

## Text Complexity Analysis Template

Text complexity analysis			
<b>Created by:</b>	Sarah Dorsey	<b>Event/Date:</b>	TeachFest Connecticut: Summer Academy July 2014
<b>Text and Author</b>	“Colonization and the Revolutionary War Background to the Colonies”	<b>Where to Access Text</b>	Download from ReadWorks.org
Text Description			
<p>This article describes the foundation of the United States of America prior to the Revolutionary War. Students will learn that there were 13 colonies in North America that were under British rule. Each colony was different due to the work demands and climate. While each colony displayed different characteristics, they fell under one of the distinct groups (New England, Middle, and Southern Colonies). Through this descriptive piece students can visualize how the colonies were diverse yet worked hard in their separate groups to succeed. (This piece may be used when teaching about the 13 colonies and then revisited when instructing students on the Revolutionary War. Ex. When teaching about the colonies you may not want to go into depth on the First Continental Congress but when revisiting the article for the Revolutionary War you will want to broaden the student’s comprehension of what took place there.)</p>			
Quantitative			
<b>Lexile and Grade Level</b>	830L and Grade 4	<b>Text Length</b>	519 Words
Qualitative			
Meaning/Central Ideas		Text Structure/Organization	
<ul style="list-style-type: none"> <li>• Big Idea: The 13 colonies fall under three distinct groups (New England, Middle or Southern Colonies). Each group had similar characteristics based on location and the people who lived there.                             <ul style="list-style-type: none"> <li>○ New England Colonies (Shipbuilding)</li> <li>○ Middle Colonies (Trading Center with Crafts)</li> <li>○ Southern Colonies (Agriculture)</li> </ul> </li> <li>• The Big Idea and is easily inferred based on the text structure.</li> <li>• Headings are to help guide the students focus and are not the direct main idea for each section</li> </ul>		<ul style="list-style-type: none"> <li>• Easily Read Paragraphs</li> <li>• Headings to focus students on what colony group they will be learning about (Ex. New England)</li> <li>• No pictures within text instead incorporate pictures to better depict what the informational text is describing</li> <li>• The main characteristics for each colony group are explicitly stated in paragraph format.</li> </ul>	
Prior Knowledge Demands		Language Features	
<ul style="list-style-type: none"> <li>• What a colony is and where they were located</li> <li>• Prior comprehension that Britain ruled the colonies in North America prior to the Revolutionary War</li> <li>• There were more than just people from Britain who immigrated to North America</li> <li>• What/ who immigrants are and why they might have moved</li> <li>• How the colonies were separated (Incorporate a map showing the divide)</li> </ul>		<ul style="list-style-type: none"> <li>• Descriptive language to discuss the characteristics of the three groups</li> <li>• New language is incorporated that will need to be taught to the students</li> <li>• Context driven vocabulary to point out</li> </ul>	

### Potential Reader/Task Challenges

Potential Reader challenges include the vocabulary associated with the text (especially if the students do not have prior knowledge of the words). For example students may not know what the First Continental Congress was, thus their comprehension of the section may be altered unless directly taught. Pictures/maps can be implemented to assist students who may struggle. In terms of task challenges, students may need assistance/ reminders how the format of the text helps guide the reader to a stronger understanding. In this text the format the author utilizes are headings. For example, under the section “New England” the reader will learn specifically about those colonies and not about what happened in the Southern colonies. Additionally while only particular colonies are mentioned it is important to discuss/show what colonies belonged to each group.

### Big Takeaway

Readers will take away that while the 13 colonies had different characteristics they all fit into one of the three distinct groups (New England, Middle, and Southern Colonies). The students will explain how the author used evidence to support the particular characteristics for the three colony groups in order to form a deeper understanding of the time period.

Literacy. RI. 4.8

## Vocabulary Analysis Template

Note: All words should be taught in some format. It is up to the teacher’s discretion to determine how in depth to go with each word based on what you want the students to achieve. For example, when instructing on the colonies you may not go as in-depth into the “First Continental Congress” or the word “representatives” as you would when instructing the students on the Revolutionary War. Words with \* should be taught in order to assist with the Big Takeaway.

	<b>Words that demand less teaching time (i.e. the definition is singular and concrete)</b>	<b>Words that demand more teaching time (i.e. words with multiple meanings and/or that are part of a word family)</b>
<b>Words that can be determined in context</b>	<ul style="list-style-type: none"> <li>• Colonies (T2)*</li> <li>• Ports (T2)</li> <li>• Plantations (T2)</li> <li>• Shipbuilding (T2)</li> <li>• Pilgrims (T2)</li> <li>• Outcast (T2)</li> <li>• Tolerated (T2)*</li> <li>• Puritans (T2)</li> <li>• Diverse (T2)</li> <li>• Immigrants (T2)*</li> <li>• Agriculture (T2)</li> </ul>	<ul style="list-style-type: none"> <li>• New England Colonies (T3)*</li> <li>• Middle Colonies (T3)*</li> <li>• Southern Colonies (T3)*</li> <li>• William Penn (T3)</li> </ul>
<b>Words that cannot be determined in context</b>	<ul style="list-style-type: none"> <li>• Culture (T2)</li> <li>• Settled (T2)*</li> <li>• Fertile (T2)</li> <li>• Industry (T2)</li> <li>• Representatives (T2)</li> </ul>	<ul style="list-style-type: none"> <li>• First Continental Congress (T3)</li> </ul>