

Text Complexity Analysis Template

Text complexity analysis			
Created by:	Rosemary Humes	Event/Date:	TeachFest CT 2014 Summer Academy
Text and Author	Rain, Rain Go Away Come Again Another Day	Where to Access Text	Kids Discover Vol. 17, Issue 5 Water
Text Description			
<p>This text is a non-fiction expository science article explaining the process of the water cycle. It includes diagrams and photographs with global connections to extreme weather conditions and the water cycle . The article classifies two types of water and shows a pictorial representation of evaporation, condensation, and precipitation. It uses an analogy to explain what causes rain to form in clouds and gives sequential steps to an experiment for simulating condensation in a cloud. An added sub-topic shares how scientists are able to cause it to rain by using a chemical called “silver iodide” . The article ends with several open-ended questions for further inquiry.</p>			
Quantitative			
Lexile and Grade Level	880 Grade 4	Text Length	Approximately 700
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
<p>The magazine article begins by asking the reader the essential question “ How is it possible that the same water keeps moving around in one big cycle?” Through explanations, definitions of specific science content vocabulary, and diagrams, the process of the water cycle is revealed. That is the central idea of the article.</p>		<p>Graphics: diagram of a rain drop and how it could travel from America to Spain . Photographs of the following: geographical feature: oasis, a scientist who discovered the process of “cloud –seeding”, and people in Bangladesh bicycling through watery streets. Specific science content words and their definitions are included to make central idea understandable. The magazine article format is similar to a newspaper.</p>	
Prior Knowledge Demands		Language Features	
<p>It would be helpful if students were familiar with science content vocabulary. Requires some background knowledge of geographical features such as oases, aquifers and coastal lowland. Location of Bangladesh in relation to the USA should be identified before reading the article.</p>		<p>See science vocabulary below. The tone is conversational.</p>	
Potential Reader/Task Challenges			
<p>ELL students may have difficulty with comprehension of scientific vocabulary. Complexity of sentence structure may be challenging for lower leveled readers.</p>			
Big Takeaway			
<p>Understanding the process of the water cycle is the big take away. Connections to extreme weather and location of low-lying areas is secondary.</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	<ul style="list-style-type: none"> • Hydrologists • Aquifers • Oases • Water vapor • Monsoon • Typhoon • Tsunami • Cloud-seeding • Evaporation • Condensation • Precipitation 	<ul style="list-style-type: none"> • Recharges • Rip-off
Words that cannot be determined in context		