

## Text Complexity Analysis Template

Text complexity analysis			
<b>Created by:</b>	Donna Bober	<b>Event/Date:</b>	TeachFest Connecticut Summer Academy July 2014
<b>Text and Author</b>	<i>Bugs Are Insects</i> by Anne Rockwell	<b>Where to Access Text</b>	Check out at your school or local library.
Text Description			
<p><b>This is a non-fiction, Let's-Read-And-Find-Out, science text (stage1). It is appropriate for young readers, K-1. The book introduces basic science concepts by describing the features of an insect and helping young readers to identify them. It contains engaging graphics for the reader to use to help identify the number of legs and body parts of an insect.</b></p>			
Quantitative			
<b>Lexile and Grade Level</b>	Grade K-1 Read Aloud	<b>Text Length</b>	30 pages with 1 to 2 paragraphs per page. Large font
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
<p>The central idea of this book is to help young children learn how to tell what is an insect and what isn't. Is a spider an insect? Is a ladybug a bug or an insect? It describes insects as having 6 legs and 3 body parts. It teaches the concept that all bugs are not insects.</p>		<p>The text structure of this book is organized in a clear and simple pattern. It compares and contrasts different insect-like creatures and helps the reader determine whether or not they are insects. (Bees, butterflies, crickets, spiders, centipedes etc.) The text contains no headings. However, it does have excellent graphics to support the concept of, "What is an insect?" The last page contains extension activities and a website for further information.</p>	
Prior Knowledge Demands		Language Features	
<p>Students only need to know that bugs are part of the world around us. No familiarity with other text is needed.</p>		<p>This book contains non-fiction narrative with short sentences that are clear and easy to read. It asks the reader to count legs and body parts of different bugs pictured and repeats the question, "Is it an insect?" throughout the book. The language is simple and easily understood with some science-specific words such as abdomen, thorax, antennae and exoskeleton.</p>	
Potential Reader/Task Challenges			
<p>The subject matter is developmentally appropriate for K-1 students. Prior knowledge of the subject matter is minimal. There are some science-specific words in the text that are defined but might pose a challenge for young students. The graphics in this book supports the main idea extremely well. They help keep the reader engaged by observing and counting.</p>			

### Big Takeaway

Insects are all around us but not all bugs are insects. This book will help the young reader identify which “bugs” are insects. All insects must have 6 legs and 3 body parts. CCSS-Students need to identify the main topic and retell key details. (RI.K.2)

## 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)
<b>Words that can be determined in context</b>	<p>antennae</p> <p>thorax</p> <p>abdomen</p> <p>pierce</p> <p>pollen</p>	
<b>Words that cannot be determined in context</b>	<p>External</p> <p>Arachnid</p>	<p><b>Skeleton</b></p> <p><b>Communities</b></p>