</li> <li>-Sequential in presentation of ideas</li> <li>-Some connections between ideas are explicit, while others are implied</li> </ul>			
<b>Prior Knowledge Demands</b>		<b>Language Features</b>			
<p>Students need to be able to explain relationships between events and ideas in a historical text.</p> <p>Students need to have knowledge of events leading up to the American Revolution (i.e. Sugar Act, Stamp Act, Boston Tea Party, "The Shot Heard Round the World")</p>		<p>The language within this text contains a lot Tier 2 vocabulary and some Tier 3. The sentence structure varies, with some simple and some more complex constructions.</p>			
Potential Reader/Task Challenges					
<p>There is a lot of Tier 2 vocabulary and some Tier 3 vocabulary in this text which is a potential reader challenge. A potential task challenge is that the reader is required to analyze quotes from notable historical figures and make inferences within the text.</p>					
Big Takeaway					
<p>The students will draw the conclusion that the Declaration of Independence was the document that formed the United States of America as an independent country.</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	Crucial (Tier 2) Unfit (Tier 1) Burial (Tier 1) Dismayed (Tier 2) Thus (Tier 2) Rebels (Tier 2)	Aim (Tier 1) Document (Tier 1) Grievances (Tier 2) Squarely (Tier 2) Uphold (Tier 2) Merrymakers (Tier 2) Oppressing (Tier 2) Tyrant (Tier 2) Assuredly (Tier 2)
Words that cannot be determined in context	Rally (Tier 2) Traitors (Tier 2) Gilded (Tier 2) Pedestal (Tier 2) Muskets (Tier 2) Scoundrel (Tier 2)	Promote (Tier 2) Mock (Tier 2) Constitutional (Tier 2) Parliament (Tier 3) Continental Congress (Tier 3)