

## Text Complexity Analysis Template

| Text complexity analysis  |   |   |   |
|---|---|---|---|
| <b>Created by:</b>  | Laura Moore                                       | <b>Event/Date:</b>  | 7/29/14   |
| <b>Text and Author</b>  | Help! Rainforest At Risk!<br>Kowalski, Kathiann M | <b>Where to Access Text</b>   | Odyssey. Feb2001, Vol. 10 Issue 2, p40. 2p. 1 Color Photograph. |
| Text Description  |   |   |   |
| This article is about the importance of the rainforest and rainforest conservation. The topic is stated through the text. Included in the text are ideas for protecting the rainforests as well as idea for how to protect the rainforest.  |   |   |   |
| Quantitative  |   |   |   |
| <b>Lexile and Grade Level</b>   | 950 and 4 <sup>th</sup> grade                     | <b>Text Length</b>  | 826 words   |
| Qualitative   |   |   |   |
| <b>Meaning/Central Ideas</b>  |   | <b>Text Structure/Organization</b>  |   |
| The big idea of the text is rainforest conservation. The idea is easily inferred since the article focuses on the importance of the rainforest and how to protect and preserve the rainforest.  |   | The text doesn't have any graphics. The text uses some headings which help to organize the text. The text is organized into paragraphs about different main ideas.  |   |
| <b>Prior Knowledge Demands</b>  |   | <b>Language Features</b>  |   |
| The reader will need prior knowledge of rainforests and the environmental topics. The reader will need to have prior knowledge of how deforestation effects the global warming and causes animal extinction. The reader should also know that rainforests are important for production of medicines and eliminating carbon dioxide. |   | The text is conventional and clear. It is written in standard English. There are no literary devices. The language is modern and straightforward. Scientific terminology is utilized in the article requiring some vocabulary background. |   |
| Potential Reader/Task Challenges  |   |   |   |
| Some students may have difficulty relating to the article since they may lack prior knowledge of rainforests. Most students have not been to a rainforest or even seen pictures of a rainforest. There are many vocabulary words in this article as well which may cause students to struggle with the text.                        |   |   |   |
| Big Takeaway  |   |   |   |
| After reading the text students will be able to explain how the author uses reasons and evidence to support particular points in the text.  |   |   |   |

## 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>    | Developer<br>Grazing  | Soil Erosion<br>Species  |
| <b>Words that cannot be determined in context</b> | Global warming<br>Recycled  | Carbon Dioxide<br>Extinction<br>Consumers  |