Text Complexity Analysis Template

Text complexity analysis			
Created by:	Hilary Kearcher	**Event/Date:**	TeachFest Connecticut: Summer Academy, July '14
Text and Author	Christopher Columbus By Stephen Krensky	**Where to Access Text**	Check out from school or local library. Also available through Amazon. http://www.amazon.com/Christopher-Columbus-Step-Reading-Grades/dp/0679803696/ref=sr_1_1?s=books&ie=UTF8&qid=1406658243&sr=1-1&keywords=christopher+columbus+by+stephen+krensky

Text Description
This is a non-fiction text that engages students' interest in learning about the explorer Christopher Columbus. Students will learn about the journey Columbus took to find the new world.

Quantitative			
Lexile and Grade Level	370L; 2nd Grade	**Text Length**	48 pages-1 paragraph per page

Qualitative	
Meaning/Central Ideas	**Text Structure/Organization**
Christopher Columbus was a European explorer who found the new world in 1492. The text is an introduction of the journey Columbus took.	Chronological order of events. The illustrations- Christopher Columbus, boats, new land, King and Queen, and Indians are simple that help support and assist the readers in understanding the text. Maps (from 1492 and 1992), and cut away to show the inside of one of the boats. Many questions throughout engage the reader by helping them understand the content.
Prior Knowledge Demands	**Language Features**
Students should have heard of Christopher Columbus. It would be helpful if they have little knowledge of Columbus's journey but it is not necessary. No references to other texts.	Explicit, literal, and straightforward language most appropriate for beginning of second grade. Includes an example of a metaphor. The sentences are simple using familiar language.

Potential Reader/Task Challenges
Vocabulary words need to be taught, as some words do not have context clues. Throughout the book the author wrote questions for the reader to ponder. Students may skim over these questions and not focus on thinking about the answers. There are some words written in italics. The text switches from being written in a text box to being integrated in with the pictures.

Big Takeaway
In Christopher Columbus, Stephen Krensky explains and describes the voyage of Christopher Columbus. Students will identify the reasons behind why Columbus went on his voyage, the events that took place, and how his discovery has changed the world.

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	*harbor (Tier 2) *Nina, Pinta, Santa Maria (Tier 2) * steadily (Tier 3) * meteor (Tier 2) *hammocks (Tier 2) * aground (Tier 2)	*reflecting (Tier 3)
Words that cannot be determined in context	* voyage (Tier 2) * navigator (Tier 3) * route (Tier 2) * interpreter (Tier 3) * papayas (Tier 2) * avocados (Tier 2)	* continents (Tier 2)