

Text Complexity Analysis Template

Text complexity analysis			
Created by:	Elaine Shapiro	Date:	TeachFest Summer Academy 2014
Text and Author	<i>Energy Island</i> , by Allan Drummond	Where to Access Text	First sidebar in the book <i>Energy Island</i> . Book is unpagged.
Text Description			
<p>“Nonrenewable Energy and Energy Independence”, the first of many sidebars which provide background and explanations, in the book <i>Energy Island</i>. The book tells the true story of an island in Denmark that became energy independent. This sidebar will prepare students to understand the story by defining some key terms and explaining the rationale for pursuing energy independence.</p>			
Quantitative			
Lexile and Grade Level	AD 920. Ages 5-8. Grade 4 lexile is 645-845, with a stretch range of 740-1010	Text Length	183 words 1 column; 5 short paragraphs
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
<p>Purpose: Moderately complex.</p> <p>The text is a mix of <u>direct explanation</u> (what are fossil fuels, what is energy independence, and why is the latter important for Samsø) but also requires the reader to discern the underlying <u>implications</u> (that renewable energy will benefit the world, not just Samsø, and that we can all make our own energy).</p>		<p>Moderately complex.</p> <p>Organization of the ideas is generally sequential: one idea leads to the next.</p> <p>Connections between some of the ideas are implied, e.g., nonrenewable energy is problematic.</p> <p><i>A few key terms (fossil fuels, energy-independent, renewable, nonrenewable) are in italics, which highlights their importance, and will make the reader pay attention to them, hence enhancing the reader’s understanding.</i></p> <p>There are no graphics.</p>	
Prior Knowledge Demands		Language Features	
<p>Moderately complex</p> <p>Contains a mix of simple and complex ideas, requiring readers to merge what they already know about energy use (it powers lights, heat, TV, computers) with scientific knowledge, (where energy comes from, concerns about using it up, and the value of making it from renewable sources).</p> <p>Students’ experience with trash and recycling (concrete concepts) may help them understand fossil fuels (analogous to trash) and renewable energy (analogous to recycling).</p>		<p>Moderately complex.</p> <p>Most of the language is explicit and understandable.</p> <p>Text has some academic, unfamiliar, and subject specific terms.</p> <p>There are abstract concepts such as “energy” and “electricity”.</p> <p>Text contains both simple and compound sentences.</p>	

Potential Reader/Task Challenges

The primary challenge is vocabulary.

The next is that energy is an abstract concept, which one can't see or touch. Yet students do use energy daily, and they have experienced power failures, so with guidance, they can make the connections necessary to understand the abstract concepts.

Depleting our energy supplies would be like having a major power failure.

Big Takeaway

The CC ELA standard that applies is: Literacy.RI.4.2: Determine the main idea of a text and explain how it is supported by key details; summarize the text. A vertical analysis of this standard shows that "summarizing the text" is the key component for grade 4.

The main idea for students to grasp is the meaning of energy independence. What does that look like in real life? Why is it important? To do that requires an understanding of nonrenewable and renewable energy sources and the significance of each.

In effect, summarizing the text is the way to answer these questions and demonstrate comprehension.

An extension is for students to recognize that striving for energy independence is possible and important for everyone, not just Samso residents.

I would use this text over the course of 2 library classes, before reading the entire book as a read aloud. The first week would be for dictionary practice with some of the vocabulary, and the next for a close reading lesson.

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	<p>Mainland (tier 1) Cable (tier 1)</p>	<p>Fossil fuels (tier 3) Nonrenewable (tier 2) Renewable (tier 2)</p>
Words that cannot be determined in context	<p>Organism (tier 2) Petroleum (tier 2) Decayed (tier 1) Consume (tier 1) Power (tier 1) Organic (tier 2) Natural gas (tier 2) Create (tier 1)</p>	<p>Energy source (tier 3) Organic matter (tier 2) Power station (tier 3) Energy independent (tier 3)</p>